

Daffodil Grammar School for Girls

Safeguarding, Child Protection and Safer Recruitment Policy

1. Policy statement

Daffodil Grammar School for Girls (“the School”) is committed to safeguarding and promoting the welfare of all pupils and expects all staff, volunteers and visitors to share this commitment.

We recognise that:

- The welfare of the child is paramount (Children Act 1989).
- All children have the right to be protected from abuse, neglect **and exploitation**, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, or family circumstances.
- Safeguarding is everyone’s responsibility.

We will:

- Provide a safe, nurturing and respectful environment in which pupils can learn, worship and grow.
- Maintain robust systems for identifying, reporting and responding to concerns about a child’s safety or welfare.
- Ensure our recruitment, selection and HR practices are safe and comply with statutory guidance.
- Educate pupils about keeping themselves safe, including online safety, and about where to seek help.
- Work in partnership with parents, carers, local authority children’s services, the police and other agencies.

This policy applies to:

- All pupils on roll at the School.
 - All staff employed by the School.
 - Volunteers, supply staff, contractors and visitors.
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2. Legal and regulatory framework

This policy has been developed in accordance with:

- Children Act 1989 and 2004
- Education Act 2002 (Section 175)
- Education (Independent School Standards) Regulations 2014 – particularly Part 3 (Welfare, health and safety of pupils)
- *Working Together to Safeguard Children* (most recent edition)
- *Keeping Children Safe in Education* (KCSIE) (most recent edition)
- The Children and Social Work Act 2017
- The Counter-Terrorism and Security Act 2015 (Prevent duty)
- Serious Crime Act 2015 (FGM mandatory reporting duty)
- Voyeurism (Offences) Act 2019 (“Upskirting”)
- Equality Act 2010
- Data Protection Act 2018 / UK GDPR

Related school policies include:

- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- Staff Code of Conduct (including Low-Level Concerns)
- Whistleblowing Policy
- Health and Safety Policy
- Safer Recruitment Procedures (this document plus HR procedures)
- Complaints Policy
- SEND Policy

3. Safeguarding definitions

3.1 Safeguarding

In line with *Working Together to Safeguard Children 2023* and KCSIE, safeguarding and promoting the welfare of children means:

- **providing help and support to meet the needs of children as soon as problems emerge**
- **protecting children from maltreatment, whether that is within or outside the home, including online**
- **preventing the impairment of children’s mental and physical health or development**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes**

3.2 Child protection

Child protection is part of safeguarding and refers to specific activities undertaken to protect children who are suffering, or are likely to suffer, significant harm.

3.3 Types of abuse, neglect and exploitation

As set out in KCSIE, abuse, neglect and exploitation may be:

- Physical abuse
- Emotional abuse
- Sexual abuse (including online, grooming and exploitation)
- Neglect
- **Exploitation** (including child sexual exploitation and child criminal exploitation)

Staff must also be alert to:

- Child-on-child abuse, including bullying, sexual harassment, sexual violence, harmful sexual behaviour, the sharing of nude or semi-nude images, and physical violence.
- Domestic abuse affecting pupils directly or indirectly.
- Child sexual exploitation (CSE) and child criminal exploitation (CCE).
- Serious youth violence and gang-related issues.
- So-called honour-based abuse (HBA), including forced marriage and female genital mutilation (FGM).
- Radicalisation and extremism.
- Mental health difficulties that may be linked to abuse, neglect or exploitation.

4. Designated Safeguarding Lead (DSL), safeguarding governor and safeguarding team

4.1 Named persons

The School will appoint:

- A **Designated Safeguarding Lead (DSL)** – a senior member of staff with lead responsibility.
- At least one **Deputy DSL** – to ensure cover at all times.
- A **Designated Safeguarding Governor / Proprietor** responsible for oversight of safeguarding.

Current key contacts are:

- **Designated Safeguarding Lead (DSL):**
 - Name: Stephen Montford
 - Role: Headteacher
 - Email: dsl@daffodilgirls.org.uk
- **Deputy Designated Safeguarding Lead(s):**
 - Name: Neya Chowdhury – Email: dsl@daffodilgirls.org.uk

Names and contact details of the DSL, deputies and safeguarding governor are displayed prominently in school and included in staff and parent information.

4.2 Responsibilities of the DSL

The DSL is responsible for:

- Managing referrals to:
 - Local authority children's social care.
 - The police.
 - Channel (for Prevent referrals).
 - Other agencies as appropriate.
- Liaising with the Local Authority Designated Officer (LADO) for allegations against staff.
- Acting as a focal point for staff concerns and providing advice and support.
- Raising awareness of safeguarding across the school community, including:
 - Ensuring this policy is known, understood and used.
 - Ensuring staff receive induction and regular training.
- Maintaining detailed, secure written records of concerns and referrals.
- Ensuring that child protection files are transferred securely to a new school/college when a pupil moves.
- Ensuring the School's Prevent duty is effectively implemented.
- Being aware of pupils who have or have had a social worker and helping to promote their educational outcomes.
- Working with the IT lead and safeguarding governor to ensure that filtering and monitoring systems are effective and proportionate.

The DSL has lead responsibility, but safeguarding is everyone's responsibility.

4.3 Key external safeguarding contacts (London Borough of Tower Hamlets)

- **Local Safeguarding Children Partnership (LSCP):**
 - Name: **Tower Hamlets Safeguarding Children Partnership (THSCP)**
 - Single point of contact / MASH (Multi-Agency Safeguarding Hub): **020 7364 5601 / 020 7364 5606** (Mon–Fri, 9am–5pm)
 - Email / online referral: **MASH@towerhamlets.gov.uk**
- **Local Authority Designated Officer (LADO):**
 - Name/Team: **Local Authority Designated Officer (LADO)**

- Telephone: **020 7364 0677**
 - Email: **LADO@towerhamlets.gov.uk**
 - **Children's Social Care (Duty / Out of hours):**
 - Daytime (MASH / Children's Social Care): **020 7364 5601 / 020 7364 5606** (Mon–Fri, 9am–5pm)
 - Emergency Duty Team (out of hours): **020 7364 4079** (after 5pm weekdays, weekends and bank holidays)
 - **Police (non-emergency): 101**
 - **Police (emergency): 999**
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5. Safer culture and Islamic ethos

At Daffodil Grammar School for Girls:

- Our Islamic ethos teaches respect, dignity, justice and compassion, prohibiting oppression or harm.
- This underpins a whole-school culture where:
 - Pupils feel safe to raise concerns.
 - Staff are vigilant and proactive.
 - Clear boundaries and expectations are in place for behaviour, language and relationships.

We actively promote fundamental British values and ensure that pupils are prepared to live safely and responsibly in modern Britain.

6. Recognising and responding to concerns

6.1 General principles

All staff must:

- Be alert to signs of abuse, neglect or exploitation, changes in behaviour, or other indicators of concern.
- Understand that children may not always feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. This must not prevent staff from having professional curiosity and speaking to the DSL.
- Listen carefully to pupils who disclose information, taking it seriously and not promising confidentiality.
- Report all concerns immediately to the DSL or deputy.
- Record concerns in writing using the School's safeguarding recording system as soon as possible (and within 24 hours).

Internal reporting flow:

- Complete a concern form / online entry promptly after the concern arises.
- Inform the DSL (or deputy) that a concern has been logged.
- If the DSL and deputies are unavailable and there is immediate risk, staff may contact children's social care or the police directly, and then inform the DSL as soon as possible.

Staff MUST NOT:

- Delay taking action.
- Investigate or ask leading questions.
- Promise to keep secrets.

6.2 Early help

Where a child's needs do not meet the threshold for statutory intervention but they may benefit from coordinated support, the DSL will consider an early help assessment and liaise with parents and relevant agencies.

6.3 Referrals to children's social care

The DSL (or deputy) will:

- Make a referral to local authority children's social care without delay where:
 - A child is suffering, or is likely to suffer, significant harm; or
 - A child is in need of support services.
- Follow local safeguarding partnership procedures.
- Seek advice from children's social care and/or the police if unsure about thresholds.
- Document decisions, including reasons for not making a referral where that is the outcome.

In emergencies (immediate danger), staff or the DSL may contact the police via 999.

6.4 Child-on-child abuse (peer-on-peer abuse)

Child-on-child abuse will **never** be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Child-on-child abuse can take many forms, including (but not limited to):

- Bullying (including cyber-bullying and prejudice-based bullying).
- Physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling).
- Sexual violence (rape, assault by penetration and sexual assault).
- Sexual harassment (e.g. sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse).
- Harmful sexual behaviour, including upskirting, exposure and sexualised behaviour that is developmentally inappropriate, harmful or abusive.
- The sharing of nude or semi-nude images or videos (sometimes known as “sexting” or “youth-produced sexual imagery”).
- Controlling or coercive behaviour in peer relationships (including online).

