



Keeping Children Safe in Education Assurance Declaration

September 2025



Gloucestershire Safeguarding Children Partnership

Gloucestershire Safeguarding Children Partnership



Contents

Introduction.....	2
References.....	2
Purpose.....	3
Standards.....	3
No, Partial, Full Assurance	4
Process	4
An assurance report, based on the outlined process, will be produced and shared with the GSCP Executive.	4
Timescales and Deadlines	5
Privacy Notice.....	5
Function of the GSCP	5
Appendix 1:.....	6
Standard Two: Management of Safeguarding	8
Standard Three: Safer Recruitment	10
Standard Four: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors	12
Standard Five: Child on Child sexual violence and sexual harassment	13

Revision	Date	Comment
1.0	Jan 23	Process Approved GSCP QiiP
1.1	September 2023	KCSiE amendment and process update
1.2	December 2023	Revised GSCP Logo, Document errors
1.3	August 2024	KCSiE 2024 implementation update
1.4	September 2025	KCSiE 2025 implementation update

Introduction

This Keeping Children Safe in Education Declaration Procedure is a requirement of the Gloucestershire Safeguarding Children Partnership (GSCP) covering educational settings' legal obligations under Working Together to Safeguard Children, Keeping Children Safe in Education (KCSiE) and Section 175/157 of the Education Act 2002.

References

- Working Together to Safeguard Children guidance applies to all organisations and agencies who have functions relating to children and it applies, in its entirety, to all schools. The GSCP has designated all education settings to be Relevant Agencies within its [published arrangements](#). Once designated as a Relevant Agency, schools and colleges, and other educational providers, in the same way as other Relevant Agencies, are under a statutory duty to co-operate with the published arrangements.
- Section 175(4) of the Education Act 2002, which states that governing bodies of maintained schools (including maintained nursery schools), further education institutions and management committees of pupil referral units must have regard to any guidance given by the Secretary of State.
- Paragraph 7(b) of the Schedule to the Education (Independent School Standards) Regulations 2014, made under sections 94(1) and (2) of the Education and Skills Act 2008, which states that the arrangements to safeguard or promote the welfare of pupils made by the proprietors of independent schools (including academies or free schools) or alternative provision academies must have regard to any guidance given by the Secretary of State.
- Paragraph 3 of the Schedule to the Non-Maintained Special Schools (England) Regulations 2015, made under section 342 of the Education Act 1996, which requires arrangements for safeguarding and promoting the health, safety and welfare of pupils in non-maintained special schools to have regard to any guidance published on such issues.

KCSiE guidance should be read and followed by: Governing bodies of maintained schools (including maintained nursery schools) and colleges which includes providers of post-16 education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

- Proprietors of independent schools (including academies, free schools, and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust
- management committees of pupil referral units (PRUs), and
- senior leadership teams.

The Declaration procedure is broken down into five sections as defined within KCSiE Statutory Guidance. Click [here](#) to access declaration.

Standard one:	Safeguarding information for all staff
Standard two:	The management of safeguarding
Standard three:	Safer recruitment
Standard four:	Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors
Standard five:	Child-on-child sexual violence and sexual harassment

The following procedure has been approved by the GSCP and forms part of the Executive's Published Arrangements under Working Together and as such all education settings, as relevant agencies, have a duty to comply with the procedure.

Purpose

This process is not to make a judgement on the settings safeguarding arrangements but to seek assurances from the setting on their understanding of their safeguarding duties and responsibilities. OFSTED have the duty to make a judgement on settings safeguarding arrangements, those judgements will form part of the assurance process.

The Keeping Children Safe in Education Assurance Declaration becomes a statutory requirement and an integral part of the self-assessment and assurance of effective safeguarding practice for each setting under the GSCP's Published arrangements. It should not be considered as a stand-alone moment in time snapshot but should be used as a live document which is activity and routinely reviewed by the Governing Body, Board of Trustees, Management Committee and/or Proprietor and therefore should feature in all settings reporting and internal self-assessment and governance processes.

This process requires each setting to have an up-to-date declaration at any given time utilising the provided proforma. [Appendix 1](#) which will be an online submission process, click [here](#) to access the declaration.

