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## Preparing for the 22/23 academic year


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## Overview

- KCSIE 2022 – pupil and staffing/recruitment updates
- NMSB 2022
- Working together to improve school attendance
- How can we help?
- Questions

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## KCSIE 2022

- Final version now [published](#)
- Comes into force on 1 September 2022
- Offers clarification on a number of 2021 updates



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## KCSIE 2022 (cont.)

### **Incorporates changes to legislation and government guidance:**

- Standalone *Sexual violence and sexual harassment between children in schools and colleges (2021)* now merged with advice in Part 5 KCSIE.
- New content on domestic abuse to reflect passing of Domestic Abuse Act 2021 – *'harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others'*.



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## Part 1: Safeguarding information for all staff

### New content for 2022:

- New terminology/references
- Focus on all forms of child on child abuse
- New focus on domestic abuse (& risks of witnessing the abuse of others)
- raises awareness of the difficulties children may have in telling someone they have been abused
- Recognition of the importance of record-keeping when dealing with safeguarding-related complaints
- Need for 'professional curiosity' when speaking to children.



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## Part 2: Management of safeguarding

### Changes include:

- Proprietor should not be DSL
- Head's responsibility to ensure P&Ps are understood & followed
- Reminder of duty to comply with HRA/Equality Act and local arrangements
- New time limit for sharing safeguarding file (5 days in year or within first week of new academic year)
- More focus on on-line safety, effectiveness of filters and monitoring, preventative education
- acknowledgement that LGBT children/those perceived to be LGBT are more vulnerable to abuse
- More focus on safeguarding checks of hirers/users of school premises even if not involving pupils.



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## Governors

*“Governing bodies and proprietors should ensure that **all governors and trustees** receive **appropriate** safeguarding and child protection (**including online**) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding P&Ps ... are effective and support the delivery of a whole school approach to safeguarding. Their training should be regularly updated.”*

### Paragraph 81



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## Recommended Actions

- Update key policies and procedures to reflect the changes [esp. safeguarding; RSE; online safety]
- Review and evaluate training for all staff and governors
- Review governor oversight of safeguarding [esp. annual review]
- Review parental engagement
- Review arrangements to oversee third party contractors/hirers' safeguarding arrangements.



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## Application forms

*“Schools and colleges should only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.”*

### Paragraph 214

- Check your school’s recruitment policy to ensure it is consistent with KCSIE 2022



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## Online searches on job applicants

*“...as part of the shortlisting process schools and colleges **should consider** carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”*

### Paragraph 220



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## Online searches on job applicants

- “Should” rather than “must”
- Consider your school’s policy including:
  - will you carry out searches? If not, what is your reason for not doing so?
  - will you carry out searches for all roles? At what stage of the process?
  - who will carry out the searches?
  - how will you manage the risk of discrimination and/or unconscious bias?
  - will you adopt a written policy?
- Data protection considerations



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## References

“The purpose of seeking references is to allow employers to obtain factual information to support appointment decisions. Schools and colleges should obtain references before interview, **where possible**, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.”

**Paragraph 221**



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## References

- “Should” rather than “must”
- Helpful to clarify it is **not** a legal requirement.
- Consider your school’s policy including your justification for any departure from the guidance.



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## Applicant moving from previous post

*“Whilst there is no requirement to carry out an enhanced DBS check in the circumstances described above\*, schools or colleges should carefully consider if it would be appropriate to request one, to ensure they have up to date information”.*

### **Paragraph 234**

\*The circumstances are where an applicant has worked at another school or college in the three months prior to starting at a new school.



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## Applicant moving from previous post

- The three month rule can be helpful in some circumstances – but we have always advised obtaining a new DBS certificate is good practice, as it will provide up to date criminal records information.



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## Visitors

*“For visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor’s employers have confirmed that their staff have appropriate checks. **Schools and colleges should not ask to see the certificate in these circumstances).**”*

**Paragraph 301**



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## Visitors

- “Should” rather than “must”
- Should schools consider there is justification for departing from this to ensure suitability of visitors, then the reasons for this should be documented.



