

Briefing on key updates to statutory guidance for schools in England – Keeping Children Safe in Education (2018)

May 2018

The Department for Education (DfE) has published an updated version of the [statutory guidance Keeping children safe in education](#) (2018), which revises and replaces the 2016 guidance. This will come into force for schools in **September 2018**.

It sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

This guidance is for:

- headteachers, teachers and education staff
- governing bodies and proprietors.

The guidance is statutory and applies to all schools and colleges. Schools are defined as “all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units”.

This briefing outlines the key changes to the guidance. A full list of changes can be found in Annex H of Keeping children safe in education (2018).

Relevant parts of this guidance will be updated again when the new statutory guidance Working together to safeguard children is published.

Summary section of guidance

About this guidance

More detail has been added around the legal status of the guidance and the difference between the words **must** and **should**.

“This document sets out the legal duties with which schools and colleges **must** comply and also contains information on what schools and colleges **should** do (unless they have good reason not to) in order to keep children safe”.

Who this guidance is for

Footnote has been moved into main text to clarify that:

“in the case of academies, free schools and alternative provision academies, the proprietor is the academy trust”

Part one: Safeguarding information for all staff

11. Reinforces the importance of the role of the designated safeguarding lead and that schools need to state who holds this role and identify any deputies.

“The designated safeguarding lead (and any deputies) is most likely to have a complete safeguarding picture.”

What school and college staff need to know

16. Additional wording added.

“**All** staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments”.

What school and college staff should look out for

18. Additional information added about children who may especially benefit from early help.

“**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 and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care”.

22. Wording has been added to emphasise that staff should:

“always speak to the designated safeguarding lead (or deputy)”

What school and college staff should do if they have concerns about a child

23. Flowchart setting out the process for staff who have concerns, is highlighted earlier on in the guidance as there is less detail now in this section about the process.

25. Advice added about members talking to the designated safeguarding lead or deputy about concerns and options for what to do next.

“Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy), who will help staff decide what to do next.

Options include:

- managing any support for the child internally via the school or college’s own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm”

26. New paragraph to cover situations where designated safeguarding lead or deputy are not around.

“If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken”.

Early help

28. New paragraph on the early help process.

“Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse”.

Children in need

Definition added.

“A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989”.

Children suffering or likely to suffer significant harm

New section with more detail outlining what staff should do if a child is suffering or likely to suffer significant harm.

Flowchart - Actions where there are concerns about a child (p. 13)

The process is the same but some wording is altered slightly. The first stage now emphasises the need for staff to take immediate action.

Specific safeguarding issues

50. Highlights peer on peer abuse and sexual violence and harassment and highlights further information in part of annex (A).

“**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. All staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in Annex A”.

52. New section added on contextual safeguarding.

53. Instead of listing all the specific safeguarding issues here, these are listed in Annex A.

Part two: The management of safeguarding

57. A new paragraph added regarding children missing education – schools should hold more than one emergency contact number for each pupil.

“Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern”.

Multi-agency working

Previously called *Interagency working*. This section will be updated further to reflect the revised Working together to safeguard children (2018).

Information sharing

New section. This section will get updated to reflect Working together to safeguard children, GDPR and the Data protection bill.

74. New paragraph. The designated safeguarding lead should ensure a pupil's child protection file is transferred to their new school or college should they move on, and the process for doing this.

Peer on peer abuse

Section previously called *Allegations of abuse made against other children*. More detail has been added on what constitutes peer on peer abuse.

89. "All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school or college's policy and procedures with regard to peer on peer abuse.

90. Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment (more detail in Part 5);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery): the policy should include the school or college's approach to it. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges; and
 - initiating/hazing type violence and rituals".

Looked after children and previously looked after children

95. New section on new requirements around safeguarding previously looked after children.

"A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group".

The designated teacher

96. More detail added about previously looked after children and the role of designated teachers.

“On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.”

97. Link to statutory guidance contains further information on the roles and responsibilities of the designated teacher.

Virtual school heads

98. The role of the virtual school head in respect to previously looked after children.

“The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.”