Non-compliance regarding an up-to-date Declaration can be reported to the GSCP Executive Chair to follow up with respective governors, trustees, management committee, CEO of Trust, chair or proprietors within settings, and if appropriate the inspectorate.

Standards

There are five standards, each standard has subsections which should be graded, the grading of the subsections determines the standard's overall grading. The grading of the standard should be undertaken having consideration of the corresponding part/chapter in KCSiE and the detail within. As part of the assessment the setting will be required to set out who was involved in the decision making and completion of the declaration and the methodology for assessment (how did you assess your compliance towards this standard) against the standard whilst identifying areas of good practice and areas for development.

The declaration requires the setting to set out who within the setting was involved in the assessment process and the methodology for assessment. Good practice would see Senior leader and setting governance involved in the co-production throughout the self-assessment. We recommend that you review one standard per term and record within the text the date that review took place.

Please note: A standard cannot be graded as FULL ASSURANCE if there are any areas graded PARTIAL OR NO ASSURANCE. Any areas of the standard graded as PARTIAL ASSURANCE would automatically place the standard into a PARTIAL ASSURANCE. In addition, any area of the standard graded as NO ASSURANCE would place the standard automatically into NO ASSURANCE. The declaration should also set out the areas for improvement and target dates for completion.

No, Partial, Full Assurance

Grading and assessing the compliance against the five KCSiE standards

1. No Assurance: Your setting is not compliant and urgent action is essential to meet the minimum requirement for the standard.
2. Partial Assurance: Your setting is partially compliant; work has been instigated but not yet complete to fully meet the required standard.
3. Full Assurance: Your setting is fully compliant against the standard.

Process

Setting: All settings should make every effort to undertake a robust self-assessment of their settings adherence to the supplied standards in [Appendix 1](#). This should engage and involve a range of the settings Senior Leadership Team (SLT), staff and Governors (or representatives of a settings governance structure) teasing out areas of good practice and importantly areas the setting must improve on to be compliant. Please note it is a GSCP expectation that regardless of whether schools are federated or in a Multi-Academy Trust that each individual setting has its own Keeping Children Safe in Education Assurance Declaration.

GSCP: provides a dedicated [online portal](#) for all settings to hold their self-assessed declaration which will be available throughout the year.

Setting: The settings Assurance Declaration should be a live document and be overseen through the setting's internal governance processes on a regular basis. We recommend that your setting reviews a different standard each term. The named senior leader and governance lead should be indicated on the assurance declaration.

GSCP: The GSCP Business Unit together with the Education Directorate, will scrutinise compliance against the process on a set date in the year indicated below in the [Timelines & Deadlines](#) section of this document, the purpose will be to assess:

- Have all settings completed an Assurance Declaration through the [online portal](#)
- Has the settings Assurance Declaration been reviewed within a suitable timescale
- Proportion of submitted responses rated as fully assured, partially assured, or not assured

A selection of submissions from all received declarations will undergo a more detailed audit. This selection will be based on a combination of random sampling and informed criteria, which may include Ofsted judgements, data relating to GSCP safeguarding processes and arrangements, and examples of clear good practice within settings. The audit will ensure representation across all sectors of the county's education provision. Free text responses are expected to demonstrate sufficient detail and quality of evidence to justify the level of assurance indicated.

An assurance report, based on the outlined process, will be produced and shared with the GSCP Executive.

Timescales and Deadlines

1. January– Annual compliance review by GSCP Business Unit and Education Directorate – It is expected that all education settings can evidence an up-to-date declaration that has been recently reviewed.
2. January- GSCP Business Unit and Education Directorate will select settings for audit purposes.
3. February - Analysis of setting submissions – assurance report written
4. March – KCSiE assurance report submitted to the GSCP Education Subgroup
5. April - Assurance report shared with the GSCP Executive

Privacy Notice

All education setting submissions under this GSCP procedure will form an ongoing assurance process by the partnership and its collective partners. Submissions can be shared to inform other assurance processes under the auspices of the GSCP. Non-compliance with this process will be reported to the Chair of the Executive and will be subject to follow up under the GSCP Published arrangements.

