



Summary of changes in Keeping Children Safe in Education 2024

The DfE has updated Keeping Children Safe in Education, which has been published today (2nd September 2024).

The document has two caveats relating to preventing radicalisation and LGBTQ+ that the guidance would be reviewed.

The following is a summary of changes within Keeping Children Safe in Education 2024. The numbers in brackets are relevant to the paragraphs within the newly published guidance.

Updated guidance [Keeping Children Safe in Education](#)

Part One: Safeguarding information for all staff

(3) The definition of safeguarding and promoting the welfare of children has been brought into line with Working Together to Safeguard Children (December 2023) and now includes

- Providing help and support to meet the needs of children as soon as problems emerge (New)
- Protecting children from maltreatment, whether that is within or outside the home, including online (New)
- Preventing the impairment of children's mental and physical health or development (as stated in previous guidance)
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care (as stated in previous guidance)
- Taking action to enable all children to have the best outcome (as stated in previous guidance)

(8) Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49 to 55 - updated cross references to paragraphs in the revised guidance

Early Help

(18) has been amended to reflect Working Together to Safeguard Children (December 2023) and there is an emphasis on children and young people who

- are frequently missing or go missing from education, home or care
- have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Or
- has a parent or carer in custody, or is affected by parental offending



to reflect guidance issued by the DfE, Children missing education (2024) statutory guidance for local authorities and non-statutory advice for schools

(56) Further guidance on effective early help assessment of the need can be found in Working Together to Safeguard Children.

(497) Part Five: Child on child sexual violence and sexual harassment: emphasis on the benefits of early help to improve a family's resilience and outcomes and/or reducing the chance of problems getting worse

Abuse, neglect and exploitation

Terminology updated and used throughout the revised guidance

(19) & (20) All staff should be aware of the indicators of abuse, neglect and exploitation and

- understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online and
- they are rarely standalone events, covered by one definition or label and in most cases, issues will overlap

Indicators of abuse and neglect

(24) emphasis on children seeing, hearing or experiencing the effects of domestic abuse

Safeguarding issues

(29) signs of risk include unexplainable and/or persistent absences from education – change in terminology from “deliberately missing education”

Child on child abuse

(31) when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy) and a lack of prior reports in the setting does not mean it is not happening

(32) examples of inappropriate behaviours detailed

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

(34) may involve both criminal and sexual activity, in exchange for something the victim needs or wants

Footnote 13: Page 15: See information on CCE definition on page 48 of Home Office's Serious Violence Strategy

Statutory children's social care assessments and services

(57) referral to the police: guidance for schools and colleges (npcc.police.uk)



Footnote 17: Page 19: See working together for further information about extra-familial harms and environments outside the family home

Data Protection Act 2018 and the UK GDPR

93. reference to the DfE Data Protection guidance for schools, which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

Safeguarding policies and procedures

- Updated cross references to paragraphs in the revised guidance

Staff training

- Updated cross references to paragraphs in the revised guidance

Information security and access management

- Guidance for governors and trustees: National Cyber Security Centre - NCSC.GOV.UK

What school and college staff should do if they have a safeguarding concern, or an allegation is made about another staff member

- Updated cross references to paragraphs in the revised guidance

Boarding schools, residential special schools, residential colleges and children's homes

(162) Emphasis on SEND

Alternative Provision

(171) the school remains responsible for the safeguarding of pupils and should be satisfied that the placement meets the pupil's needs.

Elective Home Education (EHE)

(179) can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

Children requiring mental health support

(187) access to training grant: <https://www.gov.uk/guidance/senior-mental-health-lead-training>
Senior mental health lead training.

Virtual school heads

(200) Non-statutory guidance on Promoting the education of children with a social worker and children in kinship care arrangements contains further information on the roles and responsibilities of Virtual School Heads.



Children with special educational needs, disabilities or health issues

(203) Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.

(204) Links to NSPCC advice on protecting children with SEN; and deaf/disabled children and young people

Children who are lesbian, gay, bisexual, or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance that the previous government were considering. There has been no update to date.

Paragraphs 205 to 208 should be noted

Part Two: The management of safeguarding

- No significant changes to the legislation and the law

Part Three: Safer Recruitment

- Updated cross references to paragraphs in the revised guidance

Part Four: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

- No significant changes

Part Five: Child-on-child sexual violence and sexual harassment

(497) emphasis on the benefits of early help to improve a family's resilience and outcomes and/or reducing the chance of problems getting worse

- Updated cross references to paragraphs in the revised guidance

Annex A: safeguarding information or schools and college staff

- Updated cross references to paragraphs in the revised guidance, language and definitions

Annex B: Further information

- Updated terminology
- **Children and the court system:**
Two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds who may be the victim of crimes or have witnessed a crime
- **Preventing radicalisation:**



NB: this section remains under review, following the publication of a new definition of extremism on the 14 March 2024 by the previous government. To date there has been no update

There are minor changes to terminology and increased emphasis on radicalisation

- **Drugs:**

From harm to hope: A 10-year drugs plan to cut crime and save lives - Home Office strategy

Honest information about drugs - Talk to Frank website

- **Harmful sexual behaviour:**

The Lucy Faithfull Foundation run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools

Annex C: Role of the Designated Safeguarding Lead

- Holding and sharing information: the Designated Safeguarding Lead should be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc.

Annex D: Host families – homestay during exchange visits

- Updated cross references to paragraphs in the revised guidance

Annex E: Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised

- No changes