100. Highlights the statutory guidance on Promoting the education of looked after children which contains further information on the roles and responsibilities of virtual school heads.

Care leavers

101. New section. Designated safeguarding lead in colleges and FE should liaise with local authority personal advisor for care leaver.

“Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver.”

Children with special educational needs and disabilities

102. New bullet point about additional vulnerabilities of children with SEN and disabilities:

“...being more prone to peer group isolation than other children;”

New paragraph about SEN children needing extra pastoral support.

“To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities”.

The use of ‘reasonable force’ in schools and colleges

103. New section clarifying when it may be necessary to use reasonable force to safeguard children and young people.

“There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force.”

There is further departmental advice available for schools.

105. New paragraph about the use of reasonable force with children with SEN or disabilities, highlighting the need for a proactive behaviour policy to minimise the need for force.

Part three: Safer recruitment

Recruitment, selection and pre-employment vetting

110. Wording added around the vetting of volunteers.

“When schools and colleges are considering which checks should be undertaken on volunteers, they should have regard to that guidance, together with paragraphs 157-162. However, schools and colleges may choose to carry out an enhanced DBS check, without barred list information, in certain circumstances (see paragraph 159)”.

Prohibitions, directions, sanctions and restrictions

Secretary of state section 128 direction

120. Sentence added to clarify that:

“A section 128 direction also prohibits a person from taking up a position as governor of a maintained school”.

More detail added about other sanctions and restrictions regarding teaching.

Historic General Teaching Council for England (GTCE) sanctions and restrictions

123. “There remain a number of individuals who are still subject to disciplinary sanctions, which were imposed by the GTCE (prior to its abolition in 2012).”

European Economic Area (EEA) regulating authority teacher sanctions or restrictions

124. “These sanctions and restrictions are imposed by EEA professional regulating authorities on or after 18 January 2016 and which have been notified to the TRA (see also paragraphs 146-147).”

Teacher Services checking system

125. “Checks for those prohibitions, sanctions and restrictions described at paragraphs 118-120 can be carried out by logging onto the Secure Access Portal via the [Teacher Services](#) webpage. Secure Access is a free service available to all schools and colleges. Registration is required for first time users and can be requested from Teacher Services. Further information about using this system to carry out a range of ‘teacher status checks’ including verification of qualified teacher status (QTS) and the completion of teacher induction or teacher probation can be found at [GOV.UK](#)”.

126. “Any section 128 direction will also be disclosed as additional information on an enhanced DBS certificate, which includes a barred list check”.

129. More detail added around the Teacher Services System and how it should be used, including how it is used to verify the award of qualified teacher status (QTS).

Flowchart of Disclosure and Barring service Criminal Record Checks and Barred List Checks

The flowchart has been updated to make information about checks for contractors more consistent with the information in the body of the guidance.

135. Further detail added on the information schools should consider when seeking and obtaining references. A link to the Advisory, Conciliation and Arbitration Service (ACAS) website has been added.

“The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained and scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including internal candidates”.

Single central record (SCR)

138. Further clarification around who needs to be included on the SCR in academies and free schools.

“In the case of academies and free schools, this means the members and trustees of the academy trust”.

141. Further clarification on what can be included on the SCR.

“Whilst there is no statutory duty to include on the single central record details of any other checks, schools are free to record any other information they deem relevant. For example, checks for childcare disqualification, volunteers, and safeguarding and safer recruitment training dates. Schools may also wish to record the name of the person who carried out each check”.

142. Clarification on SCRs for Multi Academy Trusts.

“There is no requirement for multi-academy trusts (MATs) to have separate single central records, but schools should ensure the record is easily available to Ofsted inspectors”.

143. New paragraph:

“The single central record can be kept in paper or electronic form”.

Existing staff

154. New paragraph to clarify/ reinforce the legal duty to refer to DBS when an individual is suspended or moved out of regulated activity to another post, if they meet the “harm” criteria.

“The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended”.

Volunteers

159. New link added to DBS workforce guides to assist schools and colleges to identify whether the position they are recruiting into fits the “child workforce” criteria, used when completing the “Position Applied For” field on a DBS application form and which allows a children’s barred list check to be requested.

