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# KCSIE 2024: key messages for the year ahead

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Dai Durbridge

**Browne  
Jacobson**

# This session

Tweaks

01

Changes

02

My top tips

03



## Keeping children safe in education 2024

Statutory guidance for schools  
and colleges

2 September 2024

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01

# Tweaks and changes

## Annex F: Table of substantive changes from September 2023

This table explains where we made substantive changes.

Summary	About the guidance
Part one	Safeguarding information for all staff
Page 4	Definition of 'safeguarding and promoting the welfare of children' – amended to reflect the updated 'Working together to safeguard children 2023'
Paragraph 18	'Early help' – amended to reflect revised 'Working Together' guidance
Paragraph 19	'Abuse and Neglect' – heading amended to include 'exploitation' (also throughout the document as applicable)
Paragraph 24	'Indicators of Abuse and neglect' – additional text included 'including where they see, hear, or experience its effects' when referring to domestic violence.
Paragraph 29	'Safeguarding Issues' – ' <i>deliberately missing education</i> ' amended to reflect revised definition of ' <i>unexplainable and or/persistent absences from education</i> '
Part two	The management of safeguarding
Paragraph 92	Data Protection Act 2018 and UK GDPR – paragraph included to comply with DPA/UKGDPR requirements
Paragraph 171	'Alternative Provision' – text added to clarify school remains responsible for the pupils they place in alternative provision
Paragraph 204	Links added to NSPCC advice on protecting children with SEN; and deaf/disabled children and young people
Paragraphs 205 to 209	'Children who are lesbian, gay, bisexual, or questioning their gender' – disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology
Part five	Child-on-child sexual violence and sexual harassment
Paragraph 497	'Early help' – text amended to reflect 'Working Together to Safeguard Children 2023'

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Annex B	Further information
Page 148	'Children and the court system' – two separate age-appropriate guides for schools to support children in the court system now included
Page 156	'Preventing radicalisation' – disclaimer added, and minimal changes to clarify schools' duties in relation to Prevent
Annex C	Role of the designated safeguarding lead
Page 170	'Holding and sharing information' – bullet point 3 further guidance added regarding the rationale for making decisions

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# 2024's tweaks

1. Data protection
2. Children and the court system
3. Early help
4. DSL holding and sharing information
5. Absence from education
6. Domestic abuse
7. Preventing radicalisation

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# 2024's tweaks – data protection

- Small addition (para 93) - directs you to the DfE Data Protection guidance for schools for more information in data protection compliance

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# 2024's tweaks – children and the court system

- Links to two age-appropriate guides added to Annex B to help explain court process to children in those age brackets

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## 2024's tweaks – early help

- Additional bullet added to para 18 to include children who have experienced multiple suspensions or are at risk of being permanently excluded

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# 2024's tweaks – DSL holding and sharing information

- Annex C addition - DSLs should note discussions and decisions made, including rationale for decisions, to include instances when referrals were not made

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# 2024's tweaks – absence from education

- A change in terminology from “*deliberately missing education*” to “*unexplainable and/or persistent absences from education*”.

## Safeguarding issues

29. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.<sup>8</sup> can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

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## 2024's tweaks – domestic abuse

- Important addition to para 24 to reflect that seeing, hearing and experiencing the effects of domestic abuse can impact on children

### Indicators of abuse and neglect

24. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or

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# 2024's tweaks – preventing radicalisation

- Change in terminology in Annex B from “extremist ideology and radicalisation” to “radicalisation into terrorism” and inclusion of the new definition of radicalisation from the 2023 guidance:

**Radicalisation**<sup>150</sup> is the process of a person legitimising support for, or use of, terrorist violence.

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**02**

# Three main changes

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# Three main changes

1. Alternative provision
2. Abuse and neglect
3. Children who are lesbian, gay, bisexual, or gender questioning

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# Three main changes – Alternative provision

## Alternative Provision

171. Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

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# Three main changes – abuse and neglect

- ‘Abuse and neglect’ renamed ‘Abuse, neglect and exploitation’ and uses that language throughout the guidance (see paras 19, 66 and 202, and Annex A)

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# Three main changes – children who are lesbian, gay, bisexual or gendering questioning

- An expect update following publication of the Cass review report – see paras 205-209
- Schools should exercise caution because of the many unknowns about the impact of social transitioning, and so schools can consider the broad range of needs a child may have:

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# Three main changes – children who are lesbian, gay, bisexual or gendering questioning

208. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for

*Amendments remain under review pending outcome of guidance consultation*

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**03**

# **My top tips**

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# My top tips

1. Policy changes and staff awareness
2. Training and evidencing compliance
3. Gender
4. Political change
5. 2025 overhaul?

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