



Safeguarding Briefing - 15th April 2024

Keeping Children Safe In Education 2025

Not a mistype! The government has announced that it is to make only 'technical' changes to KCSIE for September 2024, 'with a view to providing a more substantively updated document, encompassing wider changes, to be delivered in 2025.'

The DfE has launched a 'call for evidence' from practitioners and others. The DfE say, 'this call for evidence is...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.'

The DfE say that '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 the call for evidence include:

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

The survey can be completed online here: [Keeping Children Safe in Education: A Call for Evidence](#) and closes on **Thursday 20th June 2024**.

Staff Question of the Week

A volunteer comes in to school to lead reading sessions with children. What are three things that might give you cause for concern or could present a risk of harm? What should you do if you are concerned with the behaviour of the person?

Questions and expectations around staff behaviour can be found in the 'Guidance for safer working practice' (Safer Recruitment Consortium)

You can find the guidance document here:

<https://www.saferrecruitmentconsortium.org/>

Violence and aggression at work (Health and Safety Executive)

The HSE has published guidance on work-related violence and suggested ways that incidents can be prevented. The guidance covers different sectors including education, one case study highlights the importance of sharing risk assessments with agency workers and other temporary staff. Following an incident in which an agency worker was assaulted, it was found that an individual risk assessment had not been shared with the worker and, in addition, the risk assessment had not considered the safety of staff.

For more information about this case and links to other violence reduction information, go to: [Violence and aggression at work \(HSE\)](#)

Use of reasonable force in AP and special schools (DfE)

The DfE has published a research report 'Use of reasonable force in AP and special schools' to understand how alternative provisions and special schools in England currently use reasonable force, including physical restraint and other restrictive practices. There is a commitment from the DfE and many providers to minimise the use of restraint and reasonable force and this research will help inform the updating of the [current DfE guidance](#), now over ten years old.

Key findings

Comparisons between settings were difficult as schools used different terminology.

All of the 45 schools in the study had a greater emphasis on managing behaviour and de-escalating incidents so that reasonable force would not be needed.

All but one of the schools used an external training provider (Team Teach (around half the schools), other providers included LeAFE, Norfolk Steps, RAID, CALM, PROACT-SCIPr, Dynamis, PRICE and CPI. One school had set up its own programme).

De-escalation techniques varied between schools, often according to the child's needs. They included distraction, use of sensory rooms, encouraging pupils to go for a walk or get some fresh air, switching the member of staff working with the child and removing triggers to misbehaviour.

Fully restraining a child for more than a few seconds was rare among schools in the research, and some said they had never had to use the most restrictive holds they had been taught by their training provider.

Most schools used software to record incidents and manage follow-up activity. CPOMS was one of the most widely used platforms to record incidents. Other platforms used by schools in the sample included Behaviour Watch, Arbor, EdWare and Sleuth.

You can read the full report here: [Use of reasonable force in AP and special schools \(DfE\)](#)

Did Someone Forward this Safeguarding Briefing to You?

If you would like to receive your own copy of the Safeguarding Briefing, simply go to: www.safeguardingbriefing.co.uk

NEW Safeguarding Course for Governors - Free to access for Safeguarding.Pro members

The guidance documents for governors have been updated; other guidance has been updated or reviewed and so I thought it would be useful to offer a new seminar for governors.

I will be presenting a live seminar for governors on **Wednesday 24th April 2024 7pm - 8:30pm**. To register, please login into your Safeguarding.Pro account and share the link with your governors that you can find in this comment here: [NEW Safeguarding Course for Governors](#)

If you are not already a Safeguarding.Pro member, you can join here: joinsafeguarding.pro

Developing RSE specialism in SEND schools - Starts 9th May 2024

The Sex Education Forum has launched Summer 2024 dates for their SEND specialist RSE training, including their in-depth 'Developing RSE specialism in SEND schools' programme. This is an exciting opportunity for teachers to join the Summer 2024 cohort, which starts in May.

Aimed at teachers in special schools working with learners with moderate to severe learning disabilities and Autistic Spectrum Conditions, who lead RSE or who wish to develop this specialism. Delivered by Rachael Baker, the programme includes 3 full days of expert training, activities to carry out in school, and opportunities for practice-sharing with other RSE leads.

For further

information: <https://www.sexeducationforum.org.uk/training/calendar/developing-rse-specialism-send-schools>

Social Care Common Inspection Framework: Boarding Schools - OFSTED

This month has seen an update to the Social Care Common Inspection Framework in relation to boarding schools and residential special schools. These types of educational institution have their own unique needs that require addressing. Due to the far higher nature of supervision and coexistence present between pupils and educational professionals, in these schools it is necessary that the guidance reflects their specific circumstances. As educational professionals it is always important to keep abreast of changes to government guidance in this area. If interested please follow the link below to read the guidance:

<https://www.gov.uk/government/publications/social-care-common-inspection-framework-sccif-boarding-schools-and-residential-special-schools>

Trauma - The Association for Child and Adolescent Mental Health

Trauma in children and young people is a major driver of reduced educational outcomes, and poor adaptation to social settings. The result can be the search for conflict among their peer groups, absenteeism due to not wishing to be in a populated environment and detachment from their school work. Something that inevitably leads to reducing their ability to forge for themselves better life

chances. The Association for Child and Adolescent Mental Health, has written a guide to dealing with trauma and the consequences of it within pupils. Written by Professor of Psychiatry at KCL - Andrea Danese and Dr. Patrick Smith of the same institute, the guide is well worth the read. To find out more please click the link below:

<https://www.acamh.org/topic/trauma/>

LIVE! IN PERSON! Advanced Safeguarding Course for DSLs LONDON

For the first time in ages a couple of weeks ago, I led an Advanced Safeguarding for DSLs course live and in person for anyone who would like to come along. Although, I visit schools and other organisations, this was the first open course.

We had such a brilliant day, working with people from across the country and from different kinds of organisations. Although, people were a bit quiet and reserved at the start of the day, strangers became colleagues and people shared email addresses and some even organised visits to each other's schools. A truly great day!

If you'd like to share a similar experience, I've booked the same London venue again for Monday 10th June 2024.

For further information and to book, go

to: <https://cpd.safeguardingschools.co.uk/events/safeguarding/1196804>

FREE Office Furniture

Last week I put out a call for the disposal of surplus office furniture. Thank you to everyone who got in touch and we were able to pass the furniture on to others who had a need for it.

Forthcoming Courses

Advanced Safeguarding for DSLs

This is a four-session course for DSLs over a full-day. The course is offered live and as a recorded replay. When the course is live, there are plenty of opportunities to contribute with observations, questions or answers. As a recording, the interactions from other people are included and feedback notes that this makes it feel like you are not on your own.

"I just wanted to say that I thought today's training was absolutely fantastic. By a mile it was the most engaging training I have done."

Next live online courses

Wednesday 17th April 2024 [Book here](#)

Tuesday 14th May 2024 [Book here](#)

The on-demand course is always available and is updated after each live session [Book Online](#)

Live and in-person

Monday 10th June 2024 LONDON [Book here](#)

At your school or venue

Remember that you can book Andrew to share his Advanced Safeguarding for DSLs' Course at your own school or organisation. The group size can be up to 25, and to spread the cost, the group can be made up of people from more than one school, so why not invite your neighbours! Email office@safeguardingschools.co.uk to enquire.

Conference Speaking

One of my favourite activities is sharing my presentation as a conference keynote. The talk is, of course, centered around safeguarding, and also includes examples from my learning as a teacher, headteacher and consultant in a wide variety of schools and organisations. I aim to be inspiring, motivating and inspirational and feedback has been positive.

The presentation weaves a story throughout out my career, much of it in PRUs and SEMH schools, and what I've learned about safeguarding, supporting vulnerable children and how we can do that better. I talk about children I've met and how they changed my thinking. People will both laugh and need tissues.

The session covers my own mental health challenges when headship nearly killed me and how important it is to look after ourselves and each other.

Just email office@safeguardingschools.co.uk with your ideas about how I can support your event.

Other available online courses include:

Whole School Safeguarding Course

Safeguarding Refresher

An Introduction to Cybersecurity

For further details, go to: www.safeguardingschools.co.uk/availablecourses

Until next time, keep safe,

Andrew Hall

Specialist Safeguarding Consultant,

Director, Success In Schools Ltd.

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