

## ASTON CLINTON SCHOOL

### MEETING OF THE GOVERNING BOARD MINUTES

Date	Wednesday 25 <sup>th</sup> September 2024
Time	6pm
Place	at the school
Clerk	Emma Lad. <a href="mailto:Emma.lad@clerks.hertsforlearning.co.uk">Emma.lad@clerks.hertsforlearning.co.uk</a>

Name	Governor Type	Attended
Sue Bradshaw	Co-opted governor	Attended
Hannah Brunning	Parent governor	Attended
Katy Coats	Co-opted governor	Attended
Katherine Cole	Staff governor	Attended
Sean Hayward	Co-opted governor	Attended
Emma Lad (Clerk)	Clerk	Attended
Carol Macdonald (HT)	Headteacher	Attended
Christine Moxham (Chair)	Co-opted governor	Attended
Sophie Roberts	Co-opted governor	Attended
Jenny Stark	Local Authority Governor	Attended
Rebecca Taylor	Parent governor	Attended

Governor challenge/questions will be marked in yellow.

Governor Actions are marked in italic.

Meeting started at 6pm

#### **Long term strategic aims for the school**

- To be the school of choice for the local community
- School is judged at least GOOD by Ofsted, **with elements that are judged OUTSTANDING.**
- The school is developing its own e.g., TAs to teachers to leaders.
- The school is outward looking:
  - Is a reference point for others and shares best practice.
  - looks to move forward and improve all the time.
  - Keeps up to date with current thinking.
  - Has a stable and committed staff team.

#### **Action**

#### **1. Welcome, apologies and reminder of confidentiality**

The meeting was quorate.

Books for Children in receipt of Pupil premium were reviewed before the meeting and will be reviewed at every meeting allowing governors to have oversight of the interventions and the

progress they are making over the year. This is part of raising the profile of Pupil premium children in the school.

The governors will be giving an award for four pieces of writing which will be presented in the school foyer. When priority number one changes governors will be able to show they have had clear oversight of writing within the school whilst this has been a priority.

G: Were staff confident in us looking at the books?

Staff G: The staff were concerned you are only seeing some of the lower attainers and not reflective of the work which is being completed in the classroom overall.

HT: We will be bringing age related work to the next in person meeting so you can also review where the children are aiming for.

*The governors agreed to pick four pieces at each meeting which are brought by the HT to the meeting. The clerk will add to the agenda.*

**HT/Clerk (Agenda)**

## **2. Update on coaching mentoring from Kate Miles**

The SLT is ensuring the coaching is working well across the school. The focus is helping to staff to be empowered. It personalises teacher development and provides a better experience for teachers. It encourages a positive work environment and increases trust with colleagues. It will allow for a safe space to reflect and improve.

A policy was distributed at the meeting. Leadership Edge is supporting and follows a non-directive approach. The person being coached leads the way. It will also form part of the performance development targets.

Targets will align with the following:

1. Something linked to their job description
2. Something linked to the SDP
3. Something of their choice that they would like to investigate.

Coaching language will be part of everyday life in the school. There are incidental coaching conversations which are part of the level three qualification. The more experience and discussion the more it will be embedded in the school life and vocabulary. The company have been supportive and the feedback from the staff has been very positive. There has been three years of research and planning which has led to the point the school is at. The recent staff meeting was very positive.

Staff G: The protected time has been positive and allowed for staff to stop, reflect and look at actions to improve the staff member and children's experience of school.

A coaching surgery is being opened for the staff to book one off session where needed where they have not chosen to take part in the programme. Everyone is being encouraged to be a coach or receive coaching. All coaches have level one coaching, two senior leaders have level two coaching and Kate has level three. The teachers have all now had at least level one coaching and so the teaching assistants will be now taking part.

G: When you have the sessions are there coaching journals to show the successes?

Staff G: You have a portfolio for the accreditation process.

HT: In the change in the performance development portfolio there will be reflection on the progress made.

Kate: The appraisal documentation has been updated to reflect the changes. The evidence should be in the children's books.

G: What is the framework for supporting the coaches?

Kate: I have a supervisor and any issues from the level two coaches can be taken to them. We haven't had any issues so far. Part of the agreement is about confidentiality and discussing issues.

*Personnel Committee terms of reference to be updated to reflect the changes to the appraisal process and a staff survey will take place in the Spring term to gain staff feedback.*

Governors thanked Kate for her time and all the work she has completed.

6.31pm Kate left the meeting

G: Can this be used when speaking to the children?

HT: We are working with the TAs, and this will ensure they are coaching children to be resilient and can be dynamic learners.

G: Would we need to review the process with children as they may not have the answers within themselves?

HT: There is already a culture of coaching within the behaviour policy, but we need to develop it in the educational approach. Different types of coaching will be used in different areas where needed.

### 3. Conflicts of interest

There was none identified.

### 4. Notification of any other business

Dog mentoring – explained in the Friday Flyer. The Chair of governors gave approval for the dog mentoring programme costs which were approved by governors at the meeting.

### 5. Board membership matters

- Note any new appointments, vacancies and expiring terms of service. Agree actions that need to be taken
  - Katherine was elected by the staff as staff governor for a term of four years.
  - Rebecca was appointed as a co-opted governor for a term of four years.

*There is one co-opted and one parent vacancy. The governors will continue to advertise the Co-opted governor role, and the HT will organise a parent governor election.*

**All gobs/ HT**

- Review link governor roles
  - CLA - Rebecca Taylor
  - Early Years - Jenny Stark
  - Governance - Christine Moxham
  - Health and Safety - Sean Hayward
  - Mental health - Sophie Roberts
  - Middle leaders - Sue Bradshaw
  - Safeguarding - Katy Coats/ Sean Hayward
  - SEND/ Pupil premium/ disadvantaged children - Rebecca Taylor
  - Sports premium - Hannah Brunning
- Review Committees and Terms of reference

Committee terms of reference were approved for use except for the Personnel committee will be updated with the Coaching programme.

Finance, Premises, Health & safety
Mrs Sue Bradshaw
Mrs Katherine Cole
Mr Sean Hayward
Mrs Carol Macdonald
Mrs Christine Moxham
Caroline York (Clerk)

HT performance management
Mrs Carol Macdonald
Mrs Christine Moxham
Mrs Jenny Stark
Personnel, Admissions and Pay Review Committee
Mrs Carol Macdonald
Mrs Christine Moxham
Dr Sophie Roberts
Mrs Jenny Stark
Mrs Rebecca Taylor
Caroline York (Clerk)

- Governors to complete annual declarations – via Governor Hub

*Governors were reminded to complete annual declarations/ confirmations via Governor Hub and review their personal details.*

**All govs**

- *Set targets for the governing body for the year*
  - *Supporting the embedding of the coaching programme*
  - *Monitoring of writing and data patterns over the year particularly for disadvantaged children.*
  - *Safeguarding audit to be completed.*
  - *Election and induction of a new parent governor*

*The clerk was asked to add to future agenda's*

**Clerk**

- Standing Orders were approved for use

## **6. [Minutes of the last meeting](#) and matters arising to be approved**

*The minutes were approved and will be signed by the chair via Governor Hub. All matters arising are completed or agenda items – see appendix A below.*

**Chair**

The Early years were selected for a baseline audit – the report found that the school is administering the curriculum properly and there are no concerns.

## **7. Chair's action**

- Report on any action taken by the chair or vice-chair on behalf of the board since the last meeting – see report
- Two exit interviews have taken place, and the HT has amended practice for one of the staff meetings due to feedback. Both said they had a good experience at the school, and they weren't leaving for any reasons to do with the school. The governors have strategically reviewed.

*Inset days have been organised for the 6<sup>th</sup> and 7<sup>th</sup> January 2025 for Step on, behaviour and safeguarding. All governors were invited to attend.*

- *Friday flyer – safeguarding update*  
*Katy will complete and send to the HT before half term.*

## 8. Policy review

The following policies were reviewed and approved for use:

- Child protection policy (revised to reflect updated statutory safeguarding guidance)  
Governors sent suggestions/comments ahead of the meeting via Governor Hub. The policy is based on the Bucks CC policy.

The HT gave a verbal update of the changes including:

- Alternative provision
- Filtering and monitoring – Turn it On.
- HT responsibilities
- Working together definition changes. Consultation with local Western Grove Partnership. Consent from parents/ non consent from parents. Implications.
- Attendance updates
- Low level concerns – impacts staff code of conduct which will be updated.

- *Voice of the child is being heard.*

*G: Are we taking in the voice of the child for SEND and EHCP?*

*HT: That is part of the SEN policy and is part of the safeguarding policy.*

*Adaptive practices are also used and will be added at point 17.5 for clarity.*

**HT**

- Pupil missing on site  
The school has agreed a procedure for children of staff for the school to be in Loco parentis at the school door for children of staff. This is from learnt experience and governors supported with the management and update of school procedure.

- Attendance  
The school has updated the policy. There are concerns about some issues with BCC and so the school is following up with them.

*G: What is No Outsiders?*

*HT: It is a programme which supports inclusion.*

- Behaviour principles  
The HT and DHT are Step on tutors and the changes will be explained to staff in January inset.
- Behaviour policy
- Whistleblowing
- ECT
- Virtual meeting policy
- NGA code of conduct
- Governor self-declaration form

*Online safety policy – to be approved next meeting.*

**Clerk (Agenda)**

## 9. School improvement plan (SIP) and self-evaluation

- Approve the school improvement plan and determine governors' monitoring schedule

*G: Has the end of the SIP been updated to reflect the changes to the Ofsted framework?*

*HT: Yes, and I will share with you. The end of July updates shows where the school is benchmarking. The judgements still stand from Ofsted.*

*HT to upload to GHub.*

**HT**

## 10. **Headteacher's verbal report**

- Curriculum - PE/ Forest school

Forest school should be a planned progressive curriculum, and the governors were asked to have oversight. Sue and Katherine will review

**Sue/ Katherine**

- KS2 data, including data broken down for specific groups - Katherine  
Overall, there have been increases and above Bucks except for writing. There is a gender gap which continues to be reviewed and addressed by the SLT. The FGB will continue to monitor during the academic year.

- *Performance management/appraisal for staff*  
*To be reviewed at the Personnel Committee.*

**Personnel Committee**

- *Academies update*  
*To be presented at the next meeting.*

**HT/ Clerk (Agenda)**

## 11. Safeguarding

- A comprehensive governor audit of all areas of safeguarding will take place across the year.
- Inset training day in January 2025.
- [Annual Safeguarding report to governors](#)
- Further DSL's will be completing the SCR training.

G: There are 53 children being monitored into the Autumn term why?

HT: They had attendance below 90% last term and so we are continuing to monitor into the new academic year.

## 12. Reports from governor monitoring visits

- [Governor visit policy](#)
- Receive and evaluate reports from governors who have carried out monitoring visits
  - Staff wellbeing survey results
  - [OPAL and wellbeing visit](#) – Sophie  
The mental health policy is being completed and there will be more on the inset day.
- *Book future visits*  
*Visits booked or being booked by all governors.*

**All governors**

## 13. Governor development

- Report on any training undertaken and training needs still to be addressed

## 14. Clerks update

- *SFVS delegation – Sue and Katherine will speak to the SBM and were delegated authority for completion and submission.*

**Sue/ katherine**

## 15. Any other urgent business

None requested at the beginning of the meeting.

## 16. Future dates

Date	Start	Meeting	Location
Thu 7 Nov 2024	09:15	Finance Premises, Health and Safety Committee	School
Mon 18 Nov 2024	18:00	Aston Clinton FGB meeting	Online
Wed 15 Jan 2025	18:00	Aston Clinton FGB meeting	School
7/ 8 Jan 2025	All day	Safeguarding training – inset day	School
Thu 9 Jan 2025	09:15	Finance Premises Health and Safety Committee	

22 <sup>nd</sup> Jan 2025	16:30	Personnel Committee	School
Mon 31 Mar 2025	18:00	Aston Clinton FGB meeting	Online
Wed 23 Apr 2025	18:00	Aston Clinton FGB meeting	School
Wed 30 Apr 2025	17:00	Strategy Meeting	
7 May 2025	16:30	Personnel Committee	School
Thu 8 May 2025	09:15	Finance, Premises, Health and Safety Committee	
Mon 23 Jun 2025	18:00	Aston Clinton FGB meeting	online

**Meeting ended: 8.07pm**

**Appendix A: Full governing body Matters arising**

Item 4: *To be discussed at the next meeting*

<i>Parent Governors</i> <i>2 posts, 2 posts are filled, 4-year term</i>		
	<a href="#">Rebecca Taylor</a>	01/11/2024
<i>Staff Governors</i> <i>1 post, 1 post is filled, 4-year term</i>		
		to
	<a href="#">Katherine Cole</a>	01/11/2024

**Clerk (Agenda) – item 4**

Item 5: *Item 12: Hannah cannot be linked to English at present. There will be more detailed reporting at governors' meetings to ensure appropriate monitoring. Book looks and learning walks will take place during governor meetings.*

**HT/ Clerk (Agenda) – Carry forward – at the beginning of the meeting**

Item 6: *The Chair thanked Sophie for her Opal update for the Friday flyer. It was suggested safeguarding be the topic for the next one in the Autumn term which Katy will update.*

**Clerk (Agenda) – agenda item 7**

Item 7: *The HT will arrange the meetings for Academies to present and let governors know once in place.*

**HT – agenda item 10**

Item 9: *To be reviewed at the Finance, Premises, health and safety committee:*

- Flexible working
- Redundancy
- Maternity / Paternity

**FPH&S Committee - completed**

Item 11: *Committee Meetings will be booked before the end of term for both committees*

**Chair of Committees – agenda item 16**

Item 13: *Staff wellbeing survey update - The linked governor asked that it be carried over to the Autumn term so that there can be time to review and put in place actions for improvements. This will work alongside the review of the mental health policy.*

**Sophie Roberts/ HT – agenda item 12**

## **Appendix B: Discussion via Governor Hub ahead of the meeting**

Carol Macdonald 5 days ago

Have a look at this:

[Child Protection Framework Policy Autumn 2024.docx](#)

---

E

Everyone

Add a reaction 3

---

Sophie Roberts

Thank you Carol.

Only two questions from me...

Firstly, relating to point 5.10 where it states that governors must have assurance of AP safeguarding arrangements - what will be the process of informing governors about AP enrolment, so that we can have oversight of their safeguarding policy?

Secondly, point 16.9 notes that after 30mins school will inform police re. a child going missing - is it necessary to clarify that this is 30mins from initial alarm being raised?

See you next week!

Sophie

3 days ago

Sue Bradshaw

Thanks Carol for this comprehensive document.

on Page 11 the Chair of Governors is mentioned by name. I suggest just role within the document as for other roles mentioned, as names all included on Page 4. Will make keeping document up to date easier.

What is the after school collection procedure please, ensuring pupils go home with named contact.

P 25 section 21.4 refers to HBA and this is in glossary. The section is titled Honour based Violence; should these be consistent

I noticed that multiple links are incorrect. Rather than writing them here, I am happy to come in and run through them with you (or whoever is maintaining the document). The numbering in the contents is inconsistent with most of the section headings.

Page 15 section 6.16 refers to page 53. should be pp 50/51. or a link about 5 hours ago

Christine Moxham

Hi Carol,

I have no issue with my name on the document. However could you correct the spelling to add the h.

Thank you.

about 3 hours ago

---

Sophie Roberts 5 days ago

Good morning all,

I have just uploaded my latest visit report from when I visited the school on the 11th September.

Report available here: <https://app.governorhub.com/document/66ea6510d9a391df7cbf98cd/view>

Best wishes,

Sophie

---

E

Everyone

Add a reaction 1

---

Christine Moxham

Thank you Sophie. Very comprehensive report. We will discuss the concerns about PE and Forest School at next FGM and the financial implications for changing to winter OPAL. See you tomorrow.

5 days ago

---

Katherine Cole6 days ago

Here is the summer term SATs analysis for 2024. My apologies that this isn't within the 2 week timeframe.

