

**Recommended action points in light of Keeping Children Safe in Education 2018
– effective from 3 September 2018**

Action points for Part one:

1. Update the induction process for staff to include reference to:
 - a. the behaviour policy
 - b. the safeguarding response to children who go missing from education
 - c. the identities of the DSL and any deputies.
2. Circulate Part one to all staff to ensure they have read it and document you have done so.
3. Update the child protection policy (and any related policies) to clarify the list of children who may benefit from early help and may be in need of safeguarding support.
4. Update the child protection policy to ensure it is clear that staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. It should be clear this is everyone's responsibility.
5. Make it clear in your child protection policy that the DSL or their deputy should always be available to discuss safeguarding concerns; we would advise that you examine this in practice as the governors may wish to look for assurance that this is the case.
6. Ensure all of your policies refer to the latest version of Keeping Children Safe in Education 2018 with effect from 3 September.

Action points for Part two:

1. Update the child protection policy to recognise that children with SEND can be more prone to peer group isolation than other children and consider extra pastoral support for those children.
2. Consider holding more than one emergency contact for each pupil (best practice)
3. Ensure the child protection policy of the school meets the requirements that it is effective, reviewed as a minimum annually and where it is available.

4. Consider training for governors on the changes to Keeping Children Safe in Education.

Action points for Part three:

1. Change any reference to NCTL to TRA
2. Update the recruitment policy and processes to reflect the importance of checking that any electronic references received are from a legitimate source.
3. Ensure processes to reflect the requirement that any internal candidates provide references before interview (in line with external candidates) and that any such reference is from a senior person with appropriate authority.

Action points for Part four:

1. Update the allegations of abuse procedure if it refers to the outcomes to ensure it now includes 'unfounded'.
2. Update the allegations of abuse procedure to ensure that the threshold wording is corrected from a 'would' to a 'may'.

Action points for Part five:

1. Update the child protection policy and any related policies to ensure they refer to Part five in relation to child on child sexual violence and sexual harassment including detail on how to respond.
2. We would recommend that school and college leaders and those staff who work directly with children should read the new Part five.

Action points for the Annexes:

1. School and college leaders and those staff who work directly with children must read Annex A.
2. Consider if the DSL (and any deputies) are confident that they have the relevant knowledge as set out in Annex B and that they are confident of supporting vulnerable pupils such as those with special educational needs and disabilities with regard to online issues.

*Any queries please contact Kristine Scott, Harrison Clark Rickerbys.
June 2018*