



Department  
for Education

# **Keeping children safe in education 2021**

**Government consultation**

**Launch date 10 December 2020**

**Respond by 04 March 2021**

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## Introduction

The purpose of this consultation is to seek views about proposed changes to Keeping children safe in education (KCSIE) statutory safeguarding guidance. KCSIE sets out those legal duties that schools and colleges must comply with, together with what schools and colleges should do in order to keep children safe. Schools and colleges must have regard to KCSIE when carrying out their duties to safeguard and promote the welfare of children. It is split into five parts, as follows:

- **Part one** - sets out what staff in schools and colleges should know and do. It explains their safeguarding responsibilities, what the various forms of abuse and neglect look like and what staff should do if they have concerns about safeguarding matters.
- **Part two** - sets out the arrangements for the management of safeguarding, including the responsibility of governing bodies and proprietors, the role of designated safeguarding leads and the safeguarding policies and procedures that should be in place.
- **Part three** - sets out the safer recruitment arrangements schools and colleges should adopt and describes in detail the checks that are required for individuals working or visiting a school or college.
- **Part four** - sets out how schools and colleges should manage allegations of abuse made against teachers and other staff including supply teachers, other staff, volunteers and contractors.
- **Part five** - is about managing reports of child on child sexual violence and sexual harassment and sets out what governing bodies and proprietors should be doing to ensure reports of child on child sexual violence and sexual harassment are managed appropriately.

## Who this consultation is for

- School and college staff
- Governing bodies of maintained schools (including maintained nursery schools),
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools
- Management committees of pupil referral units (PRUs)
- Post 16 providers in receipt of funding from the Education and Skills Funding Agency
- Children's services
- Professionals working in social care
- Teaching unions
- Safeguarding practitioners, including training providers
- Supply agencies

## Issue date

The consultation was issued on 10 December 2020.

## Enquiries

If your enquiry is related to the policy content of the consultation, you can contact the Teacher Regulation, School Safeguarding and Safety Team at:

[Safeguarding.SCHOOLS@education.gov.uk](mailto:Safeguarding.SCHOOLS@education.gov.uk)

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: [Consultations.Coordinator@education.gov.uk](mailto:Consultations.Coordinator@education.gov.uk) or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

## Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

## The response

The results of the consultation and the Department's response will be [published on GOV.UK](#) later in the year.

## About this consultation

This consultation document sets out the majority of the changes to KCSIE the Department for Education began to consult on in February 2020. Due to COVID-19 the consultation was withdrawn on 31 March 2020. Responses received during the five weeks the consultation was running, will still be considered, so if you are submitting additional comments please mark the relevant box (see question 7) so that we can combine your responses.

This consultation paper is split into seven sections, to reflect the composition of KCSIE. These sections are:

- Section 1- proposed changes to the summary of the guidance;
- Section 2 - proposed changes to Part one of the guidance: what staff need to look out for and where they should report their concerns;
- Section 3 - proposed changes to Part two of the guidance: the responsibilities of schools and colleges to safeguard children;
- Section 4 - proposed changes to Part three of the guidance: what schools and colleges need to do to ensure staff are suitable to work with children;
- Section 5 - proposed changes to Part four of the guidance: what schools and colleges need to do to manage cases of allegations of abuse against teachers;
- Section 6 - proposed changes to Part five of the guidance: what schools and colleges need to do to manage reports of child on child sexual violence and proposed changes to the Department's advice: *Sexual violence and sexual harassment between children in schools and colleges*; and
- Section 7 - other safeguarding issues on which we would welcome responses.

It is important to note in proposing the changes, our aim is to help schools and colleges better understand what they are required to do by law and what we strongly advise they should do to fulfil their safeguarding responsibilities. Many of the proposed changes are technical in nature. These are intended to improve the clarity of the guidance and ensure consistency throughout. A list, with an explanation of all the proposed substantive changes is set out at Annex G of the draft guidance.

The consultation document asks a number of questions about the substantial changes we are proposing to make to KCSIE. The responses to these questions will inform the final guidance.

We would like to hear your views on our proposals.

## Respond online

To help us analyse the responses please use the online system wherever possible. Visit [www.education.gov.uk/consultations](http://www.education.gov.uk/consultations) to submit your response.

## Other ways to respond

If for exceptional reasons you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may download a word document version of the form and email or post it.

