ADA NATIONAL COLLEGE FOR DIGITAL SKILLS

Safeguarding & Child Protection Policy
2026–2027

Version	Purpose / Changes	Author	Date
2	Updates to Child Protection and Safeguarding Policy - Version 2	Janet Davidson	September 2025
3	Checked policy against current KCSIE (2026) legislation - All sections of the policy have been rewritten to reflect the latest legislation, safeguarding trends, case law, and national guidance. - Version 3	Janet Davidson	September 2026
3	Policy aligned to the the new KCSIE 2026 Changes	Janet Davidson	September 2026

Date Approved:	October 2026
College Designated Safeguarding Lead (DSL)	Assistant Principal Learner Services
Approval By:	Approved by Education Committee
Executive Lead:	CEO
Document Owner:	Lead Designated Safeguarding Lead (Cross College) - DSL
Review due:	September 2027- Policy

1. Policy Revision Statement

This Safeguarding and Child Protection Policy have been fully revised for the 2026/27 academic year. It incorporates:

- All statutory updates from Keeping Children Safe in Education (KCSIE) 2026.
- Updated requirements from Working Together to Safeguard Children 2023.
- Prevent Duty statutory guidance (revised).
- FE-specific safeguarding expectations applicable to Further Education settings, Sixth Forms, Independent Training Providers (ITPs), and Apprenticeship delivery.

All sections of the policy have been rewritten to reflect the latest legislation, safeguarding trends, case law, and national guidance.

1.1 Key Safe Key Statutory Guidance and Working Links

This policy aligns with the following statutory and sector guidance:

- Keeping Children Safe in Education (KCSIE) 2026: Keeping children safe in education - GOV.UK
- Working Together to Safeguard Children 2026: Working together to safeguard children - GOV.UK
- Education Act 2002: Education Act 2002
- Prevent Duty Guidance: Prevent Programme Factsheet – August 2026
- Children Act 1989 and 2004: Children Act 1989
- Sexual Offences Act 2003: Sexual Offences Act 2003
- Data Protection Act 2018 / UK GDPR: Data Protection Act 2018
- Apprenticeship Safeguarding Guidance Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK

2. College Safeguarding Contacts

Ada maintains a clearly defined safeguarding leadership structure across its London Victoria and Manchester Ancoats campuses. The Designated Safeguarding Lead (DSL) is the senior staff member with overall responsibility for safeguarding and child protection. Deputy DSLs support operational delivery and ensure cover is always available.

The CEO/Principal provides strategic leadership and ensures safeguarding is prioritised across the organisation. The nominated Safeguarding Governor provides oversight, challenge, and assurance.

Key contacts must be published on a website, displayed in corridors, and known by all staff. Students should also know how to access safeguarding support. The Safeguarding Team wear Pink Lanyards and work with curriculum staff and leadership to raise awareness through the College's Safeguarding and Advisory Committee.

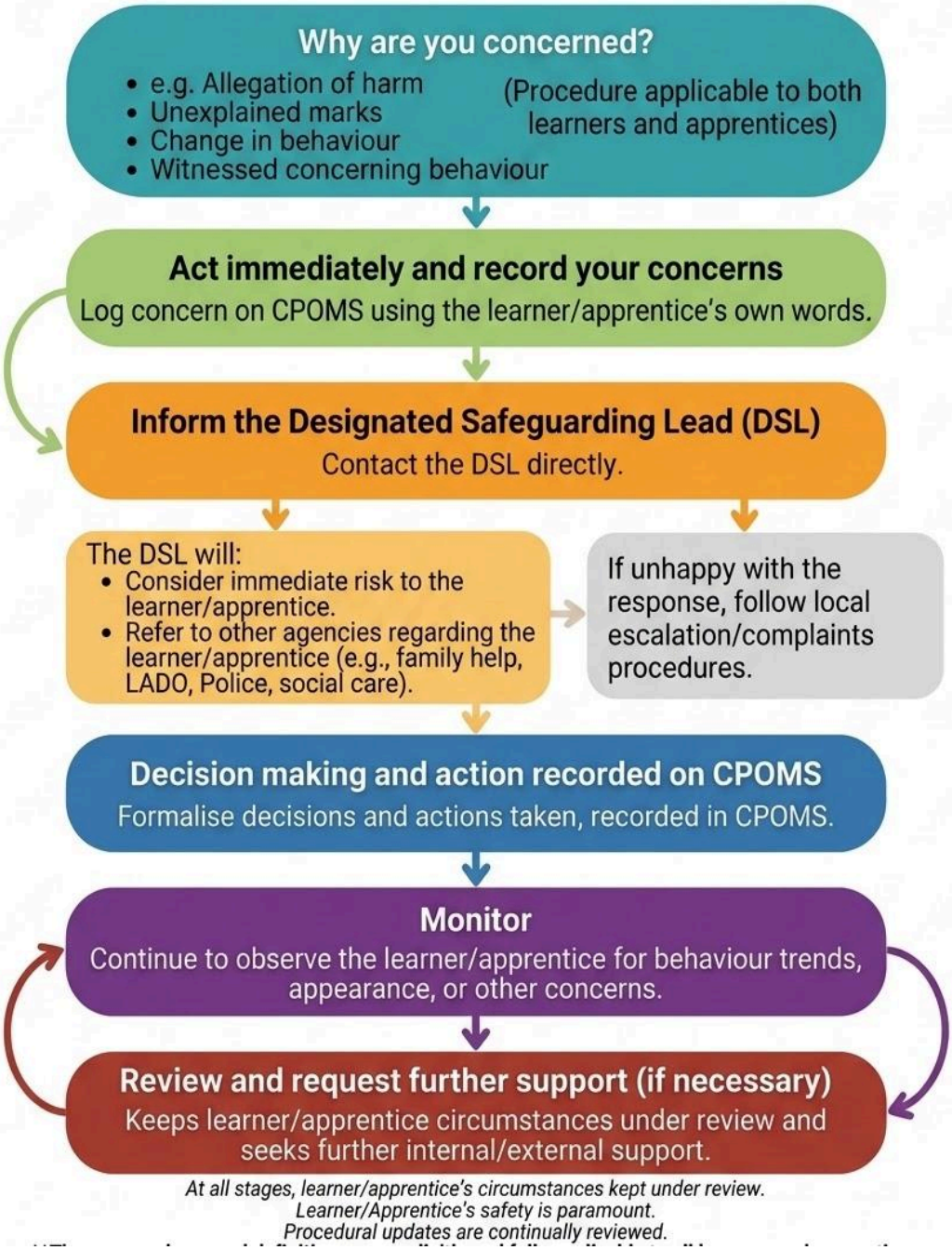
COLLEGE SAFEGUARDING TEAM	
Lead Cross College Designated Safeguarding and Prevent Lead (Child and Vulnerable Adult Protection)	Janet Davidson Janet@ada.ac.uk 0203 1050 125
Apprenticeship Deputy Designated Safeguarding Lead (Child and Vulnerable Adult Protection)	Michelle Rennie Michelle@ada.ac.uk 0203 1050 125
Ada Safeguarding Governor	Dara Sosulski Dara.sosulski@gmail.com
Safeguarding Advisory Committee	**Chaired by** CEO: Mark Smith **Membership**: DSL, Principal, Link Governor, HR, Estates, Apprenticeships Teams.

2.1 What to Do If You Have a Welfare Concern

Safeguarding is everyone's responsibility. Any concern no matter how small must be reported to the DSL or a Deputy DSL without delay. Staff must:

- Act immediately and prioritise the child's safety.
- Not investigate the concern.
- Not promise confidentiality—explain you must share information to keep them safe.
- Record the concern factually on the safeguarding system CPOMS as soon as possible.
- Call 999 if a child's/vulnerable adult's safety is at immediate risk.

Reporting a Concern



2.2 Other Welfare

Ada also makes use of a range of resources produced by Public Health England to promote positive health, wellbeing, and resilience among young people. This includes its guidance Promoting children and young people's mental health and wellbeing - GOV.UK

3. Introduction

Ada, the National College for Digital Skills, is committed to safeguarding and promoting the welfare of all students across its two campuses in London Victoria and Manchester. This policy outlines the statutory duties placed on the college and the systems in place to protect all learners, with tailored support for SEND learners and those from disadvantaged backgrounds. It applies to:

- All learners across London and Manchester Campuses, including 16–18 learners, apprentices, SEND learners, those from disadvantaged backgrounds, and vulnerable adult learners.
- All staff, governors, contractors, visitors, and volunteers.

4. Further Education Landscape and our Commitment

Ada, the National College for Digital Skills operates within the Further Education (FE) sector and delivers both study programmes and apprenticeship training. Safeguarding responsibilities extend to all learners, including those aged 16–18, apprentices aged 16+, vulnerable adults, and learners studying remotely.

This policy reflects FE sector expectations, including:

- Enhanced risk assessments for learners aged 18+ who may still be vulnerable.
- Contextual safeguarding responses relating to local FE provider risks.
- Requirements for safeguarding apprentices both on-site and in employer settings.
- Communication with employers regarding safeguarding duties under the Apprenticeship Agreement.
- Specific responsibilities around monitoring online safety for digital and hybrid learning models.
- Support and safeguarding arrangements for learners with SEND across FE programmes.

5. Safeguarding for Apprenticeships

Safeguarding responsibilities for apprentices apply regardless of their age, and includes HE provision. Ada recognises its statutory duty to safeguard apprentices while they learn both within the college and in the workplace. **Safeguarding expectations include**:

▪ Ensuring employers understand their safeguarding duties.
▪ Ensuring each apprentice knows how to report concerns both to their employer /Ada.
▪ Conducting regular reviews, including welfare checks.
▪ Ensuring safe recruitment of workplace mentors and supervisors where required.
▪ Monitoring online platforms used as part of digital apprenticeship delivery.
▪ Providing Prevent and safeguarding training to employers where appropriate.
▪ Taking responsibility for responding to all safeguarding concerns involving apprentices. Clear understanding of the allegations process about employers and how to report any concerns.

6. Roles of Employers, Parents, and Carers

Safeguarding learners and apprentices requires active collaboration between Ada, employers, parents, and carers. Each stakeholder plays a critical role in establishing a safe learning and working environment and identifying potential welfare concerns at the earliest opportunity.

6.1 Responsibilities of Employers:

- Understand statutory safeguarding and Prevent duties applicable to apprenticeships and ensure workplace mentors/supervisors receive appropriate safeguarding orientation.
- Provide a safe working environment free from harassment, discrimination, or exploitation, adhering to health and safety and safer working practices.
- The employer would notify the skills coach of these issues and it would only be escalated to DSL or DDSL if it was deemed to be a safeguarding matter. The Skills Coaches would escalate to the DSL/DDSL on CPOMS, if it warrants further investigation.
- Participate in regular progress reviews, ensuring apprentice well-being is explicitly discussed and recorded.

6.2 Roles of Parents and Carers:

- Maintain open lines of communication with the college regarding any external circumstances, health conditions, or changes that may impact the learner's safety or well-being.
- Support the college's policies on attendance, behaviour, and online safety, helping reinforce safe practices outside the educational environment.
- Contact the Safeguarding Team immediately if there are concerns about the safety or welfare of their child or young person.

6.3 Reporting Procedures for External Concerns:

Employers, parents, and carers can raise a safeguarding concern by contacting the DSL via email at Janet@ada.ac.uk or calling 0203 1050 125. All reports are handled with sensitivity, logged securely, and assessed promptly by the Safeguarding Team in line with statutory multi-agency guidance.

7. Ethos and Commitment

Ada is committed to maintaining a culture of vigilance where safeguarding is recognised as integral to every aspect of college life. The college believes that all students have the right to feel safe, valued, and respected. Staff are expected to always act in the best interests of young people. This ethos is embedded through consistent modelling of safe professional behaviour, an open culture of reporting, a robust safeguarding curriculum, and clear expectations for conduct. Safeguarding is not the responsibility of a single individual but of the entire organisation.

8. Legislation

Ada adheres to all local safeguarding partnership protocols and contributes to multi-agency processes where required, including referrals, strategy discussions, and case conferences. http://www.gov.uk/government/publications/serious-case-reviews-analysis-lessons-and-challenges

- Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	● Lists what must be recorded on the single central record ● The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	● Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B (11))	● Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
The Marriage and Civil Partnership (Minimum Age) Act 2022	● Officially came into force on 27 February 2023 ● This Act prohibits 16 and 17-year-olds from marrying or entering a civil partnership, regardless of whether they have parental consent. ● Also, an offence to cause a child to marry before 18th birthday, also applies to non-binding unofficial marriage.
Rehabilitation of Offenders Act 1974	● Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 (and Crime and Policing Act 2026)	● Defines what 'regulated activity' is in relation to children. ● Effective 1 September 2026, the Crime and Policing Act 2026 expands regulated activity to include certain roles previously exempt when supervised, making them eligible for Children's Barred List checks.

9. Equality, Diversity and Human Rights

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Ada is committed to promoting equality of opportunity and eliminating discrimination in line with the Equality Act 2010 and the Public Sector Equality Duty. Safeguarding practice must always uphold students' fundamental human rights, respect cultural and religious contexts, and recognise that some students may face additional vulnerabilities.

The college ensures reasonable adjustments for learners with SEND, promotes inclusive practice, and works to understand intersectional risks such as language barriers, disability, ethnicity, gender, sexual orientation, mental health, and socio-economic factors. Safeguarding responses must be proportionate, respectful, and culturally sensitive, while always prioritising the welfare of the child.

10. Related Ada Policies

This safeguarding policy should be read alongside a suite of complementary Ada policies that strengthen the overall approach to student welfare and protection. These include, but are not limited to:

- Staff Code of Conduct
- Behaviour for Learning, Attendance policy
- Online Safety Policy
- Acceptable Use Agreement
- SEND Policy & Inclusion Strategy 2026-2027
- Mental Health & Wellbeing Framework
- Data Protection & GDPR Policy
- Whistleblowing Policy
- Low-Level Concerns Procedure
- Prevention of Sexual Misconduct Policy

Together, these policies create a comprehensive framework that supports safe practice, professional conduct, and rapid identification of student needs.

11. Definitions

Safeguarding refers to the actions taken to promote the welfare of children and vulnerable adults to protect them from harm. It includes:

- Protecting children from maltreatment.
- Preventing impairment of health or development.
- Ensuring safe and effective care.
- Taking action to ensure children have the best outcomes.

Child protection refers specifically to procedures to protect children and vulnerable adults who are at risk of or experiencing significant harm.

A child is defined as anyone under 18. This includes students who turn eighteen while enrolled on a programme that began before their 18th birthday. A vulnerable adult is defined as a person over the age of 18 who cannot adequately care for themselves or protect themselves from harm due to physical or mental disability, age, illness, or other conditions.

Family Help describes support provided at the earliest stage to prevent escalation of needs. Contextual Safeguarding recognises extra-familial influences such as peer groups, online environments, and community spaces. The Designated Safeguarding Lead (DSL) is the trained senior staff responsible for overseeing safeguarding and child protection across the college.

11.1 Definitions for Safeguarding: CIN and CP

A **Child in Need (CIN)** is a child who requires additional services from the local authority to achieve or maintain a reasonable standard of health or development, or to prevent significant or further harm to their health or development. This definition is set out in **Section 17 of the Children Act 1989**. https://www.legislation.gov.uk/ukpga/1989/41/section/17

A child may be identified as CIN if they:

- have disabilities
- are experiencing family difficulties impacting on their wellbeing
- require coordinated family help or targeted support
- are vulnerable but **not** at immediate risk of significant harm.

CIN cases are usually managed through a **Child in Need Plan** overseen by a social worker.

12. Staff Training and KCSIE Compliance

All college staff members, regardless of role, must adhere to strict annual safeguarding compliance standards:

- **Reading KCSIE Part One:** All staff must read Part One of the updated Keeping Children Safe in Education (KCSIE) guidance annually to ensure full awareness of legal duties and updated safeguarding procedures.
- **Annual Declaration:** Staff must sign an annual written declaration confirming they have read, understood, and agree to abide by Part One of KCSIE and associated safeguarding policies.
- **Annual Safeguarding Training:** All staff must complete mandatory annual safeguarding and Prevent refresher training to maintain active awareness of emerging risks, safeguarding trends, and reporting routes.
- **New Staff Onboarding:** As part of their mandatory induction prior to or upon starting employment, all new staff members must read KCSIE Part One, complete induction safeguarding training, receive login details for the CPOMS safeguarding system, and submit their compliance declaration.

13, Leadership and Management, and DSL/DDSL, Staff Responsibilities (KCSIE Part 2 Framework)

In accordance with Keeping Children Safe in Education (KCSIE) Part 2, the Governing Body, Executive Leadership, Designated Safeguarding Lead (DSL), and all college staff hold distinct, crucial duties for maintaining a robust culture of safeguarding, vigilance, and multi-agency cooperation across all sites.

13.1. Governing Body Duties and Strategic Oversight:

- Ensure effective safeguarding policies and procedures are in place, reviewed at least annually, and made publicly accessible in line Keeping Children Safe in Education and other legislation duties.
- Appoint a Designated Safeguarding Lead (DSL) from the senior leadership team with explicit responsibility in their job description and dedicated time, funding, and resources.

- Appoint a Nominated Safeguarding Governor to maintain strategic oversight, provide constructive challenge, and liaise regularly with the Lead DSL.
- Ensure all board members receive regular safeguarding and child protection training upon induction and throughout their tenure to fulfill statutory governance responsibilities.
- Maintain robust oversight of filtering and monitoring systems, online safety standards, and digital infrastructure across campuses and virtual learning environments.
- Review & Audit Single Central Record (SCR) compliance, safer recruitment practices, and low-level concern logs periodically.

13.2. Executive Leadership and Staff Responsibilities:

- The CEO holds ultimate institutional accountability, prioritising safeguarding across all college operations and setting a child-centred organisational ethos, ensures safeguarding is priortised and supports the DSL with adequate resources.
- The Lead DSL and Deputy DSLs oversee operational child protection, multi-agency partnerships, staff training programmes, and secure CPOMS record-keeping.
- All staff members must maintain active vigilance, complete annual training, understand escalation routes, and apply the 4 Rs of Safeguarding (Recognise, Respond, Report, Record) without delay.

13.3 DSL and DSLs, All Staff Roles and Responsibilities

Safeguarding is a shared responsibility across the organisation, with specific duties assigned to key roles. Using external expertise to enhance online safety education: Guidance for education settings - GOV.UK

Designated safeguarding lead (DSL):

▪ Leads safeguarding strategy and case management.
▪ Liaises with external agencies.
▪ Provides staff / on-board training and policy updates.

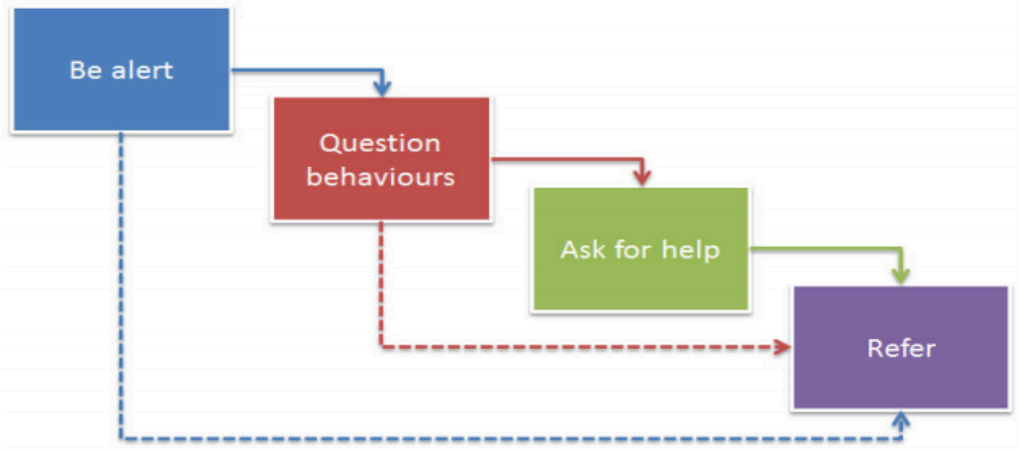
▪ Maintains secure records on CPOMS.

Deputy DSLs:

- Undertake DSL duties as required for Sixth Form
- Apprenticeship Team has a named DDSL who works across London and Manchester

All staff: Keeping children safe in education: Part one

▪ Maintain vigilance and report all concerns.
▪ Complete mandatory training.
▪ Follow college policies and procedures.



14. Recognising Abuse and Neglect

Child abuse concerns: guide for practitioners - GOV.UK

Designated teacher for looked-after and previously looked-after children - GOV.UK

Staff must be able to identify a wide range of indicators that may suggest a child is at risk of/ or experiencing harm. Abuse may be physical, emotional, sexual, or the result of neglect. Staff should be alert to patterns of behaviour, changes in presentation, unexplained injuries, disclosures, sudden withdrawal, or evidence of coercion.

Other forms of harm include exploitation, exposure to serious violence, digital harm, harmful

sexual behaviour, domestic abuse, and mental health deterioration.

14.1. Four Rs: (Recognise, Respond, Report and Record)

All staff are expected to apply the 4 Rs of Safeguarding in every situation:

- Recognise: Be alert to signs, indicators, and disclosures of abuse or vulnerability.
- Respond: Act immediately, prioritize safety, listen without judgment, and do not promise confidentiality or investigate.
- Report: Report all concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Record: Record factual, detailed, and accurate notes on CPOMS as soon as possible.

15. Specific Safeguarding Circumstances

Contextual Safeguarding

Ada recognises that safeguarding concerns may arise in a range of contexts, including peer groups, online environments, families, communities, and external influences. Staff must understand risks linked to digital platforms, social media, online grooming, extremism, and contextual factors such as gang activity, bullying, and exploitation.

Students may also be vulnerable due to SEND, mental health needs, care experience, homelessness, or financial hardship. The DSL will coordinate support, referrals, and family help interventions.

16. Online Safety

Harmful online challenges and online hoaxes - GOV.UK

Ada delivers a highly digitalised curriculum and recognises its responsibility to safeguard learners online. The college uses filtering and monitoring systems (Smoothwall) to block harmful content and detect concerning behaviour. Students receive talks, team time, assembly on digital literacy, privacy, sexting risks, grooming, cybercrime, and online well-being – delivered through the college safeguarding and welfare services and/or by professional agencies.

16.1. Filtering and Monitoring

Ada remains committed to safeguarding through technology. We operate filtering and monitoring, aligned with DfE expectations on AI safety, and conduct. Meeting digital and technology standards in schools and colleges - Filtering and monitoring: core standard - Guidance - GOV.UK

Paragraph 143 of the guidance states: "The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in Education." This means AI tools are now formally within the safeguarding and online safety remit of schools and colleges.

Any flagged content triggers interventions by the DSL, Safeguarding and Apprenticeship Safeguarding teams. The college curriculum and leadership team will continue to provide clear guidance and procedures to all staff and students on how to keep safe when using **AI**.
Generative AI: product safety standards - GOV.UK

16. Four Cs (Content, Contact, Conduct, Commerce)

The 4 Cs of online safety | NSPCC Learning

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk (the 4 Cs):

- Content: being exposed to illegal, inappropriate, or harmful content, for example, pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users, including grooming, harassment, cyberbullying, or contact from commercial entities or adult perpetrators.
- Conduct: personal online behavior that increases vulnerability or causes harm, such as sharing nudes/semi-nudes, cyberbullying, or engaging in illegal online activities/cybercrime.
- Commerce: exposure to illegal or harmful commercial activity, such as online gambling, financial scams, phishing, or unauthorized data collection.

Remote learning protocols ensure safe communication between staff and students. All online safety incidents must be reported to the DSL immediately/log onto the college's safeguarding system – CPOMS.

17. Child-on-Child Abuse

Ada has a zero-tolerance approach to any form of child-on-child abuse. Behaviours that may constitute child-on-child abuse include bullying, physical assault, coercion, sexual harassment, sexual violence, harmful sexual behaviour, online abuse, image-based abuse, upskirting, and initiation or hazing rituals. Ada actively prevents and addresses prejudice-based harm from other young people to foster an inclusive, anti-discriminatory culture. UKCIS below provides detailed advice about sharing nudes and semi-nude images and videos. Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK

18. Sharing of Nudes and Semi-Nudes (Sexting)

Ada follows the UK Council for Internet Safety (UKCIS) statutory guidance for responding to incidents involving the sharing of nudes and semi-nudes (also known as sexting). When an incident is reported, staff must immediately notify the DSL and must NEVER view, copy, share, print, or store the image/video, nor ask a student to show or forward the material.

The DSL will carry out an initial risk assessment to determine whether the imagery involves coercion, blackmail, harassment, exploitation, or significant age gaps. Where imagery is shared consensually between peers of similar age without coercion or harm, the response will focus on pastoral support, digital education, and parental engagement (where appropriate) rather than unnecessary criminalisation. Police will be involved immediately if there is evidence of coercion, extortion, adult involvement, or serious harm. Preventive education on consent, privacy, and online safety is embedded within the college curriculum.

19. Anti-Bullying and Prevention

Preventing bullying - GOV.UK

Ada maintains a zero-tolerance approach to all forms of bullying, including verbal, physical, relational, emotional, and cyberbullying. Bullying is recognised as a child-on-child abuse concern and will be managed under safeguarding protocols where appropriate.

The college fosters an anti-bullying culture through proactive assemblies, tutorial programs, clear reporting routes (including CPOMS and anonymous reporting options), and active supervision. Incidents are investigated promptly, with targeted support provided to the victim

and restorative or disciplinary actions taken with perpetrators to address underlying behaviours and prevent recurrence.

Staff must respond to all reports seriously, sensitively, and promptly. The DSL will assess the level of risk, consider the wishes and feelings of those involved, implement protective measures, and consult with external agencies when required and/or parent or carer if the young person is under eighteen or a vulnerable / SEND.

20. Sexual Harassment and Sexual Violence

Relationships and sex education (RSE) and health education - GOV.UK

Ada follows KCSIE guidance for managing any allegations or indicators of sexual harassment or sexual violence. Definitions of sexual abuse and sexual assault in this policy align directly with Working Together to Safeguard Children 2026. Sexual harassment may include sexual comments, jokes, taunts, unwanted physical contact, online sexual harassment, and the sharing of sexual content without consent. Sexual violence includes rape, assault by penetration, and sexual assault. All incidents are responded to immediately. A trained DSL conducts an initial safety assessment, implements protective measures, records actions, and ensures support for all parties. Police involvement is considered for all cases involving sexual violence.

- We recognise our legal duty under the Worker Protection (Amendment of Equality Act 2010) Act 2023 to take proactive, reasonable steps to prevent sexual harassment across all workplace and learning environments. This obligation applies to protecting staff and workers from sexual harassment by colleagues, students, and third parties—including contractors, visitors, and members of the public. To fulfill this duty, we conduct ongoing risk assessments, deliver mandatory training to increase awareness and equip managers, maintain clear and accessible reporting channels (including anonymous reporting) and rigorously enforce zero tolerance for harassment or misuse of power. All reports will be handled thoroughly and fairly in line with our grievance procedures, ensuring affected individuals are fully supported and preventative measures are continually evaluated to maintain a safe, inclusive environment.

21. Mental Health and Well-being

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK

Mental health lead resource hub?

SEND code of practice: 0 to 25 years - GOV.UK

Ada recognises the close relationship between mental health and safeguarding. Emerging mental health needs can indicate underlying harm or vulnerability. Staff must be alert to signs including changes in behaviour, withdrawal, low mood, self-harm indicators, expressions of hopelessness, anxiety, or distress.

The DSL may coordinate support, including pastoral interventions, referrals to counselling services, Mental Health Support Teams, CAMHS, Family Help, or GP support. All mental health concerns that raise safeguarding indicators must be reported to the DSL.

Ada provides counselling services face-to-face for young people and apprenticeships to discuss concerns and issues. There is also an online app for all learners called "Spectrum Life" and support services provide welfare and well-being advice during term time and can signpost to relevant external agencies.

22. Counselling and Welfare Services

Ada provides dedicated counseling services to support the emotional health and well-being of all students and apprentices. Face-to-face counseling sessions are available on campus, offering a safe, confidential space for learners to discuss personal challenges, mental health concerns, or academic pressures. In addition to in-person support, learners have 24/7 access to the Spectrum Life digital platform and app, which provides online therapy, mental health resources, and wellness tools tailored for young people and adult apprentices. During term time, college welfare advisory services are also active to offer guidance, practical welfare assistance, and signposting to relevant external specialist agencies as needed.

23. Children Missing from Education (CME) and Working Together to Improve School Attendance. **Children missing education - GOV.UK**

Ada recognises that persistent absence or periods of being missing from education can be indicators of exploitation, neglect, homelessness, or other safeguarding risks. Attendance is

monitored daily, and unexplained absences are followed up on immediately by the attendance and safeguarding teams.

Students who go missing during the college day trigger an internal alert. The DSL with the Attendance & Pastoral team (sixth form) assesses whether the absence may relate to criminal exploitation, domestic abuse, mental health crisis, county lines activity, or other vulnerabilities. Referrals to the Local Authority CME team are made when thresholds are met, as assessed by the DSL in consultation with the principal.

In line with statutory guidance on Children Missing Education (CME) and 'Working Together to Improve School Attendance', daily attendance is reported to the DfE, and register procedures align strictly with statutory requirements. For care-experienced learners and children with a social worker, Ada works proactively in partnership with Virtual School Heads and local authority Virtual Schools to monitor attendance, promote educational stability, and ensure rapid safeguarding escalation if unexcused absences occur.

24. Exploitation (CSE and CCE)

Home Office – Serious Violence Strategy, April 2018

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur when children are manipulated or coerced into sexual or criminal activity, often in exchange for something they need or want. Exploitation can occur online or in person, through gangs, older individuals, peers, or organised networks.

Indicators of CSE include secretive behaviour, older relationships, repeated STI concerns, gifts, unexplained travel, or association with risky adults. Indicators of CCE include unexplained money, changes in peer groups, going missing, involvement with gangs, drug running, or possession of weapons.

All concerns must be referred immediately to the DSL, who may make a referral to children's social care and consult with the police as required.

25. County Lines and Serious Violence

Home Office – Serious Violence Strategy, April 2018

Ada recognises the growing risks associated with county lines, serious youth violence, knife possession, and gang-related activity. Students may be targeted, groomed, coerced, or threatened into drug trafficking, weapon carrying, or criminal behaviour.

Warning signs include unexplained money, association with older peers, sudden fearfulness, injuries without explanation, frequent taxi use, or unexplained travel outside the local area. Staff must report any concerns immediately.

The DSL will collaborate with local police, youth offending teams, and safeguarding partnerships to safeguard students at risk of involvement in serious violence.

26. Domestic Abuse

How to Protect Children from Domestic Abuse | NSPCC

Domestic abuse: how to get help - GOV.UK

Ada recognises that domestic abuse is a significant safeguarding concern and can profoundly impact a young person's emotional, psychological, and physical well-being. Domestic abuse may include controlling behaviour, coercion, emotional abuse, physical harm, financial abuse, or threats.

Students may present indicators such as anxiety, withdrawn behaviour, aggression, unexplained absences, fear of going home, or disclosures about conflict in the family environment. Ada participates in multi-agency safeguarding processes and collaborates closely with local authorities, health, and the police to ensure appropriate support and intervention.

27. Female Genital Mutilation (FGM)

Female Genital Mutilation - Prevent & Protect | NSPCC

14 Under section 5B (11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM is illegal in the UK and is a severe form of child abuse. It involves the partial or total removal of external female genitalia for non-medical reasons. Staff must be alert to risk factors, including planned travel abroad, discussions of ceremonies, or concerns expressed by the student.

Mandatory Reporting Duty: Any member of staff who discovers (through disclosure, not suspicion) that FGM has been carried out on a girl under 18 must make a direct report to the police. The DSL must also be informed to ensure that safeguarding and support measures are in place.

28. Prevent Duty and Radicalisation

Radicalisation and child protection | NSPCC Learning

Ada has statutory responsibilities under the Counterterrorism and Security Act 2015 to prevent individuals from being drawn into terrorism. The Prevent Duty requires the college to assess risks of radicalisation, train staff, provide safe online environments, and promote British Values. The college maintains a Prevent risk assessment that is reviewed by the Safeguarding Advisory Committee.

Indicators of radicalisation may include sudden behavioural changes, extremist language, isolation, expressing support for extremist ideologies, or accessing extremist content online. Staff must report any concerns to the DSL, who will consider referral to the local Prevent team or the Channel Programme.

29. Honour-Based Abuse and Forced Marriage

Forced marriage resource pack - GOV.UK

Honour-Based Abuse (HBA) involves crimes committed to protect or defend perceived family or community honour. Forced marriage occurs when one or both individuals do not consent to the marriage, and pressure or abuse is used. HBA and forced marriage can include physical harm, emotional abuse, isolation, surveillance, threats, and coercion.

The standard tool for assessing honour-based violence (HBV) and honour-based abuse (HBA) is the SafeLives DASH Risk Checklist, which stands for Domestic Abuse, Stalking and 'Honour'-based violence.

Risk indicators include excessive family control, restricted autonomy, concerns about planned travel abroad, and students expressing fear of consequences for not meeting family expectations. Staff must report concerns immediately to the DSL. Mediation must NEVER be attempted in suspected forced marriage cases.

30. Modern Slavery and Trafficking

Protecting children from trafficking and modern slavery | NSPCC Learning

Modern slavery includes human trafficking, forced labour, domestic servitude, criminal exploitation, and sexual exploitation. Victims may be controlled through threats, force, deception, or debt bondage.

Indicators may include students being accompanied by controlling individuals, lack of personal documents, signs of fear or distress, inconsistent stories, or evidence of exploitation. The DSL will make referrals to children's social care and, where appropriate, to the National Referral Mechanism (NRM).

31. Cybercrime and Digital Exploitation

The cybersecurity standards
the filtering and monitoring standards Meeting digital and technology standards in schools and colleges - Cyber security: core standard - Guidance - GOV.UK

Given Ada's digital focus, students may be particularly vulnerable to cybercrime risks such as online grooming, hacking, digital fraud, sextortion, identity theft, and recruitment into illegal online activity.

Students may be coerced into committing cyber-enabled crimes, such as deploying malware, conducting network intrusions, or perpetrating financial scams. Staff should also be aware of

students who demonstrate advanced digital skills but misuse them.

Any concern must be referred to the DSL, who may consult with cybercrime units or local law enforcement.

32. Allegations Against Staff & External Providers

Ada has clear procedures in place for managing allegations against staff, contractors, governors, and volunteers or external providers. Safeguarding responsibilities extend to any individual working with children on college premises, including those from external organisations using the site for non-college activities. Allegations may include behaviour that has harmed a student, poses a risk of harm, indicates that an adult may not be suitable to work with children, or breaches professional boundaries.

All allegations, whether employed directly by the college or operating under a subcontract or external arrangement must be reported immediately to the Principal and DSL. The Head of People & Talent must be informed. The Local Authority Designated Officer (LADO) will be contacted for advice and oversight. All allegations of this nature will be investigated thoroughly. The investigation will be carried out promptly and within the principles of fairness and consistency. Staff must not discuss allegations with colleagues or attempt to investigate. If the allegation concerns the CEO, Principal or DSL, the matter should be referred to the Designated Governor who will discuss it with the Chair of Governors, in addition to following the normal procedure for safeguarding. Additionally, staff can contact the LADO directly. All actions must be recorded accurately and managed with strict confidentiality. Suspension may be considered where necessary to safeguard students.

33. Low-Level Concerns

Low-level safeguarding concerns | NSPCC Learning

A low level of concern is any behaviour by a staff member that does not meet the threshold for an allegation but may indicate a breach of the Staff Code of Conduct. Examples include unprofessional language, inappropriate use of the college's IT network, searches for adult content, over-familiarity, boundary blurring, or behaviour that could be misinterpreted.

Staff are encouraged to share low-level concerns openly and promptly with the Principal or

DSL. Recording and addressing low-level concerns helps create a transparent, safeguarding-first culture and prevents issues from escalating. The DSL consults with college professional services such as HR and CEO to ensure compliance with low-level concerns under staff code of conduct under safeguarding KCSIE.

34. Safer Recruitment

Safer recruitment | NSPCC Learning

Ada is committed to safe recruitment practices to ensure only suitable individuals work with students. The recruitment process includes identity checks, enhanced DBS checks with barred list information, verification of qualifications, references, employment history checks, and right-to-work evidence.

In accordance with KCSIE 2026 and changes introduced by the Crime and Policing Act 2026 (effective 1 September 2026), regulated activity has been expanded to encompass roles previously exempt when under supervision, rendering those positions eligible for Children's Barred List checks.

At least one member of each recruitment panel must be trained in Safer Recruitment. Staff cannot begin work until all mandatory checks are completed. Single Central Record (SCR) entries are maintained for all staff, contractors, and governors. The SCR is regularly updated, audited, and reviewed by HR and reported to the Safeguarding Advisory Committee. **Further details are in Appendix H**

35. Whistleblowing

Whistleblowing for employees

Whistleblowing Advice Line | NSPCC

Ada promotes a culture in which staff feel confident raising concerns about safeguarding, professional conduct, malpractice, or organisational failures. Whistleblowing is encouraged to ensure that safeguarding arrangements remain robust and effective.

Staff can raise concerns with the Principal, DSL, Safeguarding Governor, or through external

agencies such as the NSPCC Whistleblowing Advice Line. Staff are protected under UK law from detriment or dismissal for raising good-faith concerns. All whistleblowing reports will be managed sensitively, transparently, and with appropriate confidentiality.

36. Information Sharing

Information sharing to safeguard children and young people - GOV.UK

Effective information sharing is critical to safeguarding. Ada follows statutory guidance to ensure that information is shared lawfully, proportionately, and in the best interests of the child.

Under updated statutory guidance on information sharing (2026),, children's safety and well-being are placed as the primary concern, moving away from threshold judgements to a general duty to share information about a child and connected individuals to support agency statutory duties.

Information may be shared without consent if there is reasonable cause to believe that a child is at risk of significant harm or to prevent serious crime. Staff must share safeguarding information with the DSL, who will determine what should be shared with external agencies.

Records must be clear, factual, timely, and stored securely in line with the Data Protection Act 2018 and UK GDPR. When students move to another setting, their safeguarding file is transferred securely and promptly.

37. Multi-Agency Working

Ada is committed to effective multi-agency working to safeguard and promote the welfare of learners. In accordance with statutory guidance including Working Together to Safeguard Children and Keeping Children Safe in Education, the college works in close partnership with local authority children's social care, the police, health services, and local Safeguarding Children Partnerships in Westminster and Manchester.

The Designated Safeguarding Lead (DSL) and Deputy DSLs ensure prompt notification and multi-agency referrals whenever a child or young person is identified as being in need or at risk of significant harm. The college actively participates in multi-agency processes, including

strategy discussions, child protection conferences, core groups, and Child in Need (CIN) planning meetings, contributing accurate records and information to support joint decision-making.

Where appropriate, Ada collaborates with wider partner agencies such as local authority Multi-Agency Safeguarding Hubs (MASH), Channel panels for Prevent intervention, Youth Offending Teams, local violence reduction units, and Virtual School Heads for care-experienced learners. Through inter-agency coordination, shared information, and joint review, Ada ensures that interventions are coordinated, child-centered, and aligned with statutory safeguarding responsibilities.

APPENDIX

Appendix A: Categories and Indicators of Abuse

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/

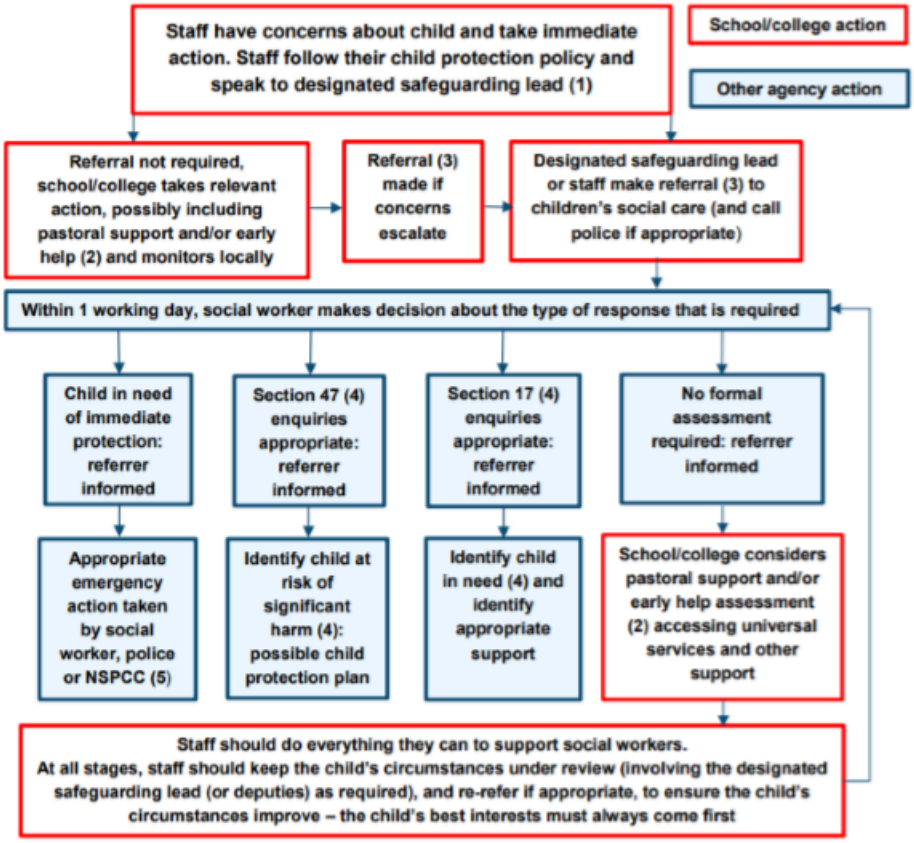
This appendix outlines the main categories of abuse—physical, emotional, sexual, and neglect—including key indicators staff must look for such as behavioural changes, injuries, fearfulness, withdrawal, inappropriate sexual behaviour, or poor hygiene.

Additional indicators include exposure to domestic abuse, signs of exploitation, online grooming, self-harm, and mental health deterioration.

Appendix B: Reporting and Escalation Flowchart

This appendix provides a step-by-step visual guide for reporting safeguarding concerns:

1. Recognise concerns.
2. Respond appropriately.
3. Report immediately to the DSL/DDSL.
4. Record factually.
5. DSL assesses risk and determines next steps.
6. DSL makes referrals to external agencies where required.



<u>Appendix C</u>: Designated Safeguarding Lead Job Description

Annex B: Role of the designated safeguarding lead Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. Deputy designated safeguarding leads It is

a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated. During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Microsoft Teams or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to adequate and appropriate cover arrangements for any out-of-hour/out of term activities. To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or 184 other circumstances. Schools and colleges have the flexibility and discretion in how these arrangements operate, provided safeguarding responsibilities remain appropriately covered. It would be good practice that, whenever the DSL is unavailable, there is a clear, reliable, and known arrangement in place so that concerns can be raised. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay

Appendix D: Local Authority Contacts

This appendix lists the relevant safeguarding contacts for Ada campuses, including:

London Victoria Campus:

- Westminster MASH
- Local Prevent Team
- Local authority family help services

Manchester Campus:

- Manchester Children's Services
- Manchester Family Help Hubs Family Hubs | Manchester Service Directory
- Local Prevent Team

Appendix D **LOCAL AUTHORITY CONTACTS – VICTORIA CAMPUS**	
Access to Children's Services team	020 7641 4000 (Monday to Friday, 9am-5pm) 020 7641 2388 (outside of these times) Children's social care | Westminster City Council Follow up by completion of MARAF: Family Information Hub | Multi-agency Referral Form (MARF)
Local Authority Designated Officer	Named LADO: Aqualma Daniel 07870 481712 Aqualma.Daniel@rbkc.gov.uk You can contact the Westminster Local Authority Designated Officer (LADO) by calling 020 7641 7668 to reach the Duty Child Protection Advisor/LADO, or by emailing lado@westminster.gov.uk

	Sally Smith (Sally.Smith@rbkc.gov.uk / 07967 764 794) LADO Manager
Westminster Local Safeguarding Children's Board	07739 315081 LSCB@rbkc.gov.uk
Westminster Prevent	0781 705 4699 / 0779 098 0223 prevent@westminster.gov.uk Concern that a learner is currently involved in terrorist activity: Police or the anti-terrorist hotline immediately on 0800 789 321

LOCAL AUTHORITY CONTACTS - MANCHESTER CAMPUS	
Single Point of Access	0161 388 4800 or emailing MTLCOSPOA@mft.nhs.uk.
Local Authority Designated Officer:	You can contact the Manchester Local Authority Designated Officer (LADO) through the Manchester Safeguarding Partnership by phone at 0161 234 1214 or via email at quality.assurance@manchester.gov.uk. Contact Details ● Telephone: 0161 234 1214 ● Email: quality.assurance@manchester.gov.uk ● Manchester Contact Centre (General/Out of Hours): 0161 234 5001 (available 24/7)
Manchester Local Safeguarding Children's Board	Child Safety Concerns: Call the Manchester Contact Centre at 0161 234 5001 (open 24 hours a day, 7 days a week)

Manchester Prevent	Key Contacts & Reporting • Prevent Team Phone: 0161 856 6345 • National Advice Line: 0800 011 3764 • Greater Manchester Channel Team Email: gmchannel@manchester.gov.uk • Manchester City Council Prevent Email: prevent@manchester.go.uk • Counter Terrorisim Policity Northwest (CTPNW) channel.project@gmp.police.uk •

Appendix E: Safe Entry into the College and Visitors Policy

Ada maintains strict access control and visitor management procedures to ensure the safety and security of all students, staff, and campus facilities. All visitors, contractors, and external agencies must report to reception upon arrival, present valid photo identification, and sign in to receive a visitor badge which must be visibly worn at all times. Unaccompanied access is restricted strictly to vetted personnel, and all visitors must be escorted by a designated staff member unless relevant DBS clearances have been verified and recorded on the Single Central Record (SCR).

Appendix F: Low-Level Concerns Process

Explains how low-level concerns should be reported, logged, reviewed, and addressed. Includes examples of boundary-blurring behaviour and guidance for maintaining transparency, professionalism, and safe staff-student relationships.

Appendix G: Online Safety Standards

Standards include filtering and monitoring, staff digital conduct, remote learning expectations, acceptable use agreements, sexting response procedures, and digital literacy education.

Appendix H: Prevent Risk Assessment Summary

Summarises Ada's Prevent risk assessment including local context, campus-specific risks, mitigation actions, referral routes, and staff responsibilities.

Appendix I: Safer Recruitment

Ada is fully committed to safe recruitment practices to ensure only suitable individuals work with students, cultivating a continuous culture of vigilance across all college environments. Our procedures are aligned with statutory requirements, including Keeping Children Safe in Education (KCSIE) 2025, and incorporate expert frameworks provided by the Safer Recruitment Consortium and the NSPCC Learning safer recruitment guidelines.

LINKS and RESOURCES

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- DfE: The online tool Report young person abuse to a local council - GOV.UK (www.gov.uk) Council directs to the relevant local young person's social care contact number:

Support for Learners

- Young personLine: www.young personline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Kooth: Home - Kooth

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Young personhood): www.napac.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Personal, social and health education and Relationships and sex education

- DfE: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE: Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)
- DfE: Engaging parents with relationships education policy - GOV.UK (www.gov.uk)

- PSHE Association: Home | www.pshe-association.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Forced marriage resource pack: Forced marriage resource pack - GOV.UK (www.gov.uk)
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, young person-on-young person abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- National bullying helpline: Information and advice about all forms of bullying (nationalbullyinghelpline.co.uk)
- Kidscape: Help With Bullying (kidscape.org.uk)

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- PHSE Rise above resources and lesson plans: Mental wellbeing | Overview | PHE School Zone

DfE: Mental health and behaviour in schools - GOV.UK (www.gov.uk)

Online Safety

- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Young personnet: www.young personnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org

- Get safe Online: www.getsafeonline.org
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a Connected World - GOV.UK (www.gov.uk)
- DfE '*Teaching online safety in school'* guidance**.** Teaching online safety in schools - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): UK Council for Young person Internet Safety (UKCCIS)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Further Reading

Keeping children safe in education - GOV.UK

Keeping Children Safe in Education 2026 – GOV.UK

All school and college staff should read part one of this guidance.

There are only technical changes to keeping children safe in education 2025. Future versions will reflect the:

- progress into legislation of the Children's Wellbeing and Schools Bill
- emerging further learnings from the work of the National Audit on Group-based Child Sexual Exploitation and Abuse and subsequent inquiries
- future work on tackling violence against women and girls

This government is clear that there are – and will continue to be – further learnings about how we can better protect children in the future as we understand more clearly what has gone wrong in the past. Schools and colleges will continue to play an important role in this.

Key Changes Made to the Safeguarding and Child Protection Policy - 2026

Summary of Recent KCSIE 2026 and New Additions to the Policy by Page number.

Heading of New Changes in KCSIE	Theme	Page Number
Prejudice-Based Harm	Explicitly incorporates "prejudice-based harm" across policy and training requirements to promote an inclusive, anti-discriminatory culture.	N/A
Sexual Abuse Definitions	Aligns definitions of sexual abuse and sexual assault with Working Together to Safeguard Children 2026.	N/A
Homelessness and Knife Possession	Integrates updated statutory references and guidance regarding homelessness and knife possession risks.	N/A
Changed Flow Chart	Updated content.	Page 7
Information Sharing Duties	Embeds new statutory information sharing guidance that prioritises children's safety and well-being over threshold judgements.	Page 28
Regulated Activity Changes	Reflects changes introduced by the Crime and Policing Act 2026 (effective 1 September 2026) expanding regulated activity to include certain previously exempt supervised roles, making them eligible for Children's Barred List checks and workers rights and safer recruitment.	Page 11, 20, 21, 27
Early Help Terminology Update	Reflects the transition in statutory guidance from "Early Help" to "Family Help" across policy provisions and support services.	N/A
4 Rs and 4 Cs Frameworks	Explicitly incorporates the 4 Rs of Safeguarding (Recognise, Respond, Report, Record) and the 4 Cs of Online Safety (Content, Contact, Conduct, Commerce) across policy guidance for governor review.	Pages 17, 18, 19
CME, Virtual Schools, and Attendance	Integrates updated statutory duties regarding Children Missing Education (CME), roll joint-working with Virtual	Page 22

Heading of New Changes in KCSIE	Theme	Page Number
	School Heads for care-experienced learners, and mandatory daily attendance reporting to the DfE.	
Roles of Employers, Parents, and Carers	Outlines specific safeguarding obligations for apprenticeship employers and roles for parents and carers in identifying welfare concerns.	Page 9 and 10
Sexting and Anti-Bullying Guidance	Adds UKCIS-aligned procedures for handling nudes/semi-nudes incidents and detailed anti-bullying frameworks.	Page 20
Generative AI and Online Safety	Integrates DfE Generative AI safety expectations under filtering and monitoring standards.	Page 18
Counselling, Welfare and Campus Security	Includes Spectrum Life app access, on-campus counselling details, and visitor control standards under Appendix E.	Page 21
Leadership, Management, and Staff Responsibilities	Incorporates the KCSIE Part 2 framework detailing safeguarding duties across governance, executive leadership, DSLs, and staff.	Pages 14 - 16
Staff KCSIE Part 1 & Annual Compliance	Mandates annual reading of KCSIE Part One, annual written compliance declarations, and mandatory annual safeguarding refresher training for all staff.	N/A
Information Sharing	Information sharing updates.	Page 28
Multi-agency Working	Multi-agency working updates.	Page 29
Safe Entry guidance	Safe Entry guidance updates.	Page 35