“There are certain circumstances where schools and colleges may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity. This is set out in DBS workforce guides, which can be found on GOV.UK. Employers are not legally permitted to request barred list information on a supervised volunteer as they are not considered to be engaged in regulated activity”.

160. Footnote added to clarify to schools that they need to record DBS risk assessments and that schools are free to determine where this information is stored

“Details of the risk assessment should be recorded”.

161. Revised text signposting to annex F of the guidance which can be used to help schools determine when a volunteer should be supervised.

“It is for schools and colleges to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State (replicated at Annex F). This guidance requires that, for a person to be considered supervised, the supervision

must be:

- by a person who is in regulated activity;
- regular and day to day; and
- “reasonable in all the circumstances to ensure the protection of children”.

Proprietors of independent schools, including academies and free schools or alternative provision academies and free schools

168. Further detail added around the need for checks for section 128 directions which prohibit or restrict a person from taking part in the management of an independent school (including academies and free schools) and DBS checks.

“In the case of an academy trust, including those established to operate a free school, the trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Academy trusts, including those established to run a free school, have the same responsibilities as all independent schools in relation to requesting enhanced DBS certificates for permanent and supply staff. Where an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust must require DBS checks on all delegates and all members of such committees. Academy trusts must also check that members are not barred from taking part in the management of the school as a result of a section 128 direction (see paragraph 120)”.

Alternative provision

174. New paragraph outlines that where a school places a child in alternative provision they still have safeguarding responsibility for the child.

“Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff”.

Children staying with host families (homestay)

Title changed to include the term “homestay”.

Private fostering – LA notification when identified

181. Paragraphs moved from Annex E and amended to clarify that staff and volunteers should remain alert to, and, when it comes to their attention report, to the local authority, information which suggests a child is being privately fostered.

“Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.”

183. Signposts to Annex A of the guidance on the circumstance in which private fostering may arise.

Part four: Allegations of abuse made against teachers and other staff

Duties as an employer and an employee

184. Footnote added to signpost to the DBS website where a definition of the “harm test” can be found.

Third bullet point of paragraph has been amended to replace “would” with “may”, to match the terminology used in Working together to safeguard children” statutory guidance.

“.....behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children”.

185. Added “volunteers” to this paragraph to make clear this part of the guidance is also applicable to them.

“This part of the guidance relates to members of staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place”.

Initial considerations

189. The term “unfounded” has been moved from a footnote back into the main text as a bullet point.

“**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made”.

192. Footnote added signposting to further information on strategy discussions in Working together to safeguard children guidance.

Managing the situation and exit arrangements

Resignations and “settlement agreements”

206. Additional text is inserted to remind schools and sixth form colleges of the requirement to consider whether a teacher misconduct referral to the TRA is appropriate.

“Schools and sixth form colleges must also consider whether a referral to the TRA is appropriate - see paragraph 118-119”

References

212. Signposts to paragraphs 134-137 for further information on references.

“Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference”.

Suspension

218. Children’s social care now included in the list of organisations that concerns should be reported to.

“If the case manager is concerned about the welfare of other children in the community or the teacher’s family, those concerns should be reported to the designated officer(s), children’s social care or the police”.

Part 5: Child on child sexual violence and sexual harassment

New part added to the guidance on managing reports of child on child sexual violence and sexual harassment.

236. Governing bodies and proprietors should be aware of the department advice: [*Sexual violence and sexual harassment between children in schools and colleges*](#).

Responding to reports of sexual violence and sexual harassment

237. Emphasises the need for effective training and policies in schools and colleges.

239. Schools need to respond on a case-by-case basis, supported by children’s social care and the police if required.

The immediate response to a report

241. Emphasises the importance of the school's initial response to a report from a child. All victims must be taken seriously, supported and kept safe.