### By email

[Safeguarding.SCHOOLS@education.gov.uk](mailto:Safeguarding.SCHOOLS@education.gov.uk)

### By post

KCSIE 2021 Consultation response  
FAO: Teacher Regulation, School Safeguarding and Safety Team  
Department for Education  
Floor 0  
Bishopsgate House  
Darlington  
DL1 5QE

## Deadline

The consultation closes on 04 March 2021.

## Introduction

**Question 1:** What is your name?

**Question 2:** What is your email address?

**Question 3:** What is the name of your organisation?

**Question 4:** What type of organisation is it?

Nursery / Primary school / Secondary school / Multi Academy Trust / Sixth Form / FE / HE / Union / Charity / Training provider / Consultancy / Other / Not applicable

If other, please state

**Question 5:** In what capacity are you responding?

Teacher / Head Teacher or Principal / Other Senior Management / Designated Safeguarding lead (or deputy DSL) / Teaching Assistant / Parent or Carer / Trainer / Consultant / Official / Other

If other, please state

**Question 6:** Would you like us to keep your responses confidential?

Yes / No

If yes, please provide a reason for confidentiality.

**Question 7:** Did you respond to the consultation that was withdrawn?

Yes / No

If yes, do you want us to disregard your previous response?

Yes – please disregard my previous response / No – please combine my responses



# Section 1 – Summary of the guidance

## Background

This section of the consultation addresses the changes we propose to make to the summary of the guidance.

The summary section contains:

- Status of the guidance
- About this guidance
- Who this guidance is for

## Proposals and rationale

### Who is the guidance for

Part one of KCSIE sets out what all staff need to know, what they need to look out for and where they should report their concerns. The summary of KCSIE sets out Part one should be read by all staff.

There is an argument that the detail in Part one is excessive for those staff who do not regularly work directly with children, such as caterers and cleaners, to fulfil their safeguarding responsibilities. Some stakeholders have suggested that the level of detail currently in Part one obscures the basic message, i.e. if you see something, say something.

For those staff, who do not work directly with children on a regular basis, we highlight in the summary section of KCSIE that we have proposed, at Annex A of the draft guidance, a shortened version of Part one.

We are proposing that governing bodies and proprietors are given the freedom to choose this shortened version, for those staff not regularly working directly with children where they think it will provide better basis for them to promote the welfare and safeguard children.

**Question 8:** Do you support this approach?

Yes / No / No opinion

Please explain your answer.

**Question 9:** Do you have any comments about the content of the new Annex A?

Yes / No / No opinion

If yes, please explain your answer.

## General

**Question 10:** Do you have any comments about any other content in the summary section to the draft guidance?

Yes / No / No opinion

If yes, please explain your answer.

## Section 2 – Part one: Safeguarding information for all staff

### Background

Part one of KCSIE sets out what all staff need to know, what they need to look out for and where they should report their concerns.

In this section of the consultation, we explain the substantive changes that we propose to make to Part one and invite comments on the proposed changes.

### Proposals and rationale

#### Safeguarding

Given their profile we included additional content on child criminal exploitation, child sexual exploitation and serious violence in Part one and Annex B of KCSIE 2020 to better help schools and colleges understand how to identify children at risk from these harms.

**Question 11:** Are there any additional changes you believe should be made to help schools/colleges identify and support children at risk of criminal exploitation, sexual exploitation and serious violence?

Yes / No / No opinion

Please explain your answer.

#### Consolidated Part one

We are proposing to make a number of changes to Part one to provide what we think is important information and improve the flow of this part in order to enhance its readability.

A full list of all the substantive changes proposed to Part one is provided at Annex G of the draft guidance.

**Question 12:** Do you support the proposed changes to Part one set out at Annex G?

Yes / No / No opinion

Please explain your answer.

## General

**Question 13:** Do you have any further comments about the content in Part one of the draft guidance?

Yes/No

If yes, please explain your answer.

## Section 3 – Part two: The management of safeguarding

### Background

Part two of KCSIE sets out the responsibilities of governing bodies and proprietors to safeguard and promote the welfare of children and includes guidance on the safeguarding policies and procedures they should have in place.

In this section of the consultation, we explain the substantive changes that we propose to make to Part two and invite comments on the proposed changes.

### Proposals and rationale

#### Online safety

We have moved a significant amount of the online content in Annex C of KCSIE 2020 to Part two of the draft guidance. The main part of the online safety content commences at paragraph 109 (but minor changes are reflected elsewhere as appropriate too). This proposed change gives online safety the prominence it deserves in the main body of the guidance, it does not introduce new burdens or processes, but it does make clear that the management of online safety sits alongside, and should be considered with, broader safeguarding requirements and the whole school or college safeguarding approach.

**Question 14:** Do you support the proposed changes to how online safety is reflected?

Yes / No / No opinion

Please explain your answer.

#### Designated safeguarding lead

The conclusion of the Children in Need (CiN) review (<https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need>) set out new data on the poor educational outcomes of children who have needed a social worker, the barriers to education they face and the support that can help them overcome these. A key part of this support is making sure schools have the information they need about children who need a social worker, and ensure they receive the right pastoral and academic support.

Designated safeguarding leads (DSLs) play a vital role in safeguarding all children and promoting their welfare. Given the new insights that have come out of the CiN review, we are now updating our guidance for DSLs to clarify the type of additional support that the review has shown can help improve the educational outcomes of children who need

and have needed a social worker. This includes improving the visibility of this group and supporting school and college staff to find effective ways of engaging and teaching these children.

We committed in the review to consult on these guidance changes to make sure that DSLs, schools and colleges have the capacity and support to provide the right help for this group of children. We recognise that schools and colleges are facing pressures and therefore the right help needs to be provided to support any change in practice. The consultation will help us understand to what extent designated safeguarding leads and their deputies are already providing this type of support to children who need or have needed a social worker. We are also consulting on what additional resources, training or support would help them to provide it successfully so that we can make sure the right support is in place when these changes are introduced.

The updated guidance on the DSL role is set out in Part two in paragraphs 76 - 82 and at Annex C.

**Question 15:** What additional roles does your DSL have (select more than one if appropriate)?

- a) Headteacher
- b) Deputy headteacher
- c) Other senior leadership team (SLT) role
- d) Teaching responsibilities (timetabled hours)
- e) Other statutory role(s) e.g. SENCo, designated teacher etc.
- f) Non-statutory role(s) (please state which ones)
- g) Don't know

**Question 16:** Approximately how many hours does the DSL in your school or college spend fulfilling their DSL role and responsibilities in an average week?

- a) 4 hours or less
- b) 5 to 9 hours
- c) 10 to 19 hours
- d) 20 to 29 hours
- e) 30 to 39 hours
- f) 40 hours or more
- g) Don't know / Not applicable

**Question 17:** What is the role of the deputy DSL in your school(s) or college? Please include an outline of the number of deputy DSLs and their responsibilities.

Please provide your response.

Changes have been made in the guidance at Part two and Annex C to provide greater clarity for the DSL, which will support them in their duties to promote the welfare of

children, specifically by promoting educational outcomes for children who need or have needed a social worker.

**Question 18:** Are the responsibilities set out in the draft guidance at Annex C clear?

Yes / No / Not sure / Not applicable

If no, please explain your answer.

**Question 19:** Are these responsibilities additional to what the DSL in your school or college currently does in their role?

Yes / No / Not sure / Not applicable

Please explain your answer.

**Question 20:** How does the DSL currently ensure that school and college staff understand the needs of children who need or have needed a social worker and the impact their circumstances can have on their education?

Please provide your response.

**Question 21:** How does the DSL currently ensure children who need or have needed a social worker are able to reach their potential in their education?

Please provide your response.

**Question 22:** How is the DSL supported by the school or college to undertake their role as a DSL?

Please provide your response.

**Question 23:** Which of the following would be helpful in supporting the DSL to carry out the role and responsibilities as set out in the updated version of the guidance?

Select one or more of:

- Additional training
- Online resources and guidance
- Peer support
- Support from leadership team
- Supervision
- Other

If other, please specify.

Please provide any additional comments.

We understand that concerns about information sharing can be a barrier to improving outcomes for children. We want to understand how the current processes are working and if the changes to the guidance better support staff.

**Question 24:** Have you experienced any barriers to sharing information for the purposes of safeguarding and improving educational outcomes for children who need or have needed a social worker?

Yes / No / Not sure / Not applicable

If yes, please explain.

## General

**Question 25:** Do you have any further comments about the content of Part two of the draft guidance?

Yes / No

If yes, please explain your answer.



## Section 4 – Part three: Safer recruitment

### Background

Part three of KCSIE provides schools and colleges with guidance on the statutory requirements and important information about safeguarding and recruitment.

