



# ADA NATIONAL COLLEGE FOR DIGITAL SKILLS

## Safeguarding & Child Protection Policy 2025–2026

Version	Purpose / Changes	Author	Date
1	Updates to Child Protection and Safeguarding Policy Revised policy 81 pages to 29	Janet Davidson	September 2025
2	Checked policy against current legislation - All sections of the policy have been rewritten to reflect the latest legislation, safeguarding trends, case law, and national guidance.	Janet Davidson	September 2025
3	Check policy against new Keeping Children in Education (KCSIE 2025) <a href="#">Keeping children safe in education 2025</a>  <a href="#">KCSIE 2025 Updates: What Schools, Colleges and MATs need to know</a>	Janet Davidson	September 2025

<b>Date Approved:</b>	10th December 2025
<b>Approval By:</b>	Approved by Education Committee (25/11/25) and Corporation Board (10/12/25)
<b>Executive Lead:</b>	Sixth Form Principal
<b>Document Owner:</b>	Lead Designated Safeguarding Lead (Cross College) - DSL
<b>Review due:</b>	September 2025 - Policy

## **1. Policy Revision Statement**

This Safeguarding and Child Protection Policy have been fully revised for the 2025/26 academic year. It incorporates:

- All statutory updates from Keeping Children Safe in Education (KCSIE) 2025.
- Updated requirements from Working Together to Safeguard Children 2023.  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 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) 2025:  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children 2023:  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Education Act 2002:  
<https://www.legislation.gov.uk/ukpga/2002/32/contents>
- Prevent Duty Guidance:  
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Children Act 1989 and 2004:  
<https://www.legislation.gov.uk/ukpga/1989/41>
- Sexual Offences Act 2003:  
<https://www.legislation.gov.uk/ukpga/2003/42/contents>

- Data Protection Act 2018 / UK GDPR:  
<https://www.legislation.gov.uk/ukpga/2018/12/contents>
- Safer Recruitment Consortium Guidance:  
<https://www.saferrecruitmentconsortium.org>
- FE & Apprenticeship Safeguarding Guidance (ESFA):  
<https://www.gov.uk/guidance/safeguarding-for-providers>

## 2. College Safeguarding Contacts

Ada maintains a clearly defined safeguarding leadership structure across its London Victoria and Manchester 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.

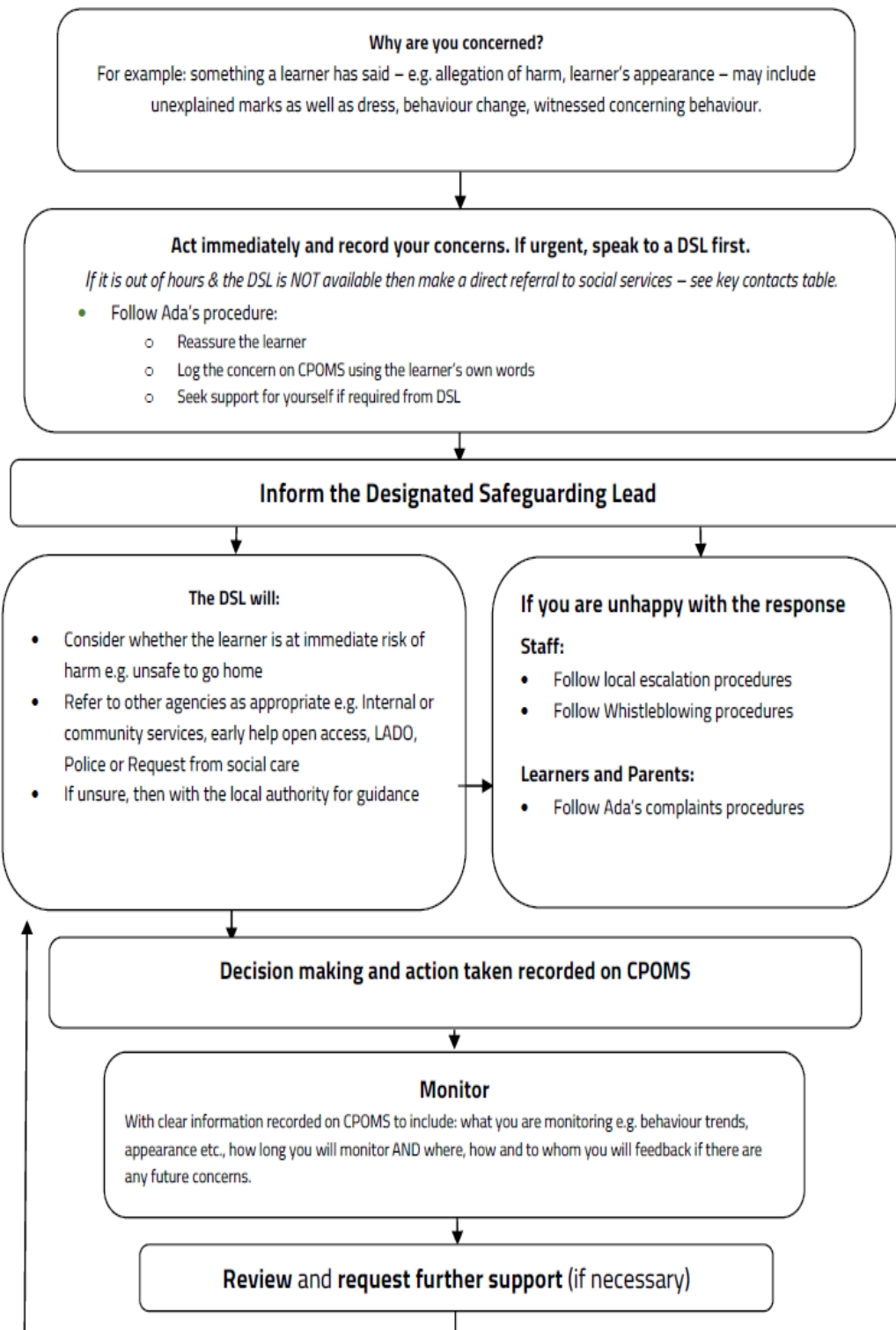
<b>COLLEGE SAFEGUARDING TEAM</b>	
Lead Cross College Designated Safeguarding and Prevent Lead (Child and Vulnerable Adult Protection)	Janet Davidson <a href="mailto:janet@ada.ac.uk">janet@ada.ac.uk</a> 0203 1050 125
Apprenticeship Deputy Designated Safeguarding Lead London (Child and Vulnerable Adult Protection)	Michelle Rennie <a href="mailto:Michelle@ada.ac.uk">Michelle@ada.ac.uk</a> 0203 1050 125
Ada Safeguarding Governor	Alice Ward <a href="mailto:award@mulberryschoolstrust.org">award@mulberryschoolstrust.org</a>

Safeguarding Advisory Committee	<b>Chaired by</b> CEO: Mark Smith <b>Membership:</b> DSL, Principal, Link Governor, HR, Estates, Apprenticeships Teams.
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### **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.



At all stages, the learner's circumstances will be kept under review  
 The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

## **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. This policy outlines the statutory duties placed on the college and the systems in place to protect learners from harm. It applies to:

- All students, including 16–18 learners, apprentices, and vulnerable adult learners.
- All staff, governors, contractors, visitors, and volunteers.

### **Safeguarding in the Further Education Landscape**

Ada 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.

## **Safeguarding for Apprenticeships**

<https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2>

Safeguarding responsibilities for apprentices apply regardless of their age 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.

The policy reflects the requirements of KCSIE 2025, Working Together 2023, the Prevent Duty, the Online Safety Act 2023, the Children Acts, the Education Act 2002, and all relevant statutory and local authority guidance. Safeguarding is a core governance function and underpins Ada's mission to provide a safe, inclusive, high-quality digital learning environment.

### **4. 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.

## 5. Legislative and Statutory Framework

This policy is grounded in the statutory responsibilities placed upon further education providers, as set out in:

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children 2023
- Children Act 1989 & 2004
- Education Act 2002, Section 175
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Online Safety Act 2023
- Data Protection Act 2018 and UK GDPR
- Serious Violence Duty 2022
- Safeguarding Partnership Procedures for Westminster and Manchester

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	<ul style="list-style-type: none"> <li>● Lists what must be recorded on the single central record</li> <li>● The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.</li> </ul>
Children’s Act 1989 (and 2004 amendment),	<ul style="list-style-type: none"> <li>● Provides the framework for the care and protection of children.</li> </ul>
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B (11))	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
The Marriage and Civil Partnership (Minimum Age) Act 2022	<ul style="list-style-type: none"> <li>● Officially came into force on 27 February 2023</li> <li>● This Act prohibits 16 and 17-year-olds from marrying or entering a civil partnership, regardless of whether they have parental consent.</li> <li>● Also, an offence to cause a child to marry before 18<sup>th</sup> birthday, also applies to non-binding unofficial marriage.</li> </ul>

Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> <li>• Sets out when people with criminal convictions can work with children.</li> </ul>
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	<ul style="list-style-type: none"> <li>• Defines what 'regulated activity' is in relation to children</li> </ul>

## 6. 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.

## 7. 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 Policy
- Online Safety Policy
- Acceptable Use Agreement
- SEND & Inclusion Policy
- Mental Health & Wellbeing Framework
- Data Protection & GDPR Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Low-Level Concerns Procedure
- Allegations Against Staff Procedure

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

## **8. 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.

Early 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.

### **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 early 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.

## **9. Roles and Responsibilities**

Safeguarding is a shared responsibility across the organisation, with specific duties assigned to key roles.

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

### **governing body:**

- Ensures safeguarding systems are effective.
- Monitors policy implementation.
- Provides challenge and oversight.

### **ceo/principal:**

- Ensures safeguarding is prioritised.
- Promotes an open, safe culture.
- Supports the DSL with adequate resources.

### **designated safeguarding lead (DSL):**

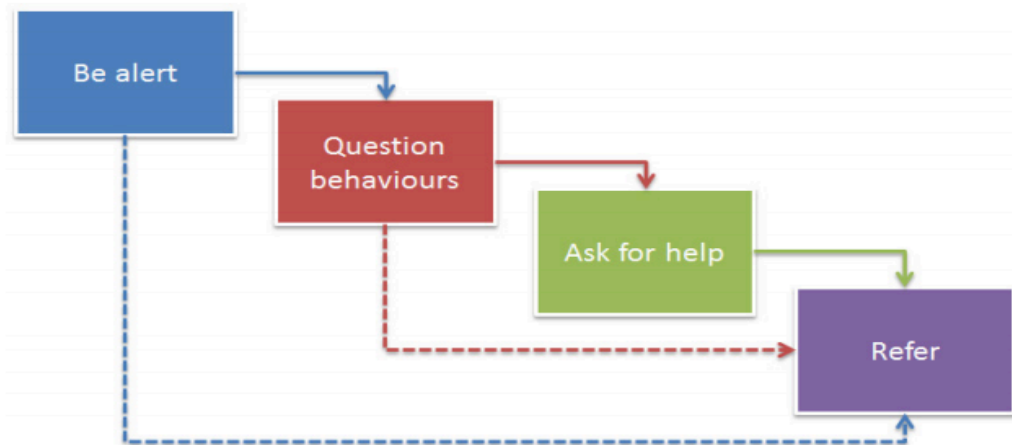
- Leads safeguarding strategy and case management.
- Liaises with external agencies.
- Provides staff / on-board training and policy updates.
- Maintains secure records on CPOMS.

### **deputy DSLs:**

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

**all staff:**

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



**10. Recognising Abuse and Neglect**

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

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. Staff must report concerns immediately and never attempt to diagnose or investigate.

## 11. Specific Safeguarding Circumstances

<https://www.contextualsafeguarding.org.uk/>

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 early help interventions.

## 12. Online Safety

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

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.

Ada remains committed to safeguarding through technology. We operate filtering and monitoring, aligned with DfE expectations on AI safety, and conduct.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-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**.

<https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: 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.**

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.

### **13. Child-on-Child Abuse**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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. UKCIS below provides detailed advice about sharing nudes and semi-nude images and videos.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

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.

### **14. Sexual Harassment and Sexual Violence**

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

Ada follows KCSIE 2025 guidance for managing any allegations or indicators of sexual harassment or sexual violence. 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.

## **15. Mental Health and Well-being**

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

<https://www.mentallyhealthyschools.org.uk/whole-school-or-college-resources/>?

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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, Early 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.

## **16. Children Missing from Education (CME)**

<https://www.gov.uk/government/publications/children-missing-education>

Ada recognises that persistent absence or periods of being missing from education can be indicators of exploitation, neglect, 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.

## **17. Exploitation (CSE and CCE)**

<https://assets.publishing.service.gov.uk/media/5acb21d140f0b64fed0afd55/serious-violence-strategy.pdf>

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.

## **18. County Lines and Serious Violence**

<https://assets.publishing.service.gov.uk/media/5acb21d140f0b64fed0afd55/serious-violence-strategy.pdf>

Ada recognises the growing risks associated with county lines, serious youth violence, 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.

## **19. 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.

## **20. 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.

## **21. 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.

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.

## **22. 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.

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.

## **23. 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).

#### **24. Cybercrime and Digital Exploitation**

the cybersecurity standards

[Meeting digital and technology standards in schools and colleges Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-cyber-security-standards-for-schools-and-colleges)

the filtering and monitoring standards

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

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.

#### **25. Allegations Against Staff**

Ada has clear procedures in place for managing allegations against staff, contractors, governors, and volunteers. 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 must be reported immediately to the Principal and DSL. The Local Authority Designated Officer (LADO) will be contacted for advice and oversight. Staff must not discuss allegations with colleagues or attempt to investigate. All actions must be recorded accurately and managed with strict confidentiality. Suspension may be considered where necessary to safeguard students.

## **26. 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.

## **27. 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.

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.

## **28. Whistleblowing**

<https://www.gov.uk/whistleblowing>

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

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.

## **29. Information Sharing**

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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.

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.

# APPENDIX

## **Appendix A: Categories and Indicators of Abuse**

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

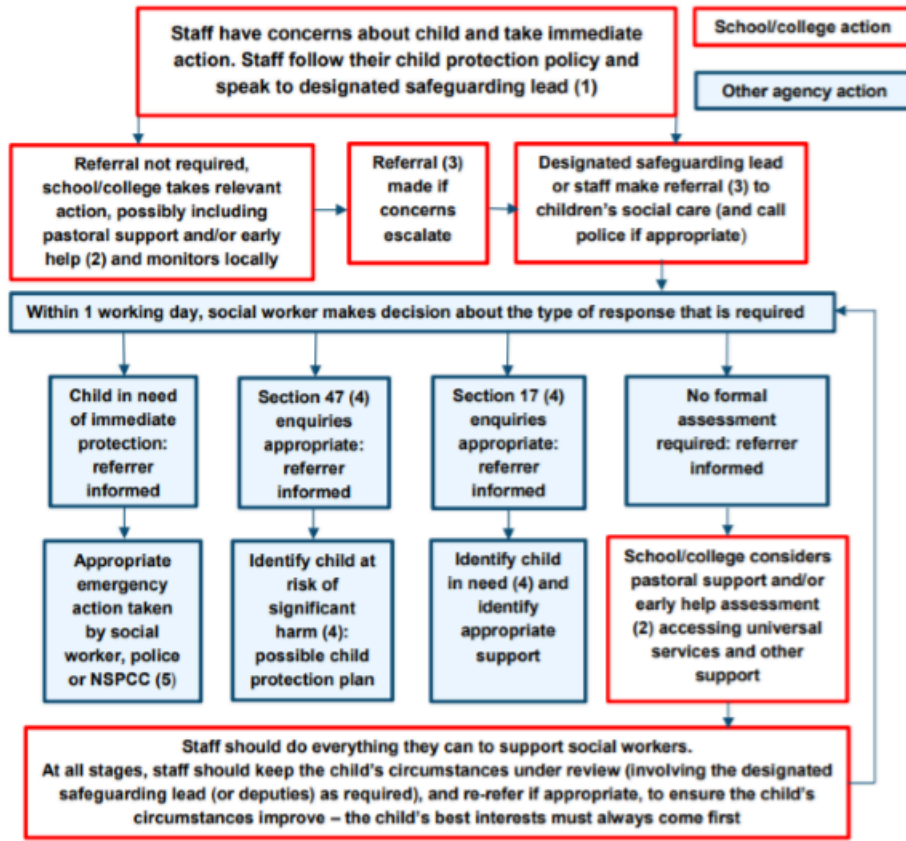
This appendix outlines the main categories of abuse—physical, emotional, sexual, and neglect—including key indicators staff must look for such as behavioural changes, injuries, fearfulness, withdrawal, inappropriate sexual behaviour, or poor hygiene.

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.



**Appendix C: DSL Job Description**

Annex C: 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, 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 perform 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 conduct 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 Skype or other such media is acceptable. It is a matter for individual schools and colleges, and the designated safeguarding led to arranging adequate and appropriate cover arrangements for any out-of-hour/out-of-term activities.

#### **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 early help services

##### **Manchester Campus:**

- Manchester Children's Services
- Manchester Early Help Hubs
- Local Prevent Team

Includes emergency services and medical contacts.

<b>LOCAL AUTHORITY CONTACTS – VICTORIA CAMPUS</b>	
Access to Children’s Services team	<p>020 7641 4000 (Monday to Friday, 9am-5pm)            020 7641 2388 (outside of these times)  <a href="mailto:accesstochildrensservices@westminster.gov.uk">accesstochildrensservices@westminster.gov.uk</a></p> <p>Follow up by completion of MARAF:  <a href="#">Westminster online referral form</a></p>
Local Authority Designated Officer	<p>020 7641 7668  <a href="mailto:lado@westminster.gov.uk">lado@westminster.gov.uk</a></p> <p>Named LADO:            Aqualma Daniel            07870 481712  <a href="mailto:Aqualma.Daniel@rbkc.gov.uk">Aqualma.Daniel@rbkc.gov.uk</a></p>
Westminster Local Safeguarding Children's Board	<p>07739 315081  <a href="mailto:LSCB@rbkc.gov.uk">LSCB@rbkc.gov.uk</a></p>
Westminster Prevent	<p>0781 705 4699 / 0779 098 0223  <a href="mailto:prevent@westminster.gov.uk">prevent@westminster.gov.uk</a></p> <p>Concern that a learner is currently involved in            terrorist activity: Police or the anti-terrorist hotline            immediately on 0800 789 321</p>

LOCAL AUTHORITY CONTACTS - MANCHESTER CAMPUS	
Single Point of Access	0161 219 2843 / 0161 234 1973 / 0161 234 1975
Local Authority Designated Officer:	0161 234 1214. LADO@manchester.gov.uk
Manchester Local Safeguarding Children's Board	0161 234 5001
Manchester Prevent	Concerns about a child: Call the Single Point of Access: 0161 219 2843 Concerns about an adult: 0161 234 5001  Concern that a learner is currently involved in terrorist activity: Police or the anti-terrorist hotline immediately on 0161 856 9305

**Appendix E: 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 F: 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 G: Prevent Risk Assessment Summary**

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

## USEFUL LINKS and RESOURCES

### Support for staff

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

### Support for Learners

- Young personLine: [www.youngpersonline.org.uk](http://www.youngpersonline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Kooth: [Home - Kooth](http://www.kooth.com)

### Support for adults

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

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://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 \(www.gov.uk\)](http://www.gov.uk)
- DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- PSHE Association: [Home | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

### **Honour Based Abuse and FGM**

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://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](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 \(www.gov.uk\)](http://www.gov.uk)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://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](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- National bullying helpline: [Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://nationalbullyinghelpline.co.uk)
- Kidscape: [Help With Bullying \(kidscape.org.uk\)](http://kidscape.org.uk)

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://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 \(www.gov.uk\)](http://www.gov.uk)

### **Online Safety**

- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Young personnet: [www.youngpersonnet.com](http://www.youngpersonnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)

- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' [Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- UK Council for Internet Safety (UKCIS): [UK Council for Young person Internet Safety \(UKCCIS\)](http://www.ukccis.org.uk)

### **Radicalisation and hate**

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

### **Further Reading**

[Keeping children safe in education - GOV.UK](http://www.gov.uk)

[Keeping children safe in education 2025: part one information for all school and college staff](http://www.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](http://www.gov.uk)
- emerging further learnings from the work of the [National Audit on Group-based Child Sexual Exploitation and Abuse](http://www.gov.uk) 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.

End.