242. Clarifies in detail about how all staff should be trained to manage a report, as with any safeguarding concern.

Risk Assessment

243. Following a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

244. Risk assessments should be recorded and kept under review.

245. The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care and specialist services as required.

Action following a report of sexual violence and/or sexual harassment

What to consider

246. Schools should consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

247. As always, all staff should act in the best interests of the child.

248. Emphasises that sexual violence and sexual harassment is not acceptable and will not be tolerated.

Options to manage the report

249. Four scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally – the school manages incidents.

2. Early help – multi-agency early help
3. Referrals to children’s social care
4. Reporting to the police – in parallel to children’s social care

Considering bail conditions

It is unlikely that a child will be on police bail with conditions attached, so it is essential that when there is a criminal investigation that there is joined up working between the school or college, children’s social care and the police so that the victim, alleged perpetrator and other children involved are supported.

Managing any delays in the criminal process

There may be delays in any criminal case but schools and colleges **should not wait** for the outcome before protecting the victim, alleged perpetrator and other children in the school or college.

The end of the criminal process

Regardless of whether a child is convicted of a crime or not, all the children involved should be protected.

Ongoing response for the victim

Appropriate support should be available on an ongoing basis to the victim. The guidance includes sources of specific support.

p.72 The guidance makes it clear that schools need to consider safeguarding issues around the victim and alleged perpetrator sharing classes and sharing space at school or college.

Safeguarding and supporting the alleged perpetrator

257. Schools need to manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves.

Annex A: Further information

Children and the court system

Includes links to two age-appropriate guides to support children giving evidence in court.

Further information on a child missing from education

Emphasises that all staff need to be aware that children going missing from education can be a warning sign of safeguarding considerations. Staff should be aware of the school procedures for dealing with this.

Children with family members in prison

Includes a link to NICCO.

Further information on child sexual exploitation

Changes to main text and bullet points to include more detail.

“Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources”.

Further information on child criminal exploitation: county lines

New information added around children being used to carry drugs or money from urban to rural areas. Identifying factors are also included.

“Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources”.

Further information on domestic abuse

New information added about the definition and effects of domestic abuse on young people. Signposts to help included.

“The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [NSPCC- UK domestic-abuse signs symptoms effects Refuge what is domestic violence/effects of domestic violence on children”](#)

New information on homelessness

Highlights the safeguarding implications for those homeless with their families and also 16 and 17 year-olds who are living independently from their parents or guardians.

Further information on so-called “honour-based” violence

More detail added around pressure from the wider family or community and multiple perpetrators being involved.

“Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is

important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take”.

Further information on preventing radicalisation

A fuller description of extremism has been added.

“Extremism goes beyond terrorism and is defined in the Government’s Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society”.

Further information on peer on peer abuse

A new section has been added on sexual violence and harassment in schools and colleges and the actions that they should take. It also clarifies the difference between sexual violence and sexual harassment. This links to the new departmental guidance [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

Annex B: Role of the designated safeguarding lead

New footnote added on page 88 to highlight that sole proprietors need to ensure that their designated safeguarding lead is a suitable person for the role.

“When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as DSL is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor’s family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service”.

Training

Bullet points added regarding training requirements around online safety and SEND.

“.....are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;”

Annex updated to bring the deputy designated safeguarding leads role in line with the designated safeguarding lead. The role should be explicit in their job description.

Annex C: Online safety

Information and support

New link to [UKCCIS guidance](#) added.

Annex D: Boarding schools, residential special schools, residential colleges and children’s homes

Now also includes residential colleges. Reference added to the Visits to Children in Long-term Residential Care Regulation 2011, as it applies to schools and colleges.

“In addition, the Visits to Children in Long-Term Residential Care Regulations 2011 apply to children and young people living away from home in residential settings for periods of 3 months or more (including those placed in residential schools and colleges). An appropriate representative from the accommodating Local Authority must visit these settings to ensure the welfare of these children”.

Annex E: Host families - homestay during exchange visits

More detail provided on obtaining DBS checks for UK host families.

“In circumstances where a school or college arrange for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where the school or college has the power to terminate such a homestay the school or college would be the regulated activity provider”.

Useful links

Online training for schools

- [Child protection in schools](#)
- [Safer recruitment in education](#)
- [Managing sexualised behaviour in primary schools](#)
- [Keeping children safe online](#)

Contact the NSPCC’s Knowledge and Information Service with any questions about child protection or related topics:

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