Any significant cause for concern identified through the process that calls into question any settings safeguarding arrangements may result in the setting being contacted via an officer from the Local Authority Education Directorate and/or GSCP, in extremis the GSCP may need to notify OFSTED.

No submissions will be shared outside of the stated arrangements without the settings permission.

Function of the GSCP

The [three safeguarding partners](#) should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents. To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The Gloucestershire Safeguarding Children Partnership fulfils the requirement as set out above and in Working Together to Safeguard Children.

Appendix 1:

The KCSiE Assurance Declaration must be completed using the [online portal](#) the document below is merely designed to be an aid memoire for the KCSiE Assurance Declaration

Standard One: Safeguarding information for all staff

Date Standard One reviewed?	Date
Names and positions of those involved in reviewing Standard One?	<p>It is advisable that, where possible, the following personnel are involved in the completion of every section of the safeguarding declaration:</p> <ul style="list-style-type: none">• Designated Safeguarding Lead• Head Teacher• Senior Leadership Team• Governors• School Business Manager• PHSE/ RSE Lead• EYFS Lead• SENDCo• Designated Mental Health Lead
Grade of the most recent Ofsted judgement relating to safeguarding.	
Date of grade of the most recent Ofsted judgement relating to safeguarding.	Date
Have the school Governors had oversight of this safeguarding declaration?	Yes
	No
Does your setting have a Reception Class?	Yes
	No
If your setting has a Reception Class, do you consider your setting to be compliant with the requirements under part three of the Early Years Foundation Stage?	No Assurance
	Partial Assurance
	Full Assurance
Having re-read Part one of KCSiE how do you rate your settings compliance?	No Assurance
	Partial Assurance
	Full Assurance
Roles of individuals with accountability and responsibility within the setting involved in the assessment of this standard?	<p>It is advisable that, where possible, the following personnel are involved in the completion of every section of the safeguarding declaration:</p> <ul style="list-style-type: none">• Designated Safeguarding Lead• Head Teacher• Senior Leadership Team• Governors• School Business Manager• PHSE/ RSE Lead• EYFS Lead• SENDCo

	<ul style="list-style-type: none"> • Designated Mental Health Lead
How did you assess your compliance toward this standard?	<ul style="list-style-type: none"> • Refer to internal policies and procedures which outline the line of accountability. • Describe how roles and responsibilities are included within the contractual job descriptions.
Identified good practice	<ul style="list-style-type: none"> • Describe and demonstrate how this line of accountability is fully understood by all staff members. • Describe how roles and responsibilities are included into professional development reviews. • Describe how Governors assure themselves that staff have a good understanding of their role in safeguarding as outlined in Part one. • Any external advice, guidance or training, for key personnel. • Describe how the educational setting ensures children are aware they can discuss concerns with personnel. • Demonstration of how safeguarding is adopted as a culture within the school, including: <ul style="list-style-type: none"> - Any physical posters within the school. - Any external training for staff. - Any external Training for pupils. - Dedicated assembly topics. - Dedicated lessons. - Any engagement with external resources e.g. newsletters
Areas for development (with target achievement dates and lead individual identified)	<ul style="list-style-type: none"> • Any training currently, or to be, undertaken. • Any known areas for improvement and what is being done to improve.
A child centred and co-ordinated approach to safeguarding	No Assurance Partial Assurance Full Assurance
The role of staff members	No Assurance Partial Assurance Full Assurance
What staff should do if they have concerns about a child	No Assurance Partial Assurance Full Assurance
What staff should do if they have a safeguarding concern or an allegation about another staff member	No Assurance Partial Assurance Full Assurance
What staff should do if they have concerns about safeguarding practices within the education setting	No Assurance Partial Assurance Full Assurance

