

KEEPING CHILDREN SAFE IN EDUCATION ASSURANCE DECLARATION PROCEDURE

This Keeping Children Safe in Education Declaration is a requirement of the Gloucestershire Safeguarding Children Partnership (GSCP) covering educational settings legal obligations under Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2022 (KCSiE), Section 175/157 of the Education Act 2002..

Dec 2023

Gloucestershire Safeguarding Children Partnership



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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

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), 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.

Standard one:	Safeguarding information for all staff
Standard two:	The management of safeguarding
Standard three:	Safer recruitment
Standard four:	Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, 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 tool but should be a live document 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.

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 chair or proprietors within settings, and if appropriate the inspectorate.

Standards

There are five standards, each standard has a number of subsections which should be graded, the grading of the subsections determines the standards 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.

Please note: A standard cannot be graded as FULL ASSURANCE if there 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 area for improvement and a target date 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 required in order to meet 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 complaint against the standard

Process

1. **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.

GSCP: will provide an online submission toolkit for all settings to submit and hold their self-assessed declaration which will be available throughout the year via an online portal.

Setting: Please note it is a GSCP expectation that each individual setting has its own KEEPING CHILDREN SAFE IN EDUCATION ASSURANCE DECLARATION.

2. **Setting:** The settings Assurance Declaration should be a live document and be regularly overseen through the setting's internal governance processes on a regular basis with a named senior leader and governance lead indicated.
3. **GSCP:** The GSCP Business Unit through an independent scrutineer 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 a dated completed submission document held on the system
 - Has the settings submission been dated as seen by the settings governance structure within the last six to eight weeks?
4. **GSCP:** Business Unit selects a sample of submissions from all submitted declarations to undertake a more detailed audit of those submissions. The criteria for selection will be both random and an informed selection that may be influenced by OFSTED Judgements, data relating to GSCP safeguarding processes and arrangements and settings with clear good practice. All sectors of the counties education offer will be covered in the selection criteria and will include Academies, Free Schools and Independent Schools.
 - Primary – Including infant and Junior settings.
 - Secondary settings.
 - Further Education settings.
 - Special Schools settings.
 - All age Settings.
 - Alternative Provision Settings.
5. **GSCP:** May choose to invite individual, or a selection of, settings from the audit sample to a discussion with the Independent Scrutineer to explore, a deeper appreciation of the settings engagement with safeguarding processes, intended as a two-way learning conversation.
6. **GSCP:** Through the commissioned Independent Scrutiny Function to produce an assurance report to the GSCP Executive based on the described process.

Timescales and Deadlines

1. November - First compliance review by GSCP Business Unit – It is expected that all schools/colleges can evidence an up-to-date declaration that has been recently reviewed.
2. December - Independent Scrutineer & Business Manager will select settings for audit purposes.
3. January / February - analysis of setting submissions – assurance report written
4. 1st week March Independent Audit assurance report submitted to the GSCP Executive
5. April Assurance Report published.

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 Department 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.

The Function of Independent Scrutiny

The Children and Social Work Act 2017 introduced a statutory framework requiring Integrated Care Board, Constabulary, and Local Authorities to determine local arrangements for the protection and safeguarding of children in their area. The legislation stipulates those arrangements must include scrutiny of effectiveness. An independent scrutineer will be required to provide assurance in judging the effectiveness of multi-agency arrangements to safeguard and promote the welfare of all children.

The GSCP will commission an independent scrutineer to oversee and report on the self-assessed declaration submissions from all education settings providing a summary report to the GSCP Executive. This report will be an anonymised public facing published document of effectiveness.

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

Keeping Children Safe in Education Assurance Declaration

Name of Setting:			
Contact Name:			
Contact Email:			
Contact Telephone Number:			
Grade of most recent Ofsted judgement for Safeguarding			
Date of Grade of most recent Ofsted judgement for Safeguarding	Date		
Have the school Governors had oversight of this safeguarding declaration?	Yes		
	No		
Does your setting have a Reception Class? If so, please answer the question below, if not please move on to Standard One.	Yes		
	No		
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
Please explain why you have graded your setting as this:			

All Settings

Standard One: [Safeguarding information for all staff](#)

	No Assurance	Partial Assurance	Full Assurance
Having re-read Part one of KCSiE (see hyperlink above) how do you rate your settings compliance?			
Roles of individuals with accountability and responsibility within the setting involved in the assessment of this standard?			
How did you assess your compliance toward this standard?			
Identified good practice			
Areas for development (with target achievement dates and lead individual identified)			

Using the following sections grading to provide an overall rating for 'standard one'.

	No Assurance	Partial Assurance	Full Assurance
A child centred and co-ordinated approach to safeguarding	No Assurance	Partial Assurance	Full Assurance
The role of school and college staff	No Assurance	Partial Assurance	Full Assurance
What school and college staff should do if they have concerns about a child	No Assurance	Partial Assurance	Full Assurance

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member	No Assurance	Partial Assurance	Full Assurance
What school or college staff should do if they have concerns about safeguarding practices within the school or college	No Assurance	Partial Assurance	Full Assurance

Standard Two: Management of Safeguarding

Having re-read Part two of KCSiE (see hyperlink above) 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?			
How did you assess your compliance toward this standard?			
Identified good practice			
Areas for development (with target achievement dates and lead individual identified)			

Using the following sections grading rating to provide an overall rating for 'standard two'.

Legislation and law	No Assurance	Partial Assurance	Full Assurance
Whole school and college 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 school or college premises for non-school/college 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 LGBT+	No Assurance	Partial Assurance	Full Assurance

If applicable:

Boarding Schools / Residential Special Schools / Residential Colleges and Children's Homes	No Assurance	Partial Assurance	Full Assurance
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Standard Three: Safer Recruitment

Having re-read Part three of KCSiE (see hyperlink above) 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?			
How did you assess your compliance toward this standard?			
Identified good practice			
Areas for development (with target achievement dates and lead individual identified)			

Using the following sections grading rating to provide an overall rating for 'standard three'.

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 schools and colleges 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 and Allegations made about staff, including supply teachers, volunteers and contractors

Having re-read Part four of KCSiE (see hyperlink above) 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?			
How did you assess your compliance toward this standard?			
Identified good practice			
Areas for development (with target achievement dates and lead individual identified)			

Using the following sections grading rating to provide an overall rating for 'standard four'.

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 (see hyperlink above) 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?			
How did you assess your compliance toward this standard?			
Identified good practice			
Areas for development (with target achievement dates and lead individual identified)			

Using the following sections grading rating to provide an overall rating for 'standard five'

What schools or colleges 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