

Daffodil Grammar School for Girls

Filtering and Monitoring Statement

School Address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Designated Safeguarding Lead (DSL): Eman Ahamed

Deputy DSL: Mr Stephen Montford

1. Status, purpose and application of this statement

This Filtering and Monitoring Statement is adopted as a formal safeguarding control document of Daffodil Grammar School for Girls. It explains in detail how the school ensures that pupils are protected from risks arising through the use of technology by implementing, managing and reviewing filtering and monitoring systems.

This statement applies to all use of the school's digital infrastructure, including internet access, networked devices, cloud-based platforms, administrative systems and any other technology provided or authorised by the school. It applies to pupils, staff, visitors and any individual using the school's systems.

The purpose of this statement is not only to confirm that systems are in place, but to demonstrate how those systems operate in practice, how decisions are made, how risks are identified and managed, and how leadership exercises oversight. The school recognises that inspectors will not accept the existence of filtering and monitoring systems as sufficient evidence of compliance. It must be clear that systems are effective, understood, and embedded within safeguarding practice.

Filtering and monitoring are understood by the school as safeguarding functions. They are not treated as purely technical matters delegated to IT provision. They are integrated into the school's safeguarding culture, decision-making and daily operation.

2. Legal and regulatory framework

This statement is written in accordance with Keeping Children Safe in Education, which requires schools to ensure that appropriate filtering and monitoring systems are in place and that staff understand their role in maintaining online safety.

The school also operates under the Independent School Standards Regulations 2014, which require that arrangements are made to safeguard and promote the welfare of pupils and that these arrangements are effective in practice.

The school has regard to the Department for Education's filtering and monitoring standards, which require schools to provide a safe online environment, ensure that systems are effective and proportionate, and review their arrangements regularly.

The school recognises that these duties impose an active obligation. It is not sufficient to install a system and assume compliance. The school must ensure that systems are configured correctly, that staff understand them, that alerts are acted upon, and that the overall approach remains effective.

3. The school's safeguarding approach to filtering and monitoring

Daffodil Grammar School for Girls approaches filtering and monitoring as part of a layered safeguarding system. Technology is only one element of protection. It must operate alongside supervision, staff vigilance, behaviour expectations, curriculum education and safeguarding procedures.

The school recognises that pupils may encounter risk in a variety of ways, including through deliberate searches, accidental exposure, peer interaction, or external contact. It also recognises that risks may evolve as technology changes.

For this reason, the school does not rely on filtering alone to prevent access to harmful content. Nor does it rely on monitoring alone to detect risk. Instead, it integrates both functions into a broader safeguarding framework that includes staff awareness, clear reporting procedures and strong leadership oversight.

The school also recognises that filtering and monitoring systems must be proportionate. Overly restrictive systems may prevent legitimate educational access, while insufficiently robust systems may expose pupils to harm. The school therefore seeks to maintain a balance that prioritises safety while supporting learning.

4. Filtering systems: design, operation and control

The school operates network-level filtering systems that control access to internet content across all school devices and connections. These systems are configured to block categories of content that are considered harmful, inappropriate or unlawful for pupils. This includes, but is not limited to, content that is violent, sexually explicit, extremist, discriminatory or otherwise unsuitable.

Filtering is applied consistently across the school network. The school ensures that all devices connected to its systems are subject to appropriate filtering controls. This includes devices used by pupils and staff.

The configuration of filtering systems is not left to default settings. The school actively reviews and adjusts filtering categories to ensure that they remain appropriate to the age and stage of pupils. The school also considers emerging risks, including those associated with new technologies or platforms.

Where legitimate educational access requires content that may otherwise be restricted, this is managed through a controlled process. Staff must request access through appropriate channels, and such requests are considered carefully to ensure that they are justified and do not create unnecessary risk. Staff are not permitted to bypass filtering systems independently.

The school recognises that filtering cannot prevent all exposure to risk. It may not identify all harmful content, and pupils may encounter risks through other means. Filtering is therefore treated as one element of protection rather than a complete solution.

5. Monitoring systems: operation and safeguarding response

The school operates monitoring systems that identify and flag activity that may indicate safeguarding concerns. These systems analyse usage patterns, searches and behaviours across the school network.

Monitoring is designed to identify both specific incidents and patterns of behaviour. A single alert may indicate immediate risk, while repeated low-level alerts may indicate a developing concern. The school ensures that both types of information are considered.

Monitoring alerts are reviewed in a timely manner by designated staff. The school has clear processes for ensuring that alerts are not ignored or overlooked. Where an alert raises concern, it is assessed in

context and escalated where necessary.

The Designated Safeguarding Lead has responsibility for overseeing the response to monitoring alerts. This includes determining whether an alert constitutes a safeguarding concern, whether further information is required, and what action should be taken.

The school recognises that monitoring requires professional judgement. Not all alerts indicate risk, and not all risks will generate alerts. The effectiveness of monitoring therefore depends on informed and consistent interpretation.

6. Response process and decision-making

When a monitoring alert or filtering concern arises, the school follows a structured process.

The initial step is review. The alert is examined to determine its nature, context and potential significance. This includes considering the content involved, the frequency of activity and the individual pupil or user.

If the concern appears minor or accidental, it may be addressed through education or guidance. However, the school does not dismiss concerns without proper consideration.

If the concern indicates potential safeguarding risk, it is referred to the Designated Safeguarding Lead. The DSL will assess the situation, taking into account the pupil's circumstances, any previous concerns and the nature of the activity.

Where necessary, the school will take further action. This may include speaking to the pupil, informing parents, implementing support measures, or referring the matter to external agencies.

The school recognises that decision-making must be careful, proportionate and evidence-based. It must also be timely. Delay in responding to online risk may increase harm.

All actions are recorded. The school ensures that there is a clear record of the concern, the assessment and the response. This supports both safeguarding and accountability.

7. Roles, responsibilities and oversight

The proprietor retains overall responsibility for ensuring that filtering and monitoring systems are appropriate, effective and compliant with statutory requirements. This includes ensuring that the school has appropriate policies, that systems are reviewed and that leadership exercises oversight.

The headteacher is responsible for ensuring that systems are implemented effectively in practice. This includes ensuring that staff understand their responsibilities, that alerts are managed appropriately and that the overall approach is consistent with safeguarding expectations.

The Designated Safeguarding Lead has operational responsibility for responding to concerns arising from monitoring. The DSL ensures that concerns are assessed, recorded and acted upon appropriately.

Staff are responsible for maintaining vigilance. They must not assume that filtering and monitoring systems will identify all risks. They must supervise pupils appropriately and report concerns.

The school may also involve technical support providers where necessary. However, responsibility for safeguarding remains with the school and is not delegated to external providers.

8. Staff understanding, training and implementation

The school ensures that staff understand the purpose and operation of filtering and monitoring systems. Staff are informed that these systems are in place, what they do and how they contribute to safeguarding.

Training ensures that staff understand that systems have limitations and that professional vigilance is essential. Staff are expected to recognise that technology does not replace their responsibility to supervise and safeguard pupils.

Staff are also trained in how to respond to concerns. This includes recognising when an issue should be escalated and understanding that all concerns must be taken seriously.

The school recognises that staff understanding is a key factor in effective safeguarding. Systems are only effective when staff know how to use and respond to them.

9. Limitations of systems and the importance of professional judgement

The school recognises that filtering and monitoring systems are not infallible. They may fail to block some content, and they may generate alerts that require interpretation.

For this reason, the school does not rely solely on systems. Staff supervision, pupil education and safeguarding procedures remain essential.

The school emphasises that professional judgement must be applied at all times. Staff must consider context, patterns and the individual circumstances of pupils.

The school also recognises that over-reliance on systems may create a false sense of security. It therefore promotes a culture of vigilance and responsibility.

10. Review, evaluation and continuous improvement

The school reviews its filtering and monitoring arrangements regularly to ensure that they remain effective. This includes reviewing system performance, analysing incidents and considering feedback from staff.

The school also considers emerging risks and developments in technology. This ensures that systems remain relevant and appropriate.

The proprietor retains oversight and ensures that reviews are conducted. The school recognises that continuous improvement is necessary in order to maintain effective safeguarding.

11. Adoption and implementation

This statement is formally adopted by the proprietor of Daffodil Grammar School for Girls and takes immediate effect.

The school recognises that implementation is critical. Systems must be operational, staff must understand their role, and leadership must ensure that expectations are applied consistently.

This statement will be made available as required and will be reviewed regularly to ensure continued compliance.