Staff must follow the School’s procedures where they are worried that a child is being abused, harmed or exploited by another child, including any online behaviour.

When an incident of child-on-child abuse is reported or suspected, the DSL will:

- Take all reports seriously and **reassure the child** that they are being taken seriously and will be supported.
- Consider the **immediate safety** of all children involved and put appropriate safeguards in place.
- Assess whether the behaviour is:
 - A one-off incident, or part of a wider pattern of behaviour.
 - Linked to other issues such as online abuse, exploitation, harmful sexual behaviour or extra-familial harms.
- Consider the wishes of the victim when balancing the child’s protection needs with wider duties.
- Decide, in line with KCSIE and local procedures, whether the case will be:
 - Managed internally (for example, via the Behaviour Policy and pastoral support).
 - Managed via early help.
 - Referred to children’s social care.
 - Reported to the police (immediately in cases where a potential crime has been committed).

In all cases, the School will:

- Provide appropriate **support for the victim**, which may include pastoral support, counselling and adjustments to timetable or environment.
- Consider and, where appropriate, provide support for the **child alleged to have caused the harm**, recognising that they may also have unmet needs or be at risk.
- Keep clear, contemporaneous written records of decisions, actions taken and the rationale.

Staff must never view or forward illegal images of children. Any such incident must be referred to the DSL immediately, who will follow national and local guidance on handling such material.

7. Specific safeguarding issues and extra-familial harms

Staff must be familiar with specific safeguarding risks. The DSL will ensure more detailed guidance is provided in training and staff updates. These include (but are not limited to) the topics below.

7.1 Extra-familial harms and contextual safeguarding

The School recognises that children can be at risk of harm **outside the family home**, for example:

- In peer groups and intimate relationships (including teenage relationship abuse).
- In the community (public spaces, gangs, county lines, serious youth violence).
- Online (social media, gaming platforms, group chats).
- In other settings they frequent (clubs, transport, parks, tuition centres).

Staff and the DSL will:

- Consider wider environmental factors and local context when assessing concerns and planning support.
 - Work with children's social care, the police and other agencies to understand and respond to extra-familial risk.
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7.2 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse where an individual or group exploits a child or young person (under 18) for a sexual purpose in exchange for something the victim needs or wants (e.g. gifts, money, status, affection) or for the advantage of the perpetrator or facilitator.

Key points for staff:

- CSE can occur **online and/or in person**, and may involve physical contact, non-contact activities, or both.
- Children may not recognise that they are being exploited and may believe they are in a genuine relationship or friendship.
- Indicators can include:

- Going missing or regularly coming home late.
- Having unexplained gifts, money, clothes or devices.
- Older “boyfriends/girlfriends” or associations with much older peers/adults.
- Sudden changes in appearance, behaviour or school performance.
- Misuse of drugs or alcohol.
- Boys and young men can also be victims of CSE.

All staff must report any concerns about possible CSE to the DSL immediately. The DSL will consider referral to children’s social care and, where appropriate, the police.

7.3 Child Criminal Exploitation (CCE) and County Lines

Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, or for the benefit of the perpetrator.

County lines is a specific form of CCE where children are exploited to move drugs, money or weapons from one area to another, often using dedicated mobile phone lines.

Possible indicators include:

- Regularly going missing from home or school, or being found far from home.
- Unexplained money, clothes, phones or other items.
- Relationships with older individuals or gang-associated peers.
- Being dropped off or picked up in cars by unknown adults.
- Being seen in known “hotspot” locations.
- Carrying weapons or large quantities of cash.

Staff must report concerns about CCE/county lines to the DSL, who will liaise with children’s social care and the police as appropriate.

7.4 Domestic Abuse

Domestic abuse can affect children both directly (as victims) and indirectly (as witnesses). It is any incident or pattern of incidents of controlling, coercive, threatening, degrading or violent behaviour between those aged 16 or over who are, or have been, intimate partners or family members.

Children living with domestic abuse may:

- Experience emotional and psychological harm.
- Show changes in behaviour, anxiety, depression, withdrawal or aggression.
- Have difficulties with attendance, concentration or attainment.
- Take on inappropriate caring responsibilities.

Staff must be alert to signs of domestic abuse and report concerns to the DSL. The School will work with local safeguarding partners and, where relevant, schemes such as Operation Encompass to support children affected by domestic abuse.

7.5 Female Genital Mutilation (FGM)

FGM involves procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse and violence against women and girls.

All staff must:

- Be aware of risk factors (e.g. extended overseas visits to countries where FGM is prevalent, family/community attitudes supporting FGM).
- Be alert to potential indicators that a girl may have undergone FGM (e.g. difficulty walking, sitting or standing; frequent urinary or menstrual problems; prolonged absence from school followed by behaviour change).

Mandatory reporting duty:

Where a teacher, in the course of their work in the profession, **discovers** (by disclosure from the victim or visual evidence) that FGM appears to have been carried out on a girl under 18, they have a **personal legal duty** to:

- Make a report to the police via 101 **as soon as possible**, ideally by the end of the same working day.
- Inform the DSL that a report has been made (or will be made).

Staff who are not teachers must still report any FGM concerns to the DSL, who will follow local safeguarding procedures.

7.6 Honour-Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) is violence or abuse committed to protect or defend the 'honour' of a family and/or community. It may involve a range of behaviours, including:

- Physical abuse, threats or intimidation.
- Forced marriage.
- Emotional, psychological or financial abuse.
- Restrictions on freedom (e.g. isolation, 'house arrest').

Children and young people at risk of HBA may be unaware of the exact threat but may speak about family pressures, sudden travel arrangements, or fears about what will happen if they do not comply with expectations.

All concerns about HBA, including forced marriage, must be treated as safeguarding concerns and reported to the DSL immediately. The DSL will take advice from children's social care and/or the police.

7.7 Children who are absent from education

Children missing education (CME), or who are frequently or persistently absent, may be at risk of abuse, neglect or exploitation.

The School will:

- Follow its attendance and Children Missing Education procedures, including first-day calling and follow-up where a child is absent without explanation.
- Be alert to patterns of absence that might indicate safeguarding concerns (e.g. repeated unexplained absences, absences linked to trips abroad, absence during key times such as examinations).
- Work with the local authority to track children who leave the School without confirmed onward provision.

Staff must inform the DSL if they have any concerns that a pattern of absence or lateness may be linked to safeguarding risks (e.g. CSE, CCE, HBA, FGM, neglect or family breakdown).

7.8 The Prevent Duty (radicalisation and extremism)

Under the Prevent duty, the School must have due regard to the need to prevent people from being drawn into terrorism.

Staff should be aware that:

- Children may be exposed to extremist ideas or narratives online, in their communities or through peer groups.
- Indicators may include:
 - Expressing extremist views that are intolerant of others.
 - Accessing extremist materials or websites.
 - Isolating themselves from peers, or sudden changes in behaviour or appearance.
 - Showing fixation on a particular ideology, group or “cause”.

If staff have any concerns that a child is at risk of radicalisation or being drawn into extremism, they must report this to the DSL. The DSL will:

- Consider the level of risk and whether early help or a referral to children’s social care is appropriate.
- Consider a referral to **Channel**, the multi-agency panel for individuals at risk of being drawn into terrorism, in line with local procedures.

Prevent-related concerns are safeguarding concerns and must be treated as such.

7.9 Children with special educational needs or disabilities (SEND)

Children with SEND can be more vulnerable to all forms of abuse, neglect and exploitation due to factors such as:

- Communication difficulties.
- Social isolation or fewer friendships.
- A tendency to trust adults and peers without question.
- Reliance on others for intimate care.
- Assumptions that indicators of possible abuse are related to the child’s disability and not explored further.

The School will:

- Ensure that children with SEND have appropriate opportunities and support to express concerns.
- Make reasonable adjustments in communication, teaching and pastoral support.
- Ensure that staff working with children with SEND have additional training on recognising and responding to safeguarding concerns.

Staff must never assume that a child’s behaviour or presentation is “just because of their SEND” and should discuss any concerns with the DSL.

8. Confidentiality, information sharing and record-keeping

- Staff must be aware of the School's data protection responsibilities and that these **must not be a barrier** to sharing information where it is necessary to protect a child.
- Information will be shared on a need-to-know basis and recorded securely.
- Safeguarding records:
 - Are kept separate from academic records.
 - Are stored securely with restricted access.
 - Are retained and transferred in line with statutory guidance and School procedures.

When a pupil moves school, the DSL will:

- Transfer the child protection file securely to the new school, separate from the main school file.
- Obtain proof of receipt.

9. Allegations and concerns about staff, volunteers, supply staff and proprietors

9.1 Allegations that may meet the harm threshold

This section applies to concerns or allegations that a member of staff, volunteer, supply staff or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children (including behaviour outside school).

Any such allegations must be reported **immediately** to the Headteacher.

If the allegation concerns the **Headteacher**, staff must report directly to:

- The **Designated Safeguarding Governor / Proprietor:**

and

- The **Local Authority Designated Officer (LADO)** (see Section 4.3).

If the allegation concerns the **Proprietor** (or a member of the governing body in an independent school):

- Staff should report directly to the **LADO** without delay, and may also inform the relevant external regulator (e.g. Ofsted/ISI).

The Headteacher (or, where appropriate, Designated Safeguarding Lead (DSL)) will:

- Contact the LADO without delay and follow their advice.
- Not investigate the matter before speaking to the LADO.
- Consider the need for:
 - Informing parents.
 - Suspension or other interim measures.
 - Referring to the Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA), where applicable, after the case concludes.

9.2 Low-level concerns about staff

The School is committed to creating a culture in which **all concerns about adults working in or on behalf of the School are shared responsibly and with the right person, recorded and dealt with appropriately**, in order to:

- Maintain a safe culture for pupils.
- Protect staff from false, malicious or misplaced allegations.
- Identify and respond to concerning, problematic or inappropriate behaviour at an early stage.

A **low-level concern** is any concern, no matter how small, that an adult working in or on behalf of the School may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct or the safer working practice guidance; and
- Does **not** meet the threshold for an allegation in Section 9.1.

Examples might include (this list is illustrative, not exhaustive):

- Being over-familiar with pupils or having blurred professional boundaries.
- Using inappropriate language, humour, or tone with pupils.
- Failing to maintain appropriate physical distance or personal space.
- Having “favourites” or providing one pupil with social media contact details.

- Minor breaches of the Staff Code of Conduct or Acceptable Use Policy.

Some behaviours that might appear low-level in isolation could, if repeated, form a pattern of concerning behaviour that meets the harm threshold.

What is not a low-level concern?

The following **must not** be treated as low-level concerns and should be dealt with under Section 9.1 (and referred to the LADO):

- Any behaviour that has harmed a child, or may have harmed a child.
- Any potential or actual criminal offence against or related to a child.
- Any behaviour that indicates an adult may pose a risk of harm to children.
- Any behaviour that indicates an adult may not be suitable to work with children.

Where staff are unsure whether a matter is low-level or meets the harm threshold, they should **discuss it with the DSL or Headteacher without delay.**

Reporting low-level concerns

- All staff and volunteers have a duty to share low-level concerns, including those about supply staff and contractors.
- Low-level concerns should normally be reported to the **Headteacher** (or, where agreed locally, to the DSL who will inform the Headteacher).
- Low-level concerns about the **Headteacher** should be reported to the **Safeguarding Governor / Proprietor**.
- Low-level concerns about the **Proprietor** should be reported directly to the **LADO**.

Staff are encouraged to:

- Report concerns about others.
- **Self-refer** if they themselves have done something that could be misinterpreted, or where, on reflection, they recognise that they have acted in a way that falls below the expected standard.

Recording and responding

- All low-level concerns will be recorded in writing, including:

- The details of the concern.
- The name of the individual raising it (unless they wish to remain anonymous).
- The context in which the concern arose.
- Any actions taken and the rationale.
- Records of low-level concerns will be kept **confidential and secure** and retained in line with data protection and safeguarding requirements. They will be reviewed regularly to identify any patterns of behaviour.

In responding to low-level concerns, the Headteacher (or Safeguarding Governor / Proprietor, where appropriate) will:

- Review the information and decide on an appropriate, proportionate response. This might include:
 - No further action (with justification recorded).
 - A conversation with the staff member to reinforce expectations.
 - Additional training, supervision or mentoring.
 - Revisiting and, where necessary, revising the Staff Code of Conduct.
- Escalate the concern to an allegation under Section 9.1 and refer to the LADO **if**:
 - The behaviour, viewed objectively, appears to meet the harm threshold; or
 - Further information or a pattern of concerns emerges.

Low-level concerns will **not** automatically result in disciplinary action. The focus is on **safeguarding pupils and sustaining a transparent, learning culture**, while ensuring that staff are treated fairly and proportionately.

10. Whistleblowing

Staff must feel able to raise concerns about poor or unsafe practice and that they will be taken seriously and handled sensitively.

- The School has a Whistleblowing Policy.
- Staff can report concerns internally to:
 - The Headteacher.
 - The Safeguarding Governor / Proprietor.
- If staff are not satisfied with the response, or do not feel able to raise it internally, they may contact:
 - The local authority.
 - Ofsted / ISI or other relevant external bodies.
 - The NSPCC whistleblowing helpline.

11. Online safety (including the four Cs, filtering & monitoring)

Online safety is integral to the School's safeguarding approach and is addressed through:

- Curriculum (Computing, PSHE, Islamic Studies, Tarbiyyah).
- Technical controls (filtering and monitoring of School systems).
- Staff behaviour (Acceptable Use Policy and Code of Conduct).
- Pupil behaviour (pupil Acceptable Use Policy, sanctions for misuse).
- Parent engagement (information and guidance on home use of technology).

In line with KCSIE 2025, when teaching about online safety we explicitly address the “**four Cs**”:

1. **Content** – what children see, including inappropriate, illegal or harmful material and **misinformation, disinformation (“fake news”) and conspiracy theories**.
2. **Contact** – who they may interact with online, including grooming, coercion, harassment and unwanted contact.
3. **Conduct** – how they behave online, including cyber-bullying, sexting, sharing nude or semi-nude images, and other harmful behaviours.
4. **Commerce** – commercial risks such as online gambling, in-game purchases, scams, fraud and financial exploitation.

11.1 Filtering and monitoring

The School will ensure that:

- **Filtering** reduces the risk of pupils accessing harmful or inappropriate content on School devices and networks.
- **Monitoring** arrangements (e.g. review of logs, classroom supervision, monitoring software where used) help staff identify concerning use and patterns.

In particular:

- School devices used off-site (where applicable) will, as far as technically possible, remain subject to appropriate filtering and monitoring.
- The DSL, IT lead and Safeguarding Governor will **review the effectiveness of filtering and monitoring at least annually** and whenever systems change.
- Staff are trained so they:
 - Understand the four Cs of online risk.
 - Understand that no system is fool-proof and remain vigilant.
 - Know how to respond and who to inform if they identify an online safety concern.

There is a separate Online Safety / Acceptable Use Policy that sits alongside this policy.

12. Safer recruitment

The School is committed to safe recruitment practices to reduce the risk of abuse by people in positions of trust.

12.1 Recruitment and selection procedures

For all posts involving “regulated activity” with children (which will include nearly all School roles), the School will:

1. Plan recruitment carefully, ensuring clear job descriptions and person specifications that:
 - Reflect the School’s safeguarding responsibilities.
 - Include explicit reference to the need for suitability to work with children.
2. Advertise posts to include:
 - A statement that the School is committed to safeguarding and promoting the welfare of children.
 - That the successful applicant will be subject to an enhanced DBS check with children’s barred list information (where applicable) and other relevant checks.
3. Require completion of a standard application form:
 - CVs alone will not be accepted.
 - Applicants must provide a full employment history, explaining any gaps.
4. Scrutinise applications:
 - Check for gaps, inconsistencies or anomalies.
 - Seek clarification where needed before shortlisting.
5. Shortlist candidates:
 - Using criteria from the person specification.
 - Undertake an online search as part of due diligence (in line with KCSIE) to identify any issues that may need to be explored at interview.
6. Interviews:
 - At least one interview panel member will have current Safer Recruitment training.
 - Interviews will explore:
 - The candidate’s aptitude and experience.
 - Attitudes to safeguarding and child protection, understanding of safeguarding responsibilities, and motivation for working with children.
 - Any gaps or anomalies in employment history will be explored.

12.2 Pre-appointment checks

The School will undertake the following checks before confirming an appointment:

- Enhanced DBS check (with children’s barred list information for regulated activity), for all staff engaged in regulated activity.
- Identity verification.
- Right to work in the UK.
- Barred list check where required.
- Section 128 direction check for:

- Management positions in independent schools (including Headteacher and senior staff with management responsibilities and Governors/Proprietors).
- Prohibition from teaching check for teaching posts.
- Overseas checks for applicants who have lived or worked outside the UK.
- Verification of professional qualifications where relevant.
- Verification of the applicant's mental and physical fitness to carry out the role.

The School will not allow a person to start work in regulated activity until all the required checks are completed and deemed satisfactory, except in carefully managed, risk-assessed circumstances in line with KCSIE (e.g. supervised pending DBS).

12.3 References

- The School will obtain at least two references, one of which must be from the current or most recent employer in work with children (where applicable).
- References will:
 - Be obtained directly from the referee (not via the candidate).
 - Include specific questions about the candidate's suitability to work with children, any disciplinary issues, and whether they have been subject to concerns relating to safeguarding or allegations.
- References will normally be taken before interview to allow any concerns to be explored.

12.4 Volunteers, agency/supply staff and contractors

- **Volunteers:**
 - Will be risk-assessed to decide what level of checks are required.
 - Regular volunteers in regulated activity will have an enhanced DBS with barred list check.
- **Agency/supply staff:**
 - The School will seek written confirmation from the agency that all required checks, including DBS and barred list, have been completed.
 - The School will check the identity of the person on arrival.
- **Contractors:**
 - Contractors working regularly in the School when children are present will be subject to appropriate checks, depending on their level of contact with pupils.
 - The School will ensure contractors are supervised where necessary.

12.5 Single Central Record (SCR)

The School will maintain a Single Central Record (SCR) of all staff, agency workers, volunteers and, where appropriate, contractors, which will include:

- Identity check.

- Barred list check (where applicable).
- Enhanced DBS check and date.
- Prohibition from teaching check (for teachers).
- Section 128 direction check (for management roles/Proprietors).
- Right to work in the UK.
- Overseas checks.
- Professional qualification checks (where required).
- Safeguarding/Child Protection training completion.

The SCR will be kept up to date and be available for inspection.

13. Induction, training and ongoing learning

13.1 Induction

All new staff, supply staff and volunteers will receive safeguarding induction, including:

- A copy of this Safeguarding Policy.
- The Staff Code of Conduct.
- The School's Behaviour Policy.
- Information on the role and identity of the DSL and deputies.
- How to report concerns and use the School's recording system.

13.2 Ongoing training

- All staff will receive regular safeguarding and child protection training, at least annually, in line with KCSIE.
 - Updates will be provided throughout the year (e.g. staff briefings, email updates, training on specific issues, including extra-familial harms, online safety and exploitation).
 - The DSL and deputies will undertake enhanced DSL training at least every two years and will update their knowledge regularly.
 - Governors/proprietors will receive safeguarding training sufficient to assure themselves that policies and procedures are effective.
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14. Safeguarding within the curriculum and wider school life

The School will ensure that safeguarding is promoted through:

- **Curriculum:**
 - PSHE and RSE, Computing, Islamic Studies, Tarbiyyah and other subjects.

- Education about: healthy relationships, consent and boundaries, bullying, online safety (including mis/disinformation and conspiracy theories), mental health, extremism and British values.
 - **Assemblies, form time and activities** that reinforce key messages about safety and seeking help.
 - **Pupil voice and student leadership** – encouraging pupils to share concerns and ideas.
 - **Safe physical environment, supervision and behaviour expectations.**
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15. Working with parents and external agencies

We recognise that effective safeguarding depends on partnership:

- We work closely with parents and carers, sharing concerns early and seeking their cooperation wherever appropriate, unless doing so would put a child at further risk.
 - We work with local authority children's services, early help, health professionals, the police, Channel and other agencies as appropriate.
 - We respect cultural and religious backgrounds but will always prioritise the safety and welfare of the child.
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16. Monitoring, evaluation and review

The Headteacher and DSL will:

- Monitor the implementation of this policy, including:
 - Analysis of safeguarding records.
 - Training records.
 - Feedback from staff, pupils and parents.
- Provide regular safeguarding reports to the Proprietor/Governing Body.

This policy will be:

- Reviewed annually, or sooner if:
 - There are changes to legislation or statutory guidance.
 - Learning from incidents or inspections indicates a need.
 - The DfE or Ofsted/ISI requests changes.