Safeguarding children in schools and colleges: a call for evidence

Launch date **28 March 2024**
Respond by **20 June 2024**

Introduction

Safeguarding is one of the most important responsibilities that schools and colleges have, and we know how seriously teachers, designated safeguarding leads, support staff, and school and college leadership take that responsibility.

Safeguarding is never static. As new safeguarding threats emerge, we all need to consider how we can best respond to those threats and what solutions can be put in place to address them. This call for evidence is therefore deliberately broad and seeks to reflect areas and issues that have been shared by school and college safeguarding professionals, or where wider systemic changes mean we have an opportunity to better align school and college safeguarding policy, including the findings of Ofsted's 'Big Listen'.

Keeping children safe in education (KCSIE) is designed to help schools and colleges identify concerns early, develop the right relationships with other professionals, and support them to put appropriate processes and procedures in place. Ministers have decided that KCSIE 2024 will undergo technical changes only before final publication in September 2024, with a view to providing a more substantively updated document, encompassing wider changes, to be delivered in 2025.

We are launching this 12-week call for evidence now, to take the views of schools, colleges, and other professionals on safeguarding practice development and direction, in advance of KCSIE 2025. Your reflections, experience, and suggestions in this call for evidence will help us to inform future iterations of KCSIE and shape our long-term policies to support staff to keep children safe in education. For this reason – whilst we will not be publishing the results of this call for evidence, we will consult on any substantive changes we make to future iterations of KCSIE, and school and college safeguarding policy, following this exercise, in the normal way.

Areas covered in this call for evidence:

- The role of the designated safeguarding lead
- Recording, retention and sharing of child safeguarding information
- Safer recruitment
- Filtering and monitoring
- Supporting children following reports of sexual violence and harassment
- Protecting children in boarding schools and residential special schools
- Quality assuring safeguarding
- Children bringing their own devices to schools
- Artificial intelligence

We particularly welcome the views of the following staff in our call for evidence:

- School and college staff
- Designated safeguarding leads and deputy designated safeguarding leads
- 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 as set per the Education Training (Welfare of Children) Act 2021
- Local authority children's services
- Professionals working in social care
- Teaching unions
- Safeguarding practitioners, including training providers
- Supply agencies

Issue date

This call for evidence was issued on 28 March 2024

Deadline

The call for evidence closes on 20 June 2024

Enquiries

If your enquiry relates to the policy content of this document, you can contact us at:

CFESafeguardingChildren.INSCHOOLSANDCOLLEGES@education.gov.uk

If your enquiry relates to the departmental e-consultation website or the call for evidence process in general, you can contact our Ministerial and Public Communications Division by:

Email: Consultations.Coordinator@education.gov.uk

Telephone: 0370 000 2288

Online: DfE Contact us page.

Additional copies

Additional copies can be downloaded from GOV.UK DfE consultations.

About this call for evidence:

Throughout this call for evidence, we will set out the context of the issue for which we are seeking information and ask a series of quantitative and qualitative questions that will allow us to undertake detailed analysis and improve our understanding of the issues from a school and college perspective.

Some of the questions will help us understand how your setting implements or responds to safeguarding requirements, and some questions will allow us to better map the evolving safeguarding landscape. Your responses are not intended, nor will ever be used, as a test of compliance against KCSIE requirements.

This call for evidence is split into nine sections:

- Section 1: Respondent's information
- Section 2: The role of the designated safeguarding lead
- Section 3: Recording, retaining, and sharing child safeguarding information
- Section 4: Safer recruitment
- Section 5: Filtering and monitoring systems and safeguarding children online
- Section 6: Child-on-child sexual violence and sexual harassment
- Section 7: Protecting children in boarding schools and residential special schools
- Section 8: Quality assuring safeguarding arrangements in schools and colleges
- Section 9: Other safeguarding issues on which we welcome your views

Respond online

To help us analyse the responses please use the online system wherever possible. Visit www.education.gov.uk/consultations to complete and submit your response. 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 to us.

By email
CFESafeguardingChildren.INSCHOOLSANDCOLLEGES@education.gov.uk

By post
Safeguarding Children in Schools Call for Evidence response
FAO: Safeguarding Strategy and Systemic Improvement Team,
Independent Education and School Safeguarding Division
Department for Education
Floor 3 Riverside,
Bishopsgate House
Darlington,
DL1 5QE

Section 1 – Respondent information

Context

By telling us more about you, your position, and where you work, we can better understand your responses and your perspective. Information about your setting, and the capacity in which you are responding is particularly useful so we can understand whether certain issues affect schools and colleges, relationships, or geographic areas differently.

Question 1:

What is your name?

Free text:

Question 2:

What is your email address?

Free text:

Question 3:

What is the name of your organisation?

Free text:

Question 4:

In which local authority is your organisation is based?

Free text:

Question 5:

What type of organisation is it?

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

If other, please state:

Question 6:

In what capacity are you responding?

Teacher / Head Teacher or Principal / Other Senior Management / Designated safeguarding lead / Deputy designated safeguarding lead / Teaching Assistant / Parent

or Carer / Trainer / Consultant / Local/national government / Safeguarding partner / Charity / Other

If other, please state:

Question 7:

Would you like us to keep your responses confidential?

Yes / No

Question 8:

If yes, please provide a reason for this confidentiality. If you want all, or any part, of a response to be treated as confidential, please explain why you consider it to be confidential.

Free text:

Please note: Information provided in response to calls for evidence, including personal information, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018, or the Environmental Information Regulations 2004. If you want all, or any part, of a response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it confidential will be considered, but no assurance can be given that confidentiality can be maintained. Automatic confidentiality disclaimers generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department for Education will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 2018 and, your personal information will only be used for the purposes of this call for evidence. Your information will not be shared with third parties unless the law allows it.

You can read more about what the Department for Education does when we ask for and hold your personal information in our personal information charter.

Section 2 – The role of the designated safeguarding lead in your school, college, or education setting

Context

We understand and recognise that the role of the designated safeguarding lead, and deputies is a difficult one. The importance of the relationships developed with children, families, the school and college community, and the wider safeguarding professions in local areas are critical to identifying the right level of support, at the right time, for children who need help.

The safeguarding landscape is complex, with new risks emerging in line with technological developments. Navigating the many sources of support, identifying the right course of action, and fulfilling the school and college role in the wider local safeguarding arrangements is a significant ask and challenge. We want to support designated safeguarding leads and deputies – and we would appreciate your time and views on the following questions to support the development of our approach.

Designated safeguarding leads in your setting

We say in KCSIE that all schools and colleges should have a designated safeguarding lead, and depending on the size of the setting, may have a team of deputies. We are interested to find out how big the wider support teams are, to gain an understanding of the volumes and type of designated safeguarding lead roles so that we understand the current landscape.

Question 9:

Are you a designated safeguarding lead or a deputy designated safeguarding?

Yes / No

If no, you may wish to consider skipping this section, but all views are welcome.

Question 10:

Approximately how many pupils attend your school or college?

Number:

Don't know / N/A

Question 11:

How many designated safeguarding leads / deputy designated safeguarding leads work at your school or college?

Designated safeguarding leads:

Deputy designated safeguarding leads:

Not applicable.

Question 12:

We would appreciate any further brief description of how the designated safeguarding lead duties are split in your setting.

Free text:

Question 13:

From previous consultations we know that the designated safeguarding lead role can often be a full-time job. Are you a full-time designated safeguarding lead or deputy?

Yes / No / N/A

If no, approximately what percentage of your time is spent in the designated safeguarding lead, or deputy role?

Designated safeguarding leads percentage of time:

Deputy designated safeguarding leads percentage of time:

Support for designated safeguarding leads

We are considering various options to help support the role of designated safeguarding leads and would like to test your opinion on some of those ideas, as well as asking you whether you have alternative suggestions.

KCSIE Annex C

Question 14:

Is the job description of the designated safeguarding lead role as set out in Annex C an accurate reflection of the role in your experience?

Yes / No / N/A

If no, please explain:

Question 15:

What changes if any would you like to see in Annex C that may support the designated safeguarding lead role?

Free text:

Question 16:

At present, we set out the designated safeguarding lead role and the job description in Annex C of KCSIE. This ensures that the designated safeguarding lead role is given sufficient weight in statutory guidance. We would like to hear how we could best support designated safeguarding leads in their role.

Free text:

Communications and dissemination

Webinars

Question 17:

We intend to run a further round of DfE-run webinars on a variety of topics to support you in your role. Which three topics would you find most useful?

Free text:

Question 18:

Would it be useful for us to provide the recorded webinars on, for example, YouTube, so they are accessible when/if you need them?

Yes / No / N/A

Working with local safeguarding partners

In 2021, the Independent Review of Children's Social Care and the Child Safeguarding Practice Review Panel recommended that education have a strengthened role in multi-agency safeguarding arrangements.

In advance of any potential consultation on this, we would like to collect information on how designated safeguarding leads interact with their local safeguarding partners.

Question 19:

We realise that some schools and colleges teach children from different local authority areas, therefore differences in local arrangements, approach, thresholds, and support

offers can bring additional difficulties for schools and colleges. What issues does this present?

Free text:

Question 20:

How have you dealt with these issues?

Free text:

Question 21:

How many local authorities does your school or college work with on safeguarding issues?

Free text:

Question 22:

It is expected that safeguarding partners locally will name schools and colleges as relevant agencies. Schools and colleges, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Are you aware that your school or college is a relevant agency in local safeguarding arrangements?

Yes / No / N/A

Question 23:

Has your setting been included in discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local safeguarding arrangements?

Yes / No / N/A

Question 24:

If yes, do these happen on a yearly basis?

Yes / No / N/A

Question 25:

Do you feel that your school or college is sufficiently included in your local safeguarding partner arrangements?

Yes / No / N/A

Question 26:

How does this affect your school or college and its handling of safeguarding cases?

Free text:

Question 27:

Do your local safeguarding partners provide designated safeguarding lead training?

Yes / No / N/A

Question 28:

If yes, in your opinion, is it useful?

Yes / No / N/A

Please explain your answer:

Question 29:

Is attendance at the designated safeguarding lead training compulsory?

Yes / No / N/A

Section 3 – How you record, retain, and share child safeguarding information

Context

KCSIE advises what information should be recorded in relation to child protection incidents and all concerns. It does not attempt to be prescriptive but makes clear designated safeguarding leads should record a comprehensive summary of the concern; details of how the concern was followed up, and how it was resolved along, with a note of any action taken, decisions reached, and the outcome.

KCSIE requires designated safeguarding leads to ensure child protection files are transferred to new schools or colleges as soon as possible when a child leaves (within 5 days for an in-year transfer or within the first 5 days of a new term), to allow new schools or colleges to put support in place when the child arrives. We would like to understand how this works in practice.

We would also like to know what information schools and colleges share with other education settings so that over time an understanding of seemingly unrelated behavioural concerns might be drawn together to allow early safeguarding interventions. This evidence will help us understand how we can support education settings to share information more effectively.

Question 30:

Would you like to see more prescriptive, but not exhaustive examples of the types of information that should be recorded in the child protection file?

Yes / No / N/A

If yes – please provide examples of the information you feel should be recorded:

Question 31:

Does your school or college have difficulty meeting the 5 day transfer deadline?

Yes / No / N/A

If yes, please provide examples of when this proved difficult:

Question 32:

When a child transfers between a school and/or college, and there are issues or concerns in relation to that child, do you think it would be good practice for a conversation to take place between the designated safeguarding leads at both settings?

Yes / No / N/A

Question 33:

Does your school or college record behavioural incidents that may indicate concerns about susceptibility to radicalisation, for example instances of hate-speech, intolerance or engaging in sharing violent imagery, regardless of whether it meets the threshold for referring to Prevent within a child protection file and share this information with other education settings when the child transfers?

Yes / No / N/A

If no, why:

Question 34:

We know that over time, across multiple phases of education, a fuller understanding of unrelated behavioural concerns can often be helpful in identifying a need for early safeguarding interventions. What type of incidents and level of seriousness do you think should be recorded?

Free text:

Section 4 – Safer recruitment

Recording information on the single central record/register (SCR)

In Part three of KCSIE, we clearly set out in bullet points what information must be recorded on the SCR – which many schools or colleges transfer into their own template. We are aware from previous consultations that there is appetite for us to include a template for the SCR. Whilst we consider this, we would like to gather further information about the operational practices that schools and colleges have in place to maintain the SCR.

Question 35:

KCSIE sets out the legal requirements that schools and colleges must follow to carry out pre-appointment checks. In a separate section of Part three it sets out the requirements on what schools and colleges must record on the SCR. Do you think that KCSIE makes it clear that there is a difference between pre-appointment checks and what needs to be recorded on the SCR?

Yes / No / N/A

If no, please give further information:

Question 36:

Where does your school or college source its SCR template?

School or college develops their own / Academy Trust / Local authority / Safeguarding partner / / Safeguarding trainer / Third party/other (please provide further detail)

If third party/other, please state its source:

Question 37:

Who is responsible in your school or college for maintaining the SCR?

Designated safeguarding lead / HR / Admin staff / Other

Question 38:

Do you provide training for those members of staff you have identified above on maintaining the SCR?

Yes / No / N/A

Question 39:

If so, does it include training on Part three (Safer Recruitment) of KCSIE?

Yes / No / N/A

Pre-appointment checks

In 2018 we asked whether KCSIE made clear the circumstances in which a standalone barred list check must be undertaken. We would now find it helpful to assess what the current practice is and why.

Question 40:

When recruiting staff who have worked in a school or college in England during the three months prior to their appointment, is it your school or college's normal practice to request an enhanced DBS certificate with barred list information rather than just a standalone barred list check?

Yes / No / N/A

Question 41:

If yes, we are keen to understand why your school or college does this.

Free text:

Question 42:

Individuals can join the Disclosure and Barring Service Update Service at the point that an application for a new DBS certificate is made. Does your school or college require employees to subscribe to the Disclosure and Barring Service Update Service?

Yes / No / N/A

If no, it would be helpful to understand why:

Section 5 – Filtering and monitoring systems

Context

KCSIE is already clear that governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to risks from the school's or college's IT system. As part of this process, they should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. To support schools and colleges to meet this, in March 2023, we separately published filtering and monitoring standards and we signpost to these in KCSIE.

We are keen to understand if schools and colleges have found these standards helpful and how schools and colleges are assuring themselves in relation to their effectiveness and whether we should go further.

Question 43:

In relation to the filtering and monitoring standards, have they helped you understand how to implement appropriate, effective systems and arrangements?

Yes / No

If no, please let us know where it would be helpful to expand the guidance in KCSIE and/or the filtering and monitoring standards:

KCSIE:

Filtering and monitoring standards:

Question 44:

Do you undertake a regular review of the effectiveness of your school or college's filtering and monitoring systems?

Yes / No / Do not know

If yes, what method of review do you undertake?

Free text:

Question 45:

Who undertakes this review?

Senior leadership team / Designated safeguarding lead / IT service provider / Other

If other, please state who:

Question 46:

How often do you undertake this review?

Free text:

Question 47:

We are keen to understand what policy/processes schools and colleges have in place to respond when its filtering and monitoring system is triggered out of hours – if, for example, a child may be at imminent risk of harm.

Does your school or college have a policy on this?

Yes / No / N/A

If yes, please give detail:

Question 48:

KCSIE requires all staff to undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring at induction). We would like views on whether schools and colleges feel further clarification or advice is needed here?

Yes / No / Do not know

If yes, please explain your answer:

Section 6 – Child-on-child sexual violence and sexual harassment

Context

Part 5 of KCSIE provides schools and colleges with robust advice on how they should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment. KCSIE was strengthened in 2022 when we included the 'Sexual violence and sexual harassment advice' within it. This put that advice on a statutory footing to give the issue the prominence it deserves.

We know that cases of child-on-child sexual violence and sexual harassment require schools and colleges to make very difficult and sensitive decisions.

We are keen to understand if the numbers of incidents in schools and colleges are rising, and whether further guidance would be helpful, particularly for decisions relating to sharing classrooms and on responding where there is a criminal investigation.

Questions 49:

Are you seeing an increase in the number of incidents of child-on-child abuse in your school or college?

Yes / No / Do not know

If yes, we are keen to understand the types of incidents you are dealing with?

Free text:

Question 50:

In relation to incidents where both the victim and perpetrator are in the same school or college, we understand that sharing classrooms can be an issue and are keen to understand the challenges around this.

Is this an issue in your school or college:

Yes / No / Do not know / N/A

Question 51:

Are there any examples of best practice you could share on handling such incidents in this regard?

Free text:

Question 52:

How best could we help schools and colleges to handle such incidents?

Free text:

Question 53:

Still thinking about child-on-child abuse responses, KCSIE is clear that where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local authority children's social care. Any report to the police will generally be in parallel with a referral to local authority children's social care. Are there any gaps we could address in the "Reporting to the police" section in Part five as currently drafted?

Yes / No / Don't no

If yes, please expand:

Question 54:

As currently drafted are there any areas in Part 5 which could helpfully be clarified?

Free text:

Terminology

Victim:

In KCSIE, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

Perpetrator/alleged perpetrator:

In KCSIE, we also, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

We are keen however to understand current practice in this space.

Question 55:

We would like to understand what terminology you use in your school or college for the phrase 'victim' and if this considers children's views?

Free text:

Question 56:

We would like to understand what terminology you use for the phrase alleged perpetrator/perpetrator' in your school or college and if this considers children's views?

Free text:

Section 7 – Protecting children in boarding schools and residential special schools

Context

KCSIE is statutory guidance for all schools, including boarding schools and residential special schools. In addition to KCSIE, boarding schools must follow and meet the National Minimum Standards for Boarding Schools and residential special schools must follow and meet the National Minimum Standards for Residential Special Schools.

The basic principle behind all three documents is to safeguard and promote the welfare of pupils. Both NMS include dedicated safeguarding and welfare sections (Boarding Standard 8 and RSS Standard 13) that make direct links to KCSIE.

We would like views, especially from boarding and residential special schools, on how KCSIE and NMS complement each other and where improvements could be made to support schools better protect their residential pupils.

Question 57:

Thinking about KCSIE and the relevant NMS as currently drafted do you have any suggestions as to how we could amend KCSIE to support schools in protecting their residential pupils?

Free text:

Question 58:

Thinking about KCSIE and the relevant NMS as currently drafted are there any areas of duplication you think we should be looking to remove?

Free text:

Question 59:

Thinking about KCSIE and the relevant NMS as currently drafted are there any gaps we should be looking to address?

Free text:

Question 60:

Thinking about KCSIE and the relevant NMS as currently drafted are there any areas that are helpful, but could be expanded?

Free text:

Section 8 – Quality assuring the safeguarding arrangements in your school or college

Context

The Education Select Committee has recommended that the Department *"should consult on the best approach to increasing the regularity of safeguarding inspections through a less intensive compliance audit. In doing so, it should look at whether this should be done by local authorities or by a separate, independent body, and make the case for the appropriate resource to be provided"*.

In advance of any potential consultation on this, we would like to know whether your school or college regularly undertakes an audit of safeguarding practice and process.

Question 61:

Do you undertake a regular quality assurance of safeguarding practice in your school and college?

Yes / No / N/A

Question 62:

If yes, how often do you undertake this quality assurance?

Termly / Yearly / Other

If other, please state:

Question 63:

What method of quality assurance do you undertake?

Self-assessment/assurance / Audit / Peer review / Governors / Other / N/A

If other, please state:

Question 64:

Is the quality assurance undertaken in conjunction with any other organisation?

Yes / No / N/A

Question 65:

If yes, is the organisation a:

School / College / MAT / local authority / outside organisation / other

If other, please state:

Question 66:

If no, and your setting undertakes its own quality assurance, please give details of how this works in practice, and details of any tools or external products you may use.

Free text:

Question 67:

Would it be useful for KCSIE to include links to appropriate quality assurance resources?

Yes / No / N/A

Question 68:

Is there anything else you would like to share with us on this matter?

Yes / No / N/A

If yes, please state:

Section 9 – other safeguarding issues on which we welcome your views

Bring your own device policies

In November 2023 we published "the 2022-23 Technology in Schools Survey". This survey reported that 43% of secondary schools and 3% of primary schools had a "Bring your own device" policy in place. We are keen to understand whether there are safeguarding risks arising from learners bringing their own technology into schools and colleges, including parent pay schemes.

Question 69:

What is your school or college's policy on bring your own devices? Please select from the list below:

We don't allow "bring your own devices" / We have a parent pay scheme where the devices are purchased and managed by the school or college / We allow learners to bring their own devices from home to be used in class. Our filtering and monitoring systems are placed on those devices / We allow learners to bring their own devices from home to be used in class and no additional filtering and monitoring systems are placed on these devices.

Question 70:

If learners can bring their own devices from home to be used in class and no additional filtering and monitoring systems are placed on these devices, approximately how many students take advantage of this?

<10% of the learners / between 10% and 24% of the learners / between 25% and 50% of the learners / more than 50% of learners

Question 71:

Has your school or college had to deal with any safeguarding incidents relating to bring your own devices?

Yes / No

If yes, please provide details:

Question 72:

Please provide any examples of best practice you could share on handling such incidents:

Free text:

Question 73:

Would further guidance on this be helpful?

Yes / No / N/A

Please explain your answer:

Artificial intelligence

Generative Artificial Intelligence (AI) refers to technology that uses learning algorithms to produce content that can include audio, code, images, text, simulations, and videos. An example of this includes ChatGPT, a chatbot that can generate human-like responses to prompts.

We are aware that the use of generative AI presents real benefits for teachers and students in schools and colleges. At the same time, clear concerns have been raised about the use of this technology. Some of these benefits and concerns have been explored in previous calls for evidence opened by the department and reports (see: Generative AI in education Call for Evidence: summary of responses and Generative AI in education: educator and expert views)

We are interested in building on this previous work and exploring further the specific potential safeguarding benefits and risks which may arise from the greater use of generative AI in schools and colleges.

Question 74:

Which of the following statements best describes your school or college's use of generative AI tools? Please choose from:

We have not used generative AI tools / We have used generative AI tools, but not regularly (less than once a fortnight) / We used generative AI tools regularly (more than once a fortnight).

Question 75:

Do you anticipate any specific safeguarding risks arising from greater use of generative AI in schools and colleges?

Yes / No / No opinion

If yes, please expand:

Question 76:

Have you dealt with any safeguarding cases that have arisen from greater use of generative AI in schools and colleges?

Yes / No / Do not know

If yes, please provide further details:

Question 77:

Do you have any safety concerns related to the use of generative AI for education purposes i.e. tools used within the classroom?

Yes / No / N/A / Do not know

If yes, please provide details of your concerns:

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