

Daffodil Grammar School for Girls

Safeguarding and Child Protection Policy

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

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Designated Safeguarding Lead (DSL): Eman Ahamed

Deputy Designated Safeguarding Lead (DDSL): Mr Stephen Montford

1. Status, scope and overarching commitment

This policy sets out the safeguarding and child protection arrangements of Daffodil Grammar School for Girls. It applies to the proprietor, the headteacher, all teaching and non-teaching staff, the SENDCo, temporary and agency staff, contractors, visiting professionals, volunteers, governors if appointed in future, and any adult working on behalf of the school. It applies at all times when children are in the school's care, including on the school site, during educational visits, during any off-site activity arranged by the school, while pupils are travelling under school supervision, and in relation to conduct or risk outside school, including online conduct, where that conduct affects the safety, welfare or educational experience of a pupil.

Daffodil Grammar School for Girls recognises that safeguarding and promoting the welfare of children is everyone's responsibility. The school accepts in full the principle that the welfare of the child is paramount. The school also recognises that effective safeguarding is not limited to reacting to child protection disclosures. It includes creating a culture of vigilance, safe recruitment, staff conduct, early help, attendance oversight, online safety, risk assessment, anti-bullying work, behaviour management, mental health awareness, partnership with parents and agencies, and decisive action where a child may be suffering, or is likely to suffer, harm. KCSIE 2025 continues to require a child-centred and coordinated safeguarding approach in schools, and Working Together 2026 continues to define safeguarding broadly as protecting children from maltreatment, preventing impairment of health or development, ensuring safe and effective care, taking action so children have the best outcomes, and providing help and support as soon as problems emerge. ([GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/KCSIE_2025.pdf))

The school's Islamic ethos strengthens rather than narrows its safeguarding duties. The school affirms the dignity of every child, the obligation to protect children from harm, the duty to act justly, the prohibition of oppression and abuse, and the importance of compassion, modesty, respect and accountability. These values operate alongside, and never in substitution for, the school's legal and regulatory duties. The school will actively promote respect for the law, equality of human worth, and mutual respect and tolerance for those of different faiths and beliefs, in line with the independent school standards and the school's obligation to prepare pupils for life in modern Britain. The current Independent School Standards guidance continues to emphasise proprietorial responsibility for ensuring that schools meet the standards in practice and through effective leadership and management. ([GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/KCSIE_2025.pdf))

This policy supersedes the school's earlier draft safeguarding policy and corrects the designated safeguarding roles so that the DSL is Eman Ahamed and the DDSL is Mr Stephen Montford. The prior uploaded draft named different leads and therefore should not be used as the operative policy.

2. Legal and regulatory framework

This policy is written having regard to the Children Act 1989 and the Children Act 2004; section 157 of the Education Act 2002 as applied to independent schools through the regulatory framework; the Education (Independent School Standards) Regulations 2014, especially Part 3 on welfare, health and safety of pupils, Part 4 on suitability of staff, supply staff and proprietors, and Part 8 on leadership and management; the Counter-Terrorism and Security Act 2015 in relation to the Prevent duty; the Serious Crime Act 2015 in relation to the mandatory reporting duty for female genital mutilation; the Data Protection Act 2018 and UK GDPR; the Equality Act 2010; Keeping Children Safe in Education 2025; Working Together to Safeguard Children 2026; and Ofsted's current toolkit and operating guides for inspections of non-association independent schools from January 2026. ([GOV.UK](https://www.gov.uk))

This policy must be read alongside the Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Low-Level Concerns Policy or procedure if issued separately, Safer Recruitment Policy and recruitment procedures, Whistleblowing Policy, Health and Safety Policy, First Aid and Supporting Pupils with Medical Conditions procedures, Online Safety and Acceptable Use arrangements, SEND Policy, Attendance Policy, Curriculum Policy, RSHE arrangements, Complaints Policy, supervision arrangements, educational visits procedures, and the single central record procedures. The school's existing uploaded policies confirm that safeguarding already interrelates with behaviour, anti-bullying, curriculum, complaints and health and safety; this policy formalises those links in a more rigorous statutory form.

3. Definitions

For the purposes of this policy, 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 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; and taking action to enable all children to have the best outcomes. Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. These definitions are taken from the current national safeguarding framework. ([GOV.UK](https://www.gov.uk))

Abuse may be physical abuse, emotional abuse, sexual abuse or neglect. Staff must also be alert to child sexual exploitation, child criminal exploitation, domestic abuse, serious youth violence, so-called honour-based abuse, female genital mutilation, forced marriage, county lines, radicalisation, online abuse, harassment, sexual violence and sexual harassment between children, sharing of nude or semi-nude images, extortion, coercive control, and extra-familial harms. KCSIE 2025 continues to require schools to ensure staff can identify and respond to these issues. ([GOV.UK](https://www.gov.uk))

4. Safeguarding principles

The school adopts the following binding principles.

First, the child's welfare is paramount in all safeguarding decisions.

Second, safeguarding is everyone's responsibility, but there is clear accountability. The proprietor is responsible for ensuring that the school complies with the law and regulations. The

headteacher is responsible for implementation, culture and operational leadership. The DSL leads child protection and safeguarding procedures. No member of staff may assume that somebody else will take action.

Third, the school will operate a child-centred approach. It will listen to children, take them seriously, recognise that some children may not feel ready or able to tell staff what is happening, and ensure that difficulties in communication, age, disability, SEND, language, trauma, shame, fear or cultural pressures do not become barriers to protection.

Fourth, the school will act promptly. Concerns will not be deferred because facts are incomplete, because a child appears to be coping, because a matter arose outside school, or because an allegation concerns a respected member of staff.

Fifth, the school will maintain a whole-school safeguarding culture. This includes safe recruitment, clear professional boundaries, a strong anti-bullying culture, careful attendance monitoring, suitable supervision, filtering and monitoring of technology, staff training, pupil education and effective partnership with external agencies. KCSIE 2025 continues to require schools and colleges to have appropriate filtering and monitoring systems and to consider how safeguarding culture operates in practice. ([GOV.UK](https://www.gov.uk))

5. Roles and responsibilities

5.1 The proprietor

ASM Anisuzzaman, as proprietor, has ultimate responsibility for safeguarding governance and compliance. The proprietor will ensure that the school has effective safeguarding policies and procedures, that those procedures are implemented, that the school meets the Independent School Standards, that a suitable DSL and DDSL are appointed, that safer recruitment procedures are in place, that the single central record is maintained, that appropriate training is funded and completed, that there is effective oversight of allegations and low-level concerns, that risk assessments and site safeguarding arrangements are robust, and that failures in safeguarding are identified and remedied without delay. The Independent School Standards guidance makes clear that proprietors must ensure not merely that policies exist, but that they are effectively implemented and that leaders and managers actively promote pupils' wellbeing. ([GOV.UK](https://www.gov.uk))

The proprietor will receive regular safeguarding reports from the headteacher and DSL. Those reports will include, without disclosing inappropriate personal detail, patterns of concern, training compliance, attendance and persistent absence data where relevant to safeguarding, filtering and monitoring oversight, safer recruitment compliance, allegations and low-level concerns trends, and any action required.

Where a safeguarding allegation concerns the headteacher, the proprietor will assume the lead role in liaison with the Local Authority Designated Officer. Where a safeguarding allegation concerns the proprietor, the headteacher or DSL will contact the LADO and other relevant authorities directly and without delay. No internal chain of command may prevent or delay that referral.

5.2 The headