



Keeping Children Safe in Education Final Version September 2026

Your guide to the changes

Introduction

After two years of minimal changes, Keeping Children Safe in Education 2026 collates many factors that have already been shaping safeguarding practice for the last couple of years. The consultation incorporates some of the planned changes with the enactment of the Children's Wellbeing & Schools Act and integrates the much-awaited guidance around children who are questioning their gender. This latest version has also been amended to reflect the changes to what is classed as regulated activity which comes into effect from the 1st September.

Gone is the Part 1 summary in Annex A – all staff are now expected to read Part 1 in full and there is now an expectation that all staff understand the broad range of Children's Services provided by the local authority, from the Targeted Early Help level through to Child Protection and Child in Care provision. Safeguarding Network will shortly be sharing an audiobook version of Part 1 and as previously, we plan to share London Grid for Learning's links to translated versions of the guidance. The removal of the shortened version at Annex A is reinforced in the introduction where the new version states that it is for governing bodies and proprietors to ensure that staff who not directly work with children read Part one. Our KCSiE Knowledge Check will be an invaluable tool in ensuring the range of changes have been properly heard and understood, and our membership materials provide lots of support in achieving this.

The guidance means that schools and colleges will need to embed the use of Family Help terminology across their setting and ensure they understand the local referral arrangements, thresholds and statutory interventions. They will also need to understand where their setting is expected to provide community-based Early Help assessments and complete this support work.

Throughout the latest version, there is clarification for further education and 16+ settings about which settings are covered by the guidance.

In relation to children who are gender-questioning, the guidance has expanded from five (paragraphs 204–208) in KCSiE 2025 to an extensive section (paragraphs 254–284), moving from broad safeguarding principles to much more detailed safeguarding and operational expectations for settings.

Introduction

The guidance states that all staff should know that child-on-child abuse is preventable and it makes clear that problematic and harmful behaviour shown by students should be understood and addressed on a progressive continuum, including considerations around bullying, use of language and the setting's culture.

Working in the community and with other agencies

One of the biggest challenges in deploying KCSiE26 will be in widening the knowledge base of all staff about the range of early help, child in need, child protection, care, disability and youth secure support available to children in need of additional support. The move to schools having more responsibility for non-statutory interventions is reinforced to an extent – the importance of those close to children intervening early is well understood and this document places a greater emphasis on support before statutory intervention through universal services.

Throughout the document there has been a change in terminology in relation to what we currently know as Early Help. The document renames the overarching principle to Family Help (and adopts the traditional definition of Early Help) and also states that more detailed information can be found in Working Together.

Under Family Help there are two strands, community-based early help (the collective support offered by schools, colleges, health visitors, early years settings and community groups) and targeted early help (the more focused approach partnership-based support developed in local areas). Alongside this reference is made to the role of qualified lead practitioners (who are not necessarily social workers) in para 64 who should be referenced in local assessment and support protocols (para 68). However there is no further information about who may be considered qualified lead practitioners, with Working Together not mentioning the word "qualified" as yet.

Children who are pregnant or a parent themselves, and those who exhibit early signs of abusive, violent or harmful behaviours are added to the list requiring additional support. Alongside this there is the addition of text to reinforce that where the decision in relation to concerns being raised is to address them internally, unless there is an increased risk there should be conversations with the child's parents or carers.

There continues to be an emphasis on improving information sharing and Part 1 now includes a direct link to the ICO guidance on [Sharing information to safeguard children and young people in the education sector in the UK](#).

**Effective Referrals to
Children's Services training**

**A Practice Guide to the Child
Protection Process training**

Definitions

While there are many changes of emphasis through the descriptions of abuse and neglect in the guidance, the safeguarding processes themselves remain largely consistent (although with a greater emphasis on the National Referral Mechanism, below). While there are many changes of emphasis through the descriptions of abuse and neglect in the guidance, the safeguarding processes themselves remain largely consistent (although with a greater emphasis on the National Referral Mechanism, below).

Mandatory reporting of child sexual abuse as previously suggested may yet make its way into the final document, but is included in the Crime and Policing Act 2026, which introduces a mandatory reporting duty for child sexual abuse in England. It requires adults in regulated roles with children (such as teachers, healthcare professionals, and social workers) to report to the police or local authority if a child under 18 discloses abuse, or if the adult witnesses or hears a recording of an abusive event.

There are, however, clarifications around definitions on many issues, including terminology and clarifications, drawn from societal, organisational and students' learning and experiences in recent years, along with an explicit recognition that safeguarding issues often overlap.

Safeguarding Network's website has a detailed resource page on every topic in KCSiE26, including up-to-date definitions and links to KCSiE throughout. It's a great free resource for staff and Safeguarding Network members have bite-size staff training packs, scenarios, quizzes and handouts on every topic.

We have linked each of the areas to the wider resources on our site should you require further information or training:

- **Abuse** (para 25) now has sentence added which identifies that "Children may also cause harm to other family members, often referred to as child to parent or care giver abuse." - of note is that this now puts it out of line with the definition in Working Together.

Definitions

- **Child on Child abuse** (paras 31-37) now includes harassment and violence (particularly serious physical assault and harm, and the threat of harm with a weapon). Staff have a responsibility to report to their DSL “whether these concerns are thought to have taken place on or off site”, with schools asked to have a particular focus at times of highest risk (e.g. at the end of the school day). Misogyny is specifically mentioned as a potential part of a culture where there is insufficient healthy challenge. There are new requirements for staff to see child on child abuse as a risk to both victim and alleged perpetrator, and that staff should recognise this is preventable with “timely, evidenced based support” preventing children from going on to commit abuse or violence. There is recognition that child on child abuse is not always from boys to girls, although it remains more likely (para 193) and an explicit recognition that child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator (para 35).

Resources

Incel Resources

Training

- **Children who are lesbian, gay or bisexual** are considered separately to children who are questioning their gender. LGBTQ+ young people may be vulnerable to discriminatory bullying, and schools should take steps to prevent this, with appropriate sanctions in place (para 253).

Resources

- **Teenage relationship abuse** has a particular focus around physical, sexual, emotional abuse and stalking (para 21).

Resources

- The importance of early identification and effective work with **Young Carers** has been flagged in Part 2 (para 248).

Resources

Definitions

- The guidance recognises the additional vulnerability of children with **SEND or health issues** adding they may not understand what is happening to them is abuse, they may receive intimate care or they may be isolated from others (para 249). Children's medical conditions are not in themselves indicators of being at safeguarding risk. If there is a clinical incident the DSL should consider whether this triggers a safeguarding duty in line with [Supporting pupils with medical conditions at school](#) (para 252).

Resources

Training

- **Indecent images** - In a change to the draft that went out for consultation, the new version goes back to referring to the sharing of nudes and semi-nudes, clarifying that "The term 'images' includes all visual content, such as photographs, videos and livestreams."

Resources

- The indicators for **emotional abuse** indicators now include verbal abuse such as persistent criticism, belittling or name calling.

Resources

Definitions

- **Sexual abuse indicators** - this has been changed to align to Working Together (additions in bold):
 - Sexual abuse involves forcing, **causing or inciting** a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as **acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration)**, and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online **as well as offline**, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. **Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not.** The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. **There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.**

Resources

Definitions

- Where children have **family members in prison** there is a stronger focus on the experiences of children, the increased likelihood of absence, exclusion, mental ill health, substance misuse and success in education training and employment in later life. The guidance includes the Prisoners' Families Helpline as a resource and emphasises the importance of support for these children.

Resources

- **Alternative education** - The voluntary national standards for non-school alternative provision are highlighted in para 212. It is suggested Local Authorities use the standards to build a register of suitable settings for use by schools, but KCSiE reiterates children placed in such provision remain the responsibility of the school and that they should be taking the necessary actions, due diligence and checks to ensure they are meeting students' needs.

Resources

Training

- **Domestic abuse** - Operation Encompass, a measure focused solely on domestic abuse, has had a significant impact across the country. Annex A notes that in November 2025 the Police were given a legal duty to notify a child's educational setting and the local authority where they have reason to suspect a child may be a victim of domestic abuse, whether connected to a household, present at the time Police attended or not, and whether they are in the household temporarily or permanently. While there are no new responsibilities on schools, they are in a uniquely supportive position for some children to provide timely, informed support. Free key person training is available to schools and annex A sets out in detail the referral procedure. An amendment to the annex goes on to remind schools of the 2023 statutory guidance on controlling and coercive behaviour.

In Annex A, the guidance also sets out that other agencies may get Encompass notifications, as well as setting out what a notification should cover.

Resources

Definitions

- So-called honour-based abuse has been renamed in the guidance to **Honour or faith-based abuse**.

Resources

Training

- When a **safeguarding concern arises or an allegation** is made, the head teacher now must consider whether to make a referral to the LADO. This now specifically includes concerns about trainee teachers (para 78) and schools here will follow the same guidance as for supply agencies (para 455).

Resources

Training

- **Preventative education** and its role in developing a zero tolerance culture around sexism, misogyny, misandry, homophobia, biphobia and sexual/violence and harassment has been expanded to include racism, derogatory behaviour and other forms of physical violence and conflict (para 160).

Resources

Training

- The recent **Mobile phones in schools guidance** is referenced in its own section, summarising the requirement that pupils do not have access to their mobile phones. The guidance is also updated to reflect that this is now statutory guidance and no longer advice only.
- The shift in approach to the **reasonable force guidance** is reflected in that such incidents should be 'limited', for the least amount of time, and dependent on the circumstances. This arguably brings the guidance in line with case law and other areas of regulation where there are clear requirements around restraint being both necessary and proportionate.

Resources

Resources

Resources

- The old Annex D on **Host families** has largely been removed or integrated into the guidance (para 411-415).

Resources

Prejudice-based harm

You'll find the term **prejudice-based harm** in several places in the statutory guidance. This reflects much of the learning from schools and colleges, together with recommendations from the increase in extremism and the riots two years ago. It's so important that schools and colleges feel like safe spaces to students. If we fail to achieve this we compromise our values, we undermine learning and achievement, and we create additional risks of extremism, misogyny and serious violence.

You'll need to include prejudice-based harm in your policies, feature the prevalence and the impact of such abuse from other young people in your training, and consider how you promote and evidence "an inclusive, anti-discriminatory culture" in your setting.

New to Part 1: para 17 – prejudice-based harm

"All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudicebased harm and ensure that concerns are considered within safeguarding practice where appropriate."

Para 32:

"All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate."

Para 37

Child-on-child abuse is most likely to include, but may not be limited to: discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents.

Part 2 – for managers and leaders (paras 119 and 193)

Schools and colleges should promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities.

[Resources](#)[Training](#)

Online safety

There are updated online safety expectations to align with future government digital policies. This will also be reflected in other documents such as the Early Years Foundation Stage Statutory Framework and Working Together to Safeguard Children. In particular, age and stage appropriate teaching should be offered around “understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help” (para 160). This theme is further developed in the expansion of the definitions of the four C’s of online safety now including extreme sexual or physical violence (content), simulated harmful online AI interactions (content), and making, sending or receiving self-generated intimate images using AI (conduct) (para 165).

Annex A comments on the rise in **cybercrime** and the likelihood of some young people engaging in this activity without understanding the legal or ethical implications.

There are resources available with a link to the DfE policy paper on Generative artificial intelligence (AI) in education, together with the Chiltern Learning Trust and Chartered College of Teaching online resources to help staff use AI safely and effectively (paras 167-8). There is also a link to the Oak National Academy and CEOP materials to support lessons and curriculum development (para 168).

The filtering and monitoring requirements have also been boosted with governors asked to review the effectiveness of arrangements at least once a year. A log should be kept that filtering works on all devices in all relevant locations (para 173).

The oversight of online safety has been clarified (paras 178-180) with continuing emphasis on the Cyber security standards for schools and colleges with additional resources added from the National Education Network and DfE guidance Plan technology for your school. The guidance also provides clarity in relation to checks of the setting’s filtering and monitoring system, stating that these are to be carried out at least annually by the “SLT member responsible for filtering and monitoring, with the support of the school’s designated safeguarding lead and IT support.” (para 173).

Resources

Training

Modern slavery, Exploitation, County Lines, and Serious Violence

Staff will now also need to be aware of risk around the risk of **financial exploitation and modern slavery**. There is particular reference (para 38 and others) to the impact of organised networks in CCE and CSE and that suspicions children have been moved for the purpose of exploitation may constitute modern slavery, so should lead to both modern slavery and child protection referrals. The approach to young people who are being exploited is strengthened, removing the reference to the potential of them being treated as offenders and stating clearly they should be treated as victims.

The guidance has also strengthened the position that children can become trapped in exploitative situations and should be treated as victims as they are unable to consent to being exploited, abused or trafficked and may not recognise what is happening to them.

In Annex A the sections on CCE, CSE and County Lines make clear that the child protection processes and national referral mechanism (NRM) should be both followed where there is potential for it to be modern slavery. In the section on the NRM there is an addition to remind schools that children referred through the NRM have access to an Independent Child Trafficking Guardian (ICTG) to advocate on their behalf and support their recovery.

The section on **serious violence** as a continuing safeguarding concern (51-54) has been substantially updated. An expectation is placed on staff to report concerns a young person may be carrying (or intending to carry) a weapon to the DSL who must “assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action”, including putting in a safety and support plan. Schools are seen as key agencies in the identification of these concerns, and para 49 sets out disrupted education, exclusion, time in alternative provision, and offending history as particular risks.

The issue is explored further in Annex A. For the consultation the guidance suggested taking advantage early of “teachable moments” following emergent issues, and recommended mentoring or therapeutic support - in the latest incarnation, the phrase “teachable moments” is replaced with “critical points”.

Resources

Modern slavery, Exploitation, County Lines, and Serious Violence

In Annex A there is a new expectation that schools listen to children and staff to try to understand where young people may congregate before and after school and where serious violence may occur. They are expected to work with other agencies to understand this risk and co-ordinate a collective response at the end of the school day. Reference to the [Youth Endowment Fund's](#) resources has been added.

Resources

Homelessness

The Children's Wellbeing and Schools Act 2026 introduced requirements on local housing authorities to notify schools, GP practices and health visiting services when a child is placed in temporary accommodation and a link to the guidance has now been added. In essence, housing authorities should seek agreement of families to let their school know (for 16/17 year olds they must give their own consent to notify college) so that schools and colleges can respond proactively with understanding and support.

Resources

Harmful sexual behaviour, sexual harassment and/or sexual violence

Part 5 around child-on-child sexual harassment and sexual violence has been reviewed with a greater emphasis on understanding harmful sexual behaviour, the escalatory nature of misogyny and the benefits of earlier intervention in this space (para 530).

The guide sets out “The umbrella term ‘harmful sexual behaviour’ (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both” (para 534). “When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years’ difference or if one is pre-pubescent and the other is not. However, a younger child may also abuse an older child” (para 535).

There is already an expectation that the DSL and deputies have a good understanding of HSB – the 2026 guidance expands on the links to training, supporting preventative education, the policy framework and whole school approach (para 536). There are other changes in this section to aid clarity, focus on risk and needs (rather than just risk), and capture the progression of harmful sexual behaviour to sexual violence.

[Resources](#)[HSB Training](#)[SVSH E-Learning](#)

Mental health

The links between mental health and self-harm, eating disorder, suicidal ideation and children making plans to end their life are made explicit (it is positive that youth suicide is now explicitly captured in the guidance), and the guidance states staff are well placed to recognise the warning signs set out in para 47. We highly recommend staff receive training in this area.

Training

The emphasis is that on ensuring that safe and effective interventions are put in place where there are concerns, alongside a specific expectation being placed on staff to call 999, 111 or take the young person to A&E if they feel a child is in danger (para 50).

This is reiterated in Part 2 which sets the expectation most schools will have a mental health lead (para 230) and recommends close links with the Mental Health Support Team (para 232). The guidance spells out 4 key roles for education staff (para 228):

- Promoting good mental wellbeing and preventing the onset of mental illness.
- Observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one.
- Ensuring early targeted support is provided, and
- Liaison with/referral to specialist services where needed.

The guidance also now states that where “support is needed, the designated safeguarding lead (or a deputy) should consider whether to inform parents or carers to support the child’s wellbeing, where doing so would not place the child at additional risk.” (para 229) and that support can include other support available outside of your setting, for example “early support hubs and young futures hubs” (para 232).

There are links to the Anna Freud Targeted support toolkit, NHS Every Mind Matters and Hub of Hope resources to support this work in schools and colleges.

Resources

Children who are questioning their gender

The guidance now includes the much-delayed statutory guidance on gender questioning children in line with the Supreme Court decision last year. There are six pages of guidance notes (paras 254-284). The guidance sets out a careful approach with schools taking time to understand the thoughts and feelings of children questioning their gender and be aware of the range of factors they may be experiencing, including mental health, psychosocial needs, relationships and discriminatory bullying (para 257), with the latest version of the guidance stating that the school must be proactive in their responses. Policies should maintain flexibility and avoid rigid rules based on gender stereotypes (para 258) and consider whether they should set out the steps they follow when a child requests support with social transition.

Paragraph 260 states: “Schools and colleges should not initiate any action regarding social transition; this guidance applies where a child or their parent has requested that the school make changes or put support in place in order to facilitate the child presenting as the opposite biological sex (“social transition”). Members of staff should not adopt any changes relating to social transition unless a decision has been made by a school or college and a child’s parents or carers have been involved as set out in this guidance.”

Schools should work within the following principles, set out in more detail in paragraphs 264 to 279, and that the school’s approach with any student should be kept under review (para 280-1):

- Schools and colleges have statutory duties to safeguard and promote the welfare of all children.
- Parents and carers should be actively involved and their views treated with importance.
- Accommodating social transition is an active intervention so schools and colleges should take a very careful approach.
- Schools and colleges should comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition.

The guidance recognises this will sometimes mean constraints on what they can offer and should be patient and sensitive in their discussions with children (para 278). Schools will appropriately sanction bullying but will also be respectful of the rights to religion and beliefs. The guidance suggests using names rather than pronouns.

Children who are questioning their gender

Staff should always be aware of young people's biological sex and should note this accurately wherever it is recorded (para 282). Where a young person is "living in stealth" the DSL should be involved due to the difficulties and complexities involved (para 283).

The guidance does set out children may not use toilets designated for the opposite biological sex, there should be separate toilet facilities for boys and girls over eight years old (excepting individual toilets in a room that can be locked from the inside) and schools should consider providing an alternative toilet facility where required if. In the final version this has been amended slightly be specific that if a gender-questioning child does not want to use the toilet designated for their sex, then there should be consideration of alternatives. The Schools should record the rationale for this, with a safeguarding risk assessment for any mixed sex arrangements (e.g. such toilets should open directly onto public areas such as corridors (paras 107-113). The latest version highlights that the expectation is that whilst further education settings may not be subject to the same legal requirements, they should take the same approach as schools (para 116).

Children in Year 7 and above should not be allowed to undress in front of other children of the opposite biological sex. If a child does not want to use changing areas or showers designated for their biological sex alternatives should be considered, such as another lockable, fully enclosed room or staggering changing times (paras 114-118).

KCSiE26 also has a new section on choice and single sex groups in sport (paras 97-100) stating schools can separate children according to their biological sex, particularly around safety but sometimes around fairness and that where this is the case there must be no exceptions. Where safety is not the driving factor schools will need to consider this as "a request for support with social transition". The guidance also now refers to how some children may be "living in stealth" and factors to consider, as well as the need to consider the needs of children who want to detransition.

Children who are questioning their gender

Boarding & Residential accommodation is addressed in a new section across paras 194-204. Children of different biological sexes must not share overnight accommodation and schools and colleges must pay attention to the various legal requirements on them when deciding sleeping arrangements. Again, where a child does not want to share accommodation with a child of the same biological sex “alternative arrangements should be sought where possible” and consideration may be given to considering requests for social transition.

Colleges outside the FE sector are exempt from some of these requirements.

Increased requirements on the DSL and Safer Recruitment

Paragraph 128 adds to the requirement for DSLs to have status and authority and states they should also have the appropriate skills and experience. Paragraph 129 and Annex B set out new expectations that there are robust cover arrangements for the absence of the DSL (e.g. illness or leave). There should be a confidential, shared mailbox for the DSL and arrangements to ensure there is no breakdown in safeguarding activity at such times.

An additional consideration has been added to transitions to consider sharing information with a new school or college where this might impact on the safety of the pupil or of others, especially in respect of serious violence or harmful behaviours. It is “good practice for a conversation to take place” between the DSLs where there are concerns.

Annex C reiterates in several places that training for the DSL should also apply to deputy DSLs.

An additional expectation on virtual school heads has also been added to “set and report on ambitious targets to improve [LA’s] ... attendance” rates (para 244).

The section on types of DBS checks (before para 310) has been removed to avoid duplication, and the flow chart of criminal record checks has also been removed. Paragraph 328 reminds applicants they can join the DBS update service not just on application but within 30 days of the certificate’s issue date. The simple single central record template that was in the consultation document has been removed.

Types of visitors to schools are clarified in para 377, but without changes to guidance. There are improvements to the wording of the section on supervising children on work experience but no substantive changes (para 406).

**DSL Support
Programme Training**

**DSL New to the
Role Training**

**DSL Refresher
Training**

DBS Checks

From 1 September 2026, the Crime and Policing Act 2026 removes the previous “supervision exemption”. Previously, some unpaid roles involving teaching, training, instructing, caring for or supervising children were not treated as regulated activity if the person was supervised by someone already in regulated activity. From September 2026, that supervised/unpaid exception is removed where the activity is frequent, takes place on more than 3 days in a 30-day period, or is overnight.

The main impact is on volunteers. Paid staff with contact with children are already generally in regulated activity, so the change mostly brings more regular or overnight volunteer roles into the requirement for an enhanced DBS check with children’s barred list information. It remains an offence for a barred person to engage in regulated activity, and for someone to permit a barred person to do so.

For volunteers working across more than one school or setting, days count cumulatively towards the “more than 3 days in 30” threshold. Schools are encouraged to work together to decide who applies for the DBS check, and volunteers can use the DBS Update Service, which is free for volunteers. Occasional volunteers, such as parents helping at a one-off PTA event or non-overnight day trip, are generally not affected by the new barred-list requirement.

This version of Keeping Children Safe in Education has been updated to reflect this requirement (para 317, 383-389, 424, 428).

In relation to other occasions when DBS checks are required, the guidance has been updated as follows:

Clarification has been provided in para 372 that when an individual is self-employed, the setting should either obtain their own DBS check or ask to see the individual’s certificate if they have had their own check done and check it is at a level required by the setting.

To reflect the changes in what is classed as regulated activity above, para 374 in relation to trainee teachers has been amended to state that all necessary checks including enhanced DBS with barred list check must be carried out.

DBS Checks

For those visiting your setting in a professional capacity, you must now ensure that they have the required level of DBS check to undertake the activity they are there for. If there is no contact with children, then it is unlikely a DBS check will be required.

There have also been amendments to para 406-410 to ensure that the arrangements for adults who supervise children on work experience reflect the above changes.

When concerns are raised about contractors or trainee teachers, the latest guidance clarifies that settings share any safeguarding responsibilities with third party agencies or businesses, and it is expected that the setting will take the lead handling allegations.

With all these changes taking effect, the Annex in previous versions titled “Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised” has been removed.

Finally, while schools and colleges can allow an individual who has not yet had the DBS through to work under supervision, this is not the case in Early Years and a sentence has been added: “Where schools are also subject to the EYFS framework, individuals must not be permitted to begin working within the settings covered by the EYFS framework until the school or maintained nursery school has received the applicant’s enhanced DBS certificate including barred list information”. (Para 326, reiterated in para 386).

Information sharing

We are expecting new statutory guidance on Information Sharing to be published very shortly. Perhaps as a result, the link to the 'seven golden rules' has been removed and there is simplification to some of the flow charts. Practitioners can **where appropriate** share special category data **without the need for consent**. This has been kept quite simple, then refers to the legislation and obligations around confidentiality in a footnote which talks about getting advice where unsure.

The latest version of the guidance inserts two paragraphs (paras 143 - 144) to clarify what aspects settings should consider when deciding what information to share with other settings, these being related to the relevancy of the information and the necessity for the receiving setting to know. When information is shared, the guidance sets the expectation that it is "clearly presented and appropriately contextualised". You are expected to use professional judgement to achieve these goals, but the guidance also cautions that "care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk".

The section on managing the child protection file in Annex B (DSL responsibilities) has also been updated to reflect this.

Para 152 has also been amended to reflect expectations on settings when information is received from another organisation. This now sets out that where the information received suggests that there is a risk to others and/or an individual pupil, the receiving setting must assess the risk and put in any necessary safety and support plans ready for when the child arrives.

These changes reflect the wider changes to information sharing brought in by the Children's Wellbeing and Schools Act.

Finally, in para 178, the guidance has been amended to reinforce that protection of children's information is part of the setting's wider safeguarding responsibilities.



Annex A

There are six new resources in Annex A:

- [What is county lines and child criminal exploitation?](#) - Missing People advice.
- [SafeCall](#) - Missing People - SafeCall is a national free, confidential and anonymous helpline and support service for young people and family members that are affected by missing, county lines and criminal exploitation. Confidential support and webinars are also available to professionals.
- [County Lines Support and Rescue | Catch22](#) - A specialist support and rescue service for young people and their families who are criminally exploited through county lines. (The service currently operates from London, Merseyside, the West Midlands, West Yorkshire and Greater Manchester).
- [Understanding and responding to AI-generated child sexual abuse material](#): guidance from the National Crime Agency's CEOP Education programme in collaboration with the Internet Watch Foundation.
- [Financially motivated sexual extortion \(FMSE\)](#): guidance for education settings on FMSE from the National Crime Agency's CEOP Education programme.
- 2019 UK CMOSs' advice - [UK CMO commentary on screen time and social media map of reviews](#) - GOV.UK.

There is also a new section in Annex A on the temporary accommodation notification duty. Under the Children's Wellbeing and Schools Act there is a new duty on housing authorities to notify education services amongst others when a child is placed in temporary accommodation. The aim is that this will enable school staff to safeguard and promote the welfare of children. It notes that there will be statutory guidance to follow.

In light of recent incidents, the section on Channel in Annex A now includes the following sentence, "Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police" aiming to close gaps which were identified by recent reviews.

Implementation support

There are huge changes within this document, but Safeguarding Network will help schools, colleges and early years settings across the country with the changes from the consultation through to the implementation of the final version in September.

With our **Essentials** membership, for just £329+vat a year, you will get...

- Access to webinars on key topics such as the implementation of the guidance for children who are gender questioning, the changes through the Children's Wellbeing & Schools Bill and webinars on the changes to KCSiE as it is updated.
- A suite of resources to deploy with briefings for staff on the changes to KCSiE this year together with access to our KCSiE Knowledge Check to ensure the message has been embedded for just 99p+vat per member of staff.
- An implementation tool for KCSiE26 with suggested wording for policy adaptations, recommendations around each of the changes and an action plan to follow and share with SLT and governors or trustees.

- In-depth presentations, scenarios, quizzes and support materials around every area in Keeping Children Safe in Education, including all the above updates. Our two-year staff safeguarding training curriculum is always up to date and designed to easily slip into staff meetings once a month.
- Free membership of the Association of Child Protection Professionals (worth £330) with access to their resources and the education special interest group so you're part of the interagency discussion as the new multi-agency teams come into being.
- Free, initial advice on any aspect of the new guidance through our telephone and email helpline service.

Our **Enhanced** service adds half-termly self-assessment tools to move beyond compliance to best practice, while for just £99+VAT per year, **governors** get tools to help with oversight, support and challenge of their safeguarding and senior leadership teams.

Finally, our gold standard **supervision** service and **school or college safeguarding reviews** provide support, challenge, care and clarity about how your setting keeps children safe this year.

If you'd like to talk through any of our support offer, please visit our **website**, drop us an **email** or pick up the phone on 01803 862 336.

Building confidence in safeguarding



ABOUT US

Safeguarding Network is here to support you and your staff. Our value for money memberships are perfect for DSLs and their teams, governors and senior leadership teams in early years, primary, secondary, further education, and SEND across individual settings or Trusts.

Build safeguarding confidence in your setting using our time-saving monthly training materials covering every area of KCSiE, including expert resources, INSET Packs, discounted training courses and E-Learning.

We also offer bespoke supervision, safeguarding reviews, and consultancy services.



TRAINING

Using our network of trainers we provide courses either virtually or face to face providing that greater level of detail.



E-LEARNING

Safeguarding Network has a number of e-learning courses that can either be accessed as part of your subscription or as standalone courses.



SAFEGUARDING DEVELOPMENT REVIEWS

We take a developmental view as opposed to an audit. Our approach is to provide a clear understanding of the strategic and operational complexity and dynamic nature of safeguarding within your school.



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contact@safeguarding.network



<https://safeguarding.network>