Standard Two: Management of Safeguarding

Having re-read Part two of KCSiE how do you rate your settings compliance?	No Assurance	Partial Assurance	Full Assurance
<p>Date Standard Two reviewed?</p> <p>Roles of individuals with accountability and responsibility within the setting involved in the assessment of this standard?</p>	<p>Date</p> <p>It is advisable that, where possible, the following personnel are involved in the completion of every section of the safeguarding declaration:</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead • Head Teacher • Senior Leadership Team • Governors • School Business Manager • PHSE/ RSE Lead • EYFS Lead • SENDCo • Designated Mental Health Lead 		
<p>How did you assess your compliance toward this standard?</p>	<ul style="list-style-type: none"> • Refer to internal policies and procedures which outline the line of accountability. • Describe how roles and responsibilities are included within the contractual job descriptions. • Provide a summary of the number of the MARFs submitted or contacts to the MASH requesting advice. • Provide a summary of the number of the AMMs submitted or contacts to the AMM service requesting advice. • Describe how safeguarding data is discussed and shared with key personnel. • Any internal or external audits. • Demonstrate how safeguarding is discussed within SLT and Governor meetings. • Consider and discuss the effectiveness of Governor monitoring visits. 		
<p>Identified good practice</p>	<ul style="list-style-type: none"> • Provide a description of how safeguarding is reviewed and prioritised by SLT and Governors. • Any safeguarding processes which are in place within your educational setting, you might want to consider including; <ul style="list-style-type: none"> - Operation Encompass - What operating system is used to keep oversight and historic records of a safeguarding nature - What policies and procedures describe how and who is accountable for maintaining the system. 		

Areas for development (with target achievement dates and lead individual identified)		<ul style="list-style-type: none"> Any training currently, or to be, undertaken. Any known areas for improvement and what is being done to improve. 		
Legislation and law		No Assurance	Partial Assurance	Full Assurance
Whole setting approach to safeguarding		No Assurance	Partial Assurance	Full Assurance
Safeguarding policies and procedures		No Assurance	Partial Assurance	Full Assurance
Designated Safeguarding Lead		No Assurance	Partial Assurance	Full Assurance
Multi Agency Working		No Assurance	Partial Assurance	Full Assurance
Information Sharing		No Assurance	Partial Assurance	Full Assurance
Staff Training		No Assurance	Partial Assurance	Full Assurance
Opportunities to teach safeguarding		No Assurance	Partial Assurance	Full Assurance
Online Safety		No Assurance	Partial Assurance	Full Assurance
The use of reasonable force		No Assurance	Partial Assurance	Full Assurance
Use of setting premises for non-setting activities		No Assurance	Partial Assurance	Full Assurance
Alternative provision		No Assurance	Partial Assurance	Full Assurance
Children potentially at greater risk of harm		No Assurance	Partial Assurance	Full Assurance
Children who are lesbian, gay, bisexual, or gender questioning		No Assurance	Partial Assurance	Full Assurance
Boarding Schools / Residential Special Schools / Residential Colleges and Children's Homes	No Assurance	Partial Assurance	Full Assurance	Not Applicable

Standard Three: Safer Recruitment

Having re-read Part three of KCSiE how do you rate your settings compliance?	No Assurance	Partial Assurance	Full Assurance
Date Standard Three reviewed?	Date		
Roles of individuals with accountability and responsibility within the setting involved in the assessment of this standard?			<p>It is advisable that, where possible, the following personnel are involved in the completion of every section of the safeguarding declaration:</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead • Head Teacher • Senior Leadership Team • Governors • School Business Manager • PHSE/ RSE Lead • EYFS Lead • SENDCo • Designated Mental Health Lead
How did you assess your compliance toward this standard?			<ul style="list-style-type: none"> • Refer to internal policies and procedures which outline safe recruitment within your education setting. • Describe the line of accountability for safe recruitment within your education setting. • Describe how roles and responsibilities are included within the contractual job descriptions. • Discuss how many staff are Safer Recruitment training and the reasoning for this. • Describe how the single central record is maintained, who by and when.
Identified good practice			<ul style="list-style-type: none"> • Ongoing professional development • Any external single central record, or otherwise, reviews and audits. • Reading and learning from national serious incidents (published on the national panel website) which involve educational setting staff. • Demonstrate knowledge on how to make a notification to the barred list and how to check the barred list.
Areas for development (with target achievement dates and lead individual identified)			<ul style="list-style-type: none"> • Any training currently, or to be, undertaken. • Any known areas for improvement and what is being done to improve.
Recruitment and selection process	No Assurance	Partial Assurance	Full Assurance
Pre-appointment vetting checks, regulated activity and recording information	No Assurance	Partial Assurance	Full Assurance

Prohibitions, directions, sanctions and restrictions	No Assurance	Partial Assurance	Full Assurance
Other checks that may be necessary for staff, volunteers and others, including the responsibilities on the educational setting for children in other settings	No Assurance	Partial Assurance	Full Assurance
How to ensure the ongoing safeguarding of children and the legal reporting duties on employers	No Assurance	Partial Assurance	Full Assurance

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

Having re-read Part four of KCSiE how do you rate your settings compliance?	No Assurance	Partial Assurance	Full Assurance
<p>Date Standard four reviewed?</p> <p>Roles of individuals with accountability and responsibility within the setting involved in the assessment of this standard?</p>	<p>Date</p> <p>It is advisable that, where possible, the following personnel are involved in the completion of every section of the safeguarding declaration:</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead • Head Teacher • Senior Leadership Team • Governors • School Business Manager • PHSE/ RSE Lead • EYFS Lead • SENDCo • Designated Mental Health Lead 		
<p>How did you assess your compliance toward this standard?</p>	<ul style="list-style-type: none"> • Refer to internal policies and procedures which outline allegations management within your education setting. • Describe the line of accountability for allegations management process within your education setting. 		
<p>Identified good practice</p>	<ul style="list-style-type: none"> • Describe who is trained on how to make an AMM referral. • Summarise the number of AMM referrals made. • Summarise the number of contacts to the AMM service for advice. • Describe how time is provided in performance development meetings for staff to discuss any concerns. 		
<p>Areas for development (with target achievement dates and lead individual identified)</p>	<ul style="list-style-type: none"> • Any training currently, or to be, undertaken. • Any known areas for improvement and what is being done to improve. • Provide evidence of tracking and monitoring low level concerns. • Furthermore, describe how and when these concerns are linked to the allegations management process. 		
Allegations that may meet the harm threshold	No Assurance	Partial Assurance	Full Assurance
Concerns and or allegations that do not meet the harm threshold	No Assurance	Partial Assurance	Full Assurance

Standard Five: Child on Child sexual violence and sexual harassment

Having re-read Part five of KCSiE how do you rate your settings compliance?	No Assurance	Partial Assurance	Full Assurance
Date Standard five reviewed?	Date		
Roles of individuals with accountability and responsibility within the setting involved in the assessment of this standard?			<p>It is advisable that, where possible, the following personnel are involved in the completion of every section of the safeguarding declaration:</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead • Head Teacher • Senior Leadership Team • Governors • School Business Manager • PHSE/ RSE Lead • EYFS Lead • SENDCo • Designated Mental Health Lead
How did you assess your compliance toward this standard?			<ul style="list-style-type: none"> • Refer to internal policies and procedures which outline what and how you manage child-on-child sexual violence and sexual harassment within your education setting. • Have staff undertaken the GSCP Sexual Harassment in Education e-learning course? • Have you updated your policy with regards to change in terminology?
Identified good practice			<ul style="list-style-type: none"> • What training is provided to staff and how often. • What teaching is provided to students and how often. • Evidence of awareness and use of the trusted professionals list for when a child has suffered sexual abuse or harassment.
Areas for development (with target achievement dates and lead individual identified)			<ul style="list-style-type: none"> • Any known areas for improvement and what is being done to improve.
What settings should be aware of	No Assurance	Partial Assurance	Full Assurance
Responding to reports of sexual violence and sexual harassment	No Assurance	Partial Assurance	Full Assurance
The immediate response to a report	No Assurance	Partial Assurance	Full Assurance
Considering confidentiality and anonymity	No Assurance	Partial Assurance	Full Assurance
Action following a report of sexual violence and/or sexual harassment	No Assurance	Partial Assurance	Full Assurance
Options to manage the report	No Assurance	Partial Assurance	Full Assurance
Ongoing response	No Assurance	Partial Assurance	Full Assurance

Discipline and the alleged perpetrators	No Assurance	Partial Assurance	Full Assurance
Working with parents and carers	No Assurance	Partial Assurance	Full Assurance
Safeguarding other children	No Assurance	Partial Assurance	Full Assurance