In this section of the consultation, we explain the substantive changes we propose to make to Part three and invite comments on these changes.

### Proposals and rationale

#### Safer recruitment

We believe (a view also shared by a significant number of our stakeholders) that Part three potentially overly focuses on DBS checking, as part of the safer recruitment process, and does not place enough emphasis on encouraging schools and colleges to have in place an ongoing culture of vigilance. We want to encourage schools and colleges to broaden the information they draw on as part of the recruitment process to ensure unsuitable people are not given the opportunity to work with children. To support this, we think Part three should be restructured so that it follows more closely the recruitment practices followed by most employers.

Accordingly, our proposals for Part three focus on ensuring potential applicants are given the right messages about schools and colleges commitment to recruit safely, as well as details of what checks will be carried out.

**It is important to note that there are no changes to the statutory requirements placed on schools and colleges.**

We have made revisions to Part three of the guidance and divided it into four sections. These are:

- the recruitment and selection process;
- pre-employment vetting checks, regulated activity and recording of information;
- other checks that may be necessary for staff, volunteers and others, including the responsibilities placed on schools and colleges for children in other settings; and
- how to ensure the ongoing safeguarding of children and the statutory reporting duties on employers.

The guidance includes the processes that should be in place to achieve a safer culture for children, beginning with the wording of the vacancy advert, right through to appointment.

Whilst some schools and colleges use HR/personnel services, it is important service providers understand the safer recruitment principles included in the draft guidance and that recruitment processes they use adopt these.

**Question 26:** Is the revised new format of Part three helpful?

Yes / No / No opinion

If no, please explain your answer.

**Question 27:** Do the proposed changes to Part three provide clarity about the principles of safer recruitment and not just being reliant on a DBS check?

Yes / No / No opinion

If no, please explain your answer.

## General

**Question 28:** Do you have any suggestions about how the safer recruitment process might be improved beyond the changes we are proposing to Part 3?

Yes / No

If yes, please explain your answer.

**Question 29:** Do you have any further comments about the content of Part three of the draft guidance?

Yes / No

If yes, please explain your answer.

## Section 5 – Part four: Allegations of abuse made against teachers and other staff

### Background

Part four of KCSIE is about managing cases of allegations that might indicate a person poses a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This part of the guidance should be followed when dealing with allegations against anyone working in the school or college, including supply teachers, volunteers and contractors.

In this section of the consultation, we explain the substantive changes that we propose to make to Part four and invite comments on the proposed changes.

**It is important to note there are no changes to the statutory requirements placed on schools and colleges.**

### Proposals and rationale

#### Managing allegations of abuse

The changes we are proposing have been informed by the stakeholder engagement we have undertaken, during which we considered whether improvements to Part four would help schools and colleges with the handling of the allegations process. This engagement identified:

- the need for schools and colleges to ensure they understand the local authority arrangements for managing allegations, including the contact details of the local authority designated officer (LADO);
- how to manage allegations that do not meet the LADO threshold.

**Question 30:** Is the proposed new format of Part four of the draft guidance helpful?

Yes / No / No opinion

Please explain your answer

#### General

**Question 31:** Do you have any other comments about the content of Part four of the draft guidance?

Yes / No

If yes, please explain your answer.

## **Section 6 – Part five: Child on child sexual violence and sexual harassment**

### **Background**

Part five of KCSIE is about managing reports of child on child sexual violence and sexual harassment and sets out what governing bodies and proprietors should be doing to ensure reports of child on child sexual violence and sexual harassment are managed appropriately.

In this section of the consultation, we explain the substantive changes that we propose to make to Part five and invite comments on the proposed changes.

In December 2017, after working with an advisory group of sector experts, the department published detailed advice for schools and colleges on sexual violence and sexual harassment between children in schools and colleges.

In September 2018 we included a new Part five in KCSIE which sets out what governing bodies and proprietors should be doing to ensure reports of child on child sexual violence and sexual harassment are managed appropriately. This includes: what the immediate response should look like; the options available to manage a report; and what the ongoing response to a report should look like. We committed to test the effectiveness of the detailed guidance and the new Part five in KCSIE and want to use this consultation to do that.

### **Proposals and rationale**

#### **Child on child sexual violence and sexual harassment**

Following discussions with our expert advisory group, we are proposing to:

- add an introduction at the beginning of Part five to provide contextual advice information;
- highlight and draw attention to the fact that sexual violence and sexual harassment can be committed by a group of people, and not just one perpetrator. Thus, we have changed perpetrator to 'perpetrator(s)';
- strengthen the advice to reiterate that staff should act immediately if they have concerns and not wait for disclosure and that staff should not be frightened of asking a child outright whether they have been harmed and what the nature of that harm was; and
- provide additional effective safeguarding practice on how to respond to the initial report.

**Question 32:** Do you have any comments on these changes?

Yes / No / No opinion

If yes, please explain your answer.

**Question 33:** Do you think that Part five of the draft guidance provides schools and colleges with the right level of information to support them to manage reports of child on child sexual violence and sexual harassment effectively?

Too much / About right / Not enough.

Please explain your answer

**Question 34:** Part 5 provides advice and guidance on how to access support for victims and perpetrators of child on child sexual violence and sexual harassment. Locally, do you know how to access such support?

Yes / No

If yes, who have you contacted? And how helpful were they?

**Question 35:** What would you change about Part five to make it more effective?

Please provide your response.

## General

**Question 36:** Do you have any further comments about the content of Part five of the draft guidance?

Yes / No

If yes, please explain your answer.

## Sexual violence and sexual harassment between children in schools and colleges

The department produces standalone *Sexual violence and sexual harassment between children in schools and colleges advice*. We are proposing to make minor changes to this detailed advice to predominantly reflect the changes we are proposing to make to Part five of KCSIE.

The proposed revised advice is attached to this consultation. We have considered embedding the full advice into Part five but on balance think this will make it too long.

**Question 37:** Are you aware of the DfE's advice on Sexual violence and sexual harassment between children in schools and colleges?

Yes / No

**Question 38:** Do you think the advice provides adequate information to support schools and colleges to prevent and as required respond to reports of child on child sexual violence and/or sexual harassment?

Too much / About right / Not enough.

Please explain your answer.

**Question 39:** Do you have any comments on the proposed changes to the DfE standalone advice?

Yes / No / No opinion

If yes, please explain your answer.

**Question 40:** What would you change about the advice to make it more effective?

Please provide your response.

## Section 7 – Expanding our evidence base

### Background

In this section of the consultation, we are seeking to expand our evidence base in areas where we have routinely been asked to consider changes to KCSIE but where our knowledge is currently limited.

Responses here will enable us to consider whether these issues require further consideration.

### Proposals and rationale

#### Safeguarding training for governing bodies and proprietors

KCSIE currently advises all schools and colleges to have a senior board level safeguarding lead (i.e. a safeguarding governor or equivalent), but we do not hold information about what safeguarding training the lead has undertaken to support them with their role. The following questions are designed to help us understand what training is being undertaken and whether mandated safeguarding training would be helpful.

The responses to these questions will help us make an informed assessment about whether there is a case for making any future change to KCSIE.

**Question 41:** Does your school or college have a safeguarding governor or equivalent?

Yes / No / Not sure / Not applicable

**Question 42:** If yes, have they had safeguarding training? (if no, skip to question 45)

Yes / No / Not sure

**Question 43:** If yes, what format did the training take?

Face to face / Online / Blended

Name / description of provider.

**Question 44:** To what extent has the training assisted them to fulfil their role and helped them hold others to account?

Fully assisted / Not assisted / Not sure.

Please provide any additional comments.

**Question 45:** What safeguarding training, if any, have other members of the board had?

Please provide your response.

### Low level concerns about staff

KCSIE sets out that schools and colleges should have processes in place to manage safeguarding concerns about staff. Whilst KCSIE sets out at Part four how schools and colleges should handle concerns that include allegations that meet the harm threshold, including the detailed procedure to be followed, the guidance does not provide advice on procedures for handling concerns that do not meet the threshold.

Whilst there is no agreed definition of a “low level concern”, we believe that describing a low level concern as one falling short of the threshold that would lead to an investigation into an allegation as set out in Part four of KCSIE is one that would be widely understood.

We have received representations from stakeholders about the importance of schools and colleges having procedures for recording low level concerns about staff. Those with procedures in place argue their importance for safeguarding children by creating a culture in which all concerns about adults (including those that do not meet the threshold of an allegation as set out in Part 4) are shared responsibly with the right person, and recorded and dealt with appropriately.

Whilst individually behaviours that are a low level of concern may not meet the threshold for an investigation or intervention at the time, cumulatively they may trigger greater concern and warrant more detailed enquiries or action, particularly in cases where a pattern of behaviour is identified.

