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| **Table of changes of model Safeguarding Child Protection Policy 2022-23**  Amended  Added  Removed | | | |
| Ref | Changes made | Reasons why |  |
| N/A | Global changes - Replaced references to peer on peer with child on child throughout the document | To reflect changes made to KCSIE 2022 |  |
| Global changes - Replaced reference to Keeping Children Safe in Education 2021 with Keeping Children Safe in education 2022 | To reflect updated statutory guidance |  |
| Global change - Safeguarding in Education Team contact details replaced South Advisor contact details with Elisabeth Clark | To reflect change in staff for this area |  |
| 1.2 | Removed- term ‘and young people’ | To ensure a consistent use of terminology to ensure children are treated under legislation and guidance. However you may wish to keep the discourse in your local documents. |  |
| Removed - ‘The full collection is available on the [government website](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19).’ Replaced with ‘The government has removed remaining restrictions in England’ | To reflect the current government guidance on COVID 19 restrictions. |  |
| Removed - ‘have created an addendum to this document to reflect changes made during lockdown’ Replaced with ‘have created an addendum to this document in the event of a further lockdown.’ |  |
| Made hyperlink accessible for Safeguarding in Education Team guidance page | To ensure accessibility to information and resources. |  |
| Added ‘including the setting’s Low level concerns procedures’ to ‘Code of Conduct for staff/Staff behaviour policy. | To reflect developments in KCSIE 2022. |  |
| 1.3 | Added ‘and Rights’ to Equalities statement | To reflect developments in KCSIE 2022. |  |
| Updated hyperlinks for Bristol Equality Charter and the Bristol Childrens Charter | Links updated as documents moved. |  |
| 1.5.2 | Added to bullet point 1 ‘This responsibility should be explicit in the role holder’s job description.’ | To reflect wording in KCSIE 2022 |  |
| Added - new bullet point - DSLs will inform the headteacher/principal of enquiries under s.47 of the Children Act 1989 and any police investigations. This includes the need to be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible). |  |
| 1.5.3 | Added ‘Governing bodies 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 policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated.’ | To reflect wording in KCSIE 2022 and enhanced expectations of governing bodies. |  |
| Added ‘at least’ to bullet point 1 | To reflect wording in KCSIE 2022 |  |
| 1.6.2 | Added – In addition, as part of the shortlisting process **[name of setting]** will 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 setting might want to explore with the applicant at interview. | To reflect wording in KCSIE 2022 |  |
| 1.8.1 | Amended bullet point - Abuse in intimate personal relationships between children (also known as teenage relationship abuse). | In line with current definition. |  |
| 1.9 | Added new hyperlink - In situations where a child in care may be put on a part time timetable, the school will consult with the Hope Virtual School following local procedures. [Attendance and exclusions of children in care](https://www.bristol.gov.uk/the-hope/schools-education-settings/attendance-and-exclusions) | New name and link |  |
| 2.3 | Added the following bullet points   * **[Name of setting]** can support learners who may have intersecting protected characteristics. **[Name of setting]** recognises those with protected characteristics are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically. * **[Name of setting]** will work in the **best interests of the child** in compliance with their equality and human rights legal duties. | To recognise the addition of ‘Children who are lesbian, gay, bi, or trans (LGBT)’ in KCSIE under Children potentially at greater risk of harm, but also reflect prejudice based discrimination isn’t isolated to these protected characteristics.  Local learning from complaints have a also required for colleagues to be mindful of their duty to practice anti-discriminatory and anti-oppressively in line with legislation. |  |
|  | Removed - or contact the local PCSO/School Police Beat Officer/School Officer.  Replaced with – if non urgent you should report a crime via 101. | In Bristol, contacting a PCSO/School Police Beat Officer/School Officer can dilute the response. All crimes should be reported and or recorded via 101.  PCSO/School Police Beat Officer/School Officer can provide advice and guidance but should not be used as a conduit to report a crime. |  |
| 2.7 | Added - to bullet point 3 ‘any form of abuse or neglect’ | To reflect discourse from KCSIE 2022. |  |
| Added – ‘All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.’ |  |
| Added - It is also important that staff determine how best to build trusted relationships with children which facilitates communication. |  |
| 2.7 | Removed hyperlink - [Sexual violence and sexual harassment between children in schools and colleges 2021](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) | This guidance is now incorporated into KCSIE 2022 |  |
| 2.7.1 | Removed – ‘should be passed on to police’ Replaced with ‘must be reported to the police immediately’ | In line with current guidance |  |
| Amended A concurrent referral to social care must also be made for **all children directly involved.** | To highlight **local** learning where only targets of harm were being referred. The child(ren) who have harmed must be referred to social care too. |  |
| 2.8 | Removed – ‘Staff must report **any** concerns or allegations about a professional’s behaviour (including supply staff, volunteers, and contractors) where they may have:’  Replaced with – [Name of setting] has processes and procedures in place to manage any safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers, and contractors). Staff must report any concerns or allegations about a professional’s behaviour, but more urgently where they may have: | To reflect wording in KCSIE 2022 |  |
| 2.8.2 | Added - Reports should be made in accordance with **[Name of setting]** own processes [**Insert your own settings processes and where else these may be referenced eg. Code of Conduct**]. | To reflect the developments of KCSIE 2022. Please add/reference information relevant to your setting. |  |
| Appendix E (online safety) | Online Safety  Amended -   * **Annex B of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.** | This has been updated from Annex D – and incorporated into Annex B. |  |