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## Low level concerns

*“Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values guardian/safeguarding champion)), or with the headteacher/principal is a matter for the school or college to decide.”*

**Paragraph 432, KCSIE 2022**



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## Recommended Actions

- Consider your policy and make any necessary amendments
- Consider whether any associated training needs to be updated
- Ensure staff are clear on where the policy is stored, how it has been updated, and how to use it.



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## NMSB 2022

- Comes into force on 5 September 2022



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## Where are we now?

Department for Education

**Boarding schools**  
National minimum standards

In force from 1 April 2015

Department for Education

**Standards for boarding schools and residential special schools**  
Government consultation

Launch date: 2 December 2020  
Respond by: 23 February 2021

PLEASE NOTE THESE STANDARDS ARE FOR INFORMATION ONLY. SCHOOLS SHOULD CONTINUE TO FOLLOW THE BASE IN FORCE FROM 1 APRIL 2015 UNTIL THE VERSION DOES LIVE ON 5 SEPTEMBER 2022.

Department for Education

**National minimum standards for boarding schools**

In force from 5 September 2022

FOR INFORMATION ONLY





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## NMSB 2022

### Changes

- Emphasis on social and emotional dimension
- 'Adequate' or 'suitable' now 'good'
- Trained, skilled and experienced
- Distinction between parent/carer and school responsibilities

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## NMSB 2022

### New

#### 16: Preventing bullying

- previously part of 12

#### 17: Promoting Good Relationships

- Builds upon statutory RSE and KCSIE updates
- Included to emphasise the importance of staff supporting boarders to develop good relationships and identify harmful ones



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## NMSB 2022

### Updated / Expanded

#### 11: Boarders' induction

- Previously 2

#### 22: Educational Guardians

- Previously covered in part by 14.5 & 14.6

#### 23: Lodgings & host families

- Previously 20

*All amended to make a clear distinction between parent/carer/school responsibilities*



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**NMSB 2022**


**Standard 22 – Educational Guardians**

**School appointment**

- general monitoring of the **suitability** of arrangements it makes for appointment of educational guardians
- appointed educational guardians subject to same safer recruitment checks as staff
- **Care** of pupils is monitored

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**NMSB 2022**


**Standard 22 – Educational Guardians**

**Non-school appointment**

- appropriate steps to ensure children are **safe**
- arrangement promotes child's **physical and emotional wellbeing**
- refer any concerns to the **relevant agency**
- refer any arrangement that may be private fostering to the LA

**General**

- school staff are **not** to act as educational guardians

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**NMSB 2022**  
**Standard 23 – Lodgings & Host Families**

**Clarity of arrangements**


- Must be clear to parents if lodgings are to be arranged by school or them

**Standard of accommodation**

- Any school arranged lodgings are of comparable standard to school accommodation
- Any school arranged lodgings provide good quality accommodation and supervision
- Monitored before use, and checked at least termly

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**NMSB 2022**  
**Standard 23 – Lodgings & Host Families**

**Vetting before a boarder is placed**

- School visits all potential lodgings and interviews each adult, takes references & records assessment
- All host family members aged 16 and over have enhanced DBS (with Barred List)
- School has a satisfactory written agreement with each adult providing lodgings on its behalf
- Staff discuss lodgings with boarder at least once per term and record assessment, action and any complaints

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**NMSB 2022**  
**Standard 23 – Lodgings & Host Families**

**Training**

- All adults providing pupil lodgings on school's behalf undergo suitable safeguarding training every 3 years
- All adults understand and implement school missing child policy

**Record keeping**


- School has a satisfactory written agreement with each adult providing lodgings
- School provides satisfactory written guidance to host families


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**The new normal...**

- New NMS look much like those proposed
- Adequacy of EG arrangements integral to welfare duty
- Greater burden placed on schools
- Scope to take own approach and reflect culture

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## Recommended Actions

### Review / Implement

- Welfare-related policies
- Staff training
- Terms and Conditions
- Educational Guardianship Policy
- Educational Guardianship Agreement
- Guidance, suitability arrangements & records



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## Working Together to Improve School Attendance (May 22)

### Expectations of schools:

- Have a whole school culture that promotes high attendance
- Have a clear school attendance policy
- Accurately complete admission and attendance registers
- Follow-up absence
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support
- Build strong relationships with families
- Share information and work collaboratively



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## Recommended Actions

- Develop an attendance policy
- Have a designated senior leader for improving attendance in school
- Arrange to share electronic attendance data with DfE.



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## How can we help?

- Policy templates/review & associated advice
- Compliance toolkit
- Checklist for third party safeguarding arrangements
- KCSIE eLearning for staff and governors
- Practical Strategies Conference (22 September)
- Safeguarding Governance Pack/Effective safeguarding governance training (4 October).



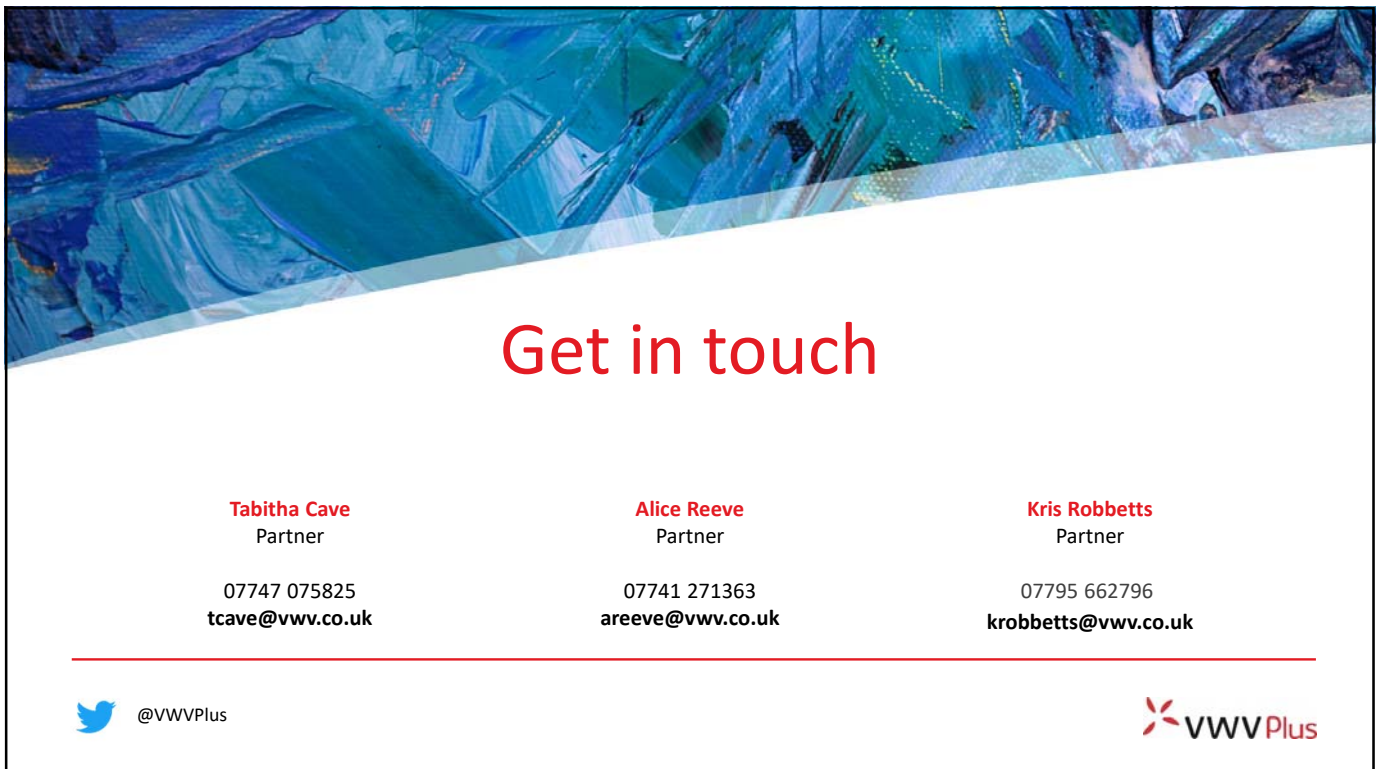
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## Any Questions?



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## Get in touch

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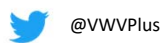
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