[Summer data narrative 2024.docx](#)

---

E

Everyone

Add a reaction1

---

Christine Moxham

Thank you Katherine. Could you take the governors through the key points on 25th please. Thank you.

5 days ago

---

Emma Lad14 days ago

3 September 2024: Ofsted publishes results of its 'Big Listen'

Ofsted has outlined the main changes that it's making in response to its [Big Listen](#).

What's happening, and when?

Piloting over this autumn term: Ofsted will announce all inspections for that week on a Monday, with inspections taking place over the following 2 days

Starting from this September: a pause to the publication of inspection reports when safeguarding concerns are highlighted in otherwise high-performing schools until the next visit (within 3 months)

Early 2025: consultation to begin on a new inspection framework

From September 2025: report cards will be introduced for all inspections, replacing the single headline judgements

What else is changing?

Ofsted announced that it is also:

Consulting on an increased focus on inclusion in the upcoming report cards system, to scrutinise how providers are meeting the needs of disadvantaged and vulnerable children

Introducing new annual safeguarding, attendance and off-rolling reviews for schools (date currently unknown)

Developing an 'area insights' service, to gather and share local data (introduction date currently unknown)

Starting an 'Ofsted academy' focused on sharing best practice from the sector (launch date currently unknown)

For early years providers: streamlining the Ofsted registration process, and a review of how Ofsted registers, inspects and regulates multiple providers (date currently unknown)

For children's care providers: stronger regulations, including new legislation to help tackle unregistered settings and oversight of children's homes at group level (date currently unknown)

Read the [outcome of the Big Listen](#) consultation.

2 September 2024: Ofsted gets rid of single headline judgements

Ofsted has ended single headline judgements with immediate effect. Instead of an overall rating, state schools inspected this academic year will receive ratings for the 4 existing areas:

Quality of education

Behaviour and attitudes

Personal development

Leadership and management

Ofsted will continue to identify schools that would have received an overall 'inadequate' rating under the previous system.

Schools that receive 2 consecutive 'requires improvement' ratings (or its equivalent under the new system) will get support from a high-performing school. This replaces the previous system where the government would intervene directly.

School report cards will come into effect from September 2025.

Read more about this in the DfE's [press release](#).

We're still expecting a new School Inspection Handbook this month – select 'save for later' at the top of this article to be notified when the new handbook is published.

---

E

Everyone

Add a reaction0

---

Carol Macdonald 22 days ago

Dear all,

I can't quite believe that we are coming to the end of the holidays. I hope that you have all had a wonderful time.

Just a reminder that you are ALL welcome to join the Inset on the 3rd September. The theme of which is to develop a progressive, well planned personal development programme which equips our children with life long skills.

We will be starting at 9am. We decided that we would bring our own lunches!

I look forward to seeing you then or at our first board meeting.

Regards,  
Carol

---

E  
Everyone  
Add a reaction 3

---

Sean Hayward

Hi Carol, I'm afraid I can't make the inset day, but thank you for the invitation.

Sean

21 days ago

Sophie Roberts

Thank you Carol. Late notice but I am afraid I won't make today either.

I hope all goes well, and best wishes to all for the start of the new term!

Sophie

20 days ago

Sue Bradshaw

Hope inset day goes well; see you at the board meeting

20 days ago

---

Emma Ladabout 1 month ago

Updated dates for next academic year

Here are the dates for next academic year. Please make sure they are added to your diaries - updates in bold

Wed 18 Sep 2024 16:30 Personnel meeting

Wed 25 Sep 2024 18:00 FGB at the school

Thu 7 Nov 2024 09:00 Finance, Premises, Health & safety

Mon 18 Nov 2024 18:00 FGB online

Thu 9 Jan 2025 09:15 Finance, Premises, Health & safety

Wed 15 Jan 2025 18:00 FGB at the school

Mon 31 Mar 2025 18:00 FGB online

Wed 23 Apr 2025 18:00 FGB at the school

Wed 30 Apr 2025 17:00 Strategy meeting at the school

Thu 15 May 2025 09:15 Finance, Premises, Health & safety

Mon 23 Jun 2025 18:00 FGB online

Have a good summer

Emma

---

E  
Everyone

Add a reaction0

---

Emma Ladabout 2 months ago

Hello all,

I hope you are having a good summer.

I have uploaded the agenda here: [1. 25.09.24](#) for the meeting on Wednesday 25th September at 6pm at the school.

If you would like to arrive early there will be books available for you to look through.

Have a lovely summer

### **Appendix C: Changes to KCSIE**

Safeguarding - Changes to [Keeping Children Safe in Education 2024](#)

As the changes are mainly technical, there aren't many actions you need to take. As governors or trustees, the most important changes are that you should:

- Assure yourselves that your child protection policy is up to date with the latest technical changes, such as the updated definition of safeguarding
- Be aware that the sections on 'children who are lesbian, gay, bisexual or gender questioning' and 'preventing radicalisation' are still under review and may change, but we don't know when this will be
- Make sure that where your school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding needs for that pupil. Check with senior leaders that they're satisfied the placement meets the pupil's needs
- Refer to the data protection guidance from the Department for Education (DfE) to help you comply with data protection law

Part 1: safeguarding information for all staff

An updated definition of safeguarding

- This is now in line with the working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:
  - Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
  - Protecting children from maltreatment, whether that is within or outside the home, including online (this last part has been added)
  - Preventing the impairment of children's mental and physical health or development
  - Making sure that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes

This is in paragraph 3.

An updated list of early help indicators

- Your school and staff should now also be alert to any child who:
  - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
  - Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
  - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

There's more detailed information on early help in the [working together to safeguard children guidance](#), which includes a more comprehensive list of indicators that a child may need early help.

New wording and changes in terminology

- When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11)
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24)

- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)
- 'It is important that when staff have any concerns about child-on-child abuse they should speak to their DSL' – this has replaced '... if they have concerns ...' (paragraph 31)
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE 'may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

Part 2: the management of safeguarding

The section on children who are lesbian, gay, bisexual or gender questioning has been updated

For now it remains under review until the response to the [gender questioning children consultation](#) and final guidance have been published.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases autism spectrum disorder and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

Your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

Once it's published, your school should refer to the guidance on gender questioning children when deciding how to proceed.

A new paragraph on using the DfE's data protection guidance

Governors, trustees and staff should use the DfE's data protection guidance for schools to help you and your school:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

This is laid out in paragraph 93.

A new paragraph on alternative provision

- This clarifies that where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. Your school should be satisfied that the placement meets the pupil's needs (paragraph 171)

Extra wording in the section on elective home education (EHE)

It now says that:

- Elective home education can mean that some children are not in receipt of suitable education
- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')

This is in paragraph 179.

Removed information on plans for further guidance on sexual harassment and sexual violence

- KCSIE 2023 stated that further guidance on teaching relationships education specifically to prevent sexual harassment and sexual violence would be published. This has been removed (paragraph 132 of KCSIE 2023)

Part 3: safer recruitment

There are no changes to this section.

Part 4: safeguarding concerns or allegations made about staff

There are no changes to this section.

Part 5: child-on-child sexual violence and sexual harassment

Updated definition of early help

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497)
- This reflects the working together to safeguard children guidance

#### Statistic clarification

- The guidance says that children with disabilities are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)

#### Annex A: safeguarding information for school and college staff

The changes in terminology around the safeguarding definition and 'unexplainable and/or persistent absences from education' in part 1 have not been reflected in Annex A. We've contacted the DfE to check whether these should also be updated for Annex A.

#### Annex B: further information

##### Preventing radicalisation

The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, your school should refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

##### Child criminal exploitation (CCE) and child sexual exploitation (CSE)

There's a small update to the indicators of county lines. Be aware of children who:

- Go missing from school or home and are subsequently found in areas away from their own
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim

##### Children and the court system

- Separate age-appropriate guides for schools to support children have been published: [5 to 11 year-olds](#) and [12 to 17 year-olds](#)

#### Annex C: further information

##### Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype Holding and sharing information
- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, 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