We understand that some schools and colleges already have mechanisms to record such concerns and behaviour, and in some cases with recognised thresholds for intervention, but we do not know how widespread or varied these procedures are. Including advice in KCSIE could help create consistency and have the benefit of protecting staff from local procedures that may not be fair and/or optimal.

**Question 46:** Do you agree with the definition of “low level concerns” described above?

Yes / No / No opinion

Please explain your answer.

**Question 47:** Do you agree that it is an important component of school and college safeguarding procedures for low level concerns about staff to be recorded?

Yes / No / No opinion

Please explain your answer.



**Question 48:** Does your school or college have arrangements in place for staff to report and record low level concerns about the actions and behaviours of staff?

Yes / No / Not sure / Not applicable

If yes, please explain the arrangements.

**Question 49:** Would it be helpful for DfE to provide advice about low level concerns in KCSIE?

Yes / No / No opinion

**Question 50:** Do you have any specific comments about what these arrangements should look like?

Yes / No

If yes, please explain your answer.

**Question 51:** What would be the workload implications for schools and colleges of implementing a system to record low level concerns as described above?

Please provide your response.

## **International students**

We have received representations from stakeholders about the potential for specific vulnerabilities to be evident where international child students come to the UK and study under visa or EEA arrangements, or as overseas children with British passports. The vulnerability of these children may be because of language barriers, their living away from parents, not having relatives in the country, or being under the care of educational guardians. For these children, there is a case for reminding schools and colleges of the particular safeguarding risks and needs of international children.

**Question 52:** Given the potential extra vulnerabilities set out above do you think it would be helpful for KCSIE to include guidance to support schools and colleges to help them keep international students safe?

Yes / No / No opinion / Not sure

Please explain your answer

## Racist abuse

Governing bodies and proprietors should be aware of the need to challenge racist attitudes and behaviours if required. Part one of KCSIE sets out what school and college staff should know and do to keep children safe. Part two sets out advice on the management of safeguarding and the policies and procedures we expect to be in place. We are interested to know if in the context of safeguarding and welfare schools and colleges feel suitably supported to identify where racist abuse may be an issue and how best to reflect their approach to racist abuse in their safeguarding, child protection and welfare policies and procedures.

**Question 53:** Would schools and colleges find it helpful if advice regarding racist abuse was included in KCSIE?

Yes/ No/ No opinion

**Question 54:** If yes, what do you think is the best way to do this?

Please explain.

## Recording safeguarding information

Part 1 of KCSIE is clear that all concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing. Part 5 covers the importance of accurately recording reports of child on child abuse and the DSL job role is clear that the DSL should ensure child protection files are kept up to date.

**Question 55:** Are you confident that the school's recording systems that are in place are appropriate and used effectively?

Yes / No / Not sure / Don't know

Please explain your answer

**Question 56:** Do these systems help ensure information and data can be extrapolated at an appropriate level so that governing bodies can ensure that safeguarding, child protection and welfare policies and procedures that are in place are working?

Yes / No / Not sure / Don't know

Please explain your answer

**Question 57:** Would a certain level of prescription in KCSIE about reporting requirements help schools and colleges better record safeguarding information?

Yes/No/Not sure/Don't know

If yes please explain

## General

KCSIE was first published in 2014 (replacing Safeguarding Children and Safer Recruitment in Education 2007) and has been updated annually since (except for 2017). We believe that it provides a strong and effective framework and that it helps schools and colleges understand what they need to do to respond quickly and effectively when an incident occurs, or they have concerns about a child. It clarifies what policies (including a child protection policy) and preventative measures should be implemented to keep their children safe. We believe it achieves a good balance between providing enough information, so staff are clear on the responsibilities whilst not overwhelming them.

**Question 58:** Thinking about Keeping children safe in education generally, (putting aside this years proposed changes) do you think it provides effective advice and support to schools and colleges?

Yes / No / No opinion

If no, please give details of the areas you consider its effectiveness could be improved.

Thinking about the format of the guidance. Currently the guidance contains 5 parts plus several Annexes and is published as one document.

**Question 59:** Is the current format (i.e. one document) the most appropriate format?

Yes/No/No opinion

**Question 60:** If no, is there another format that would make it easier to read and/or be more accessible?

Yes / No/ No opinion.

If yes, please give details on how the format could be changed.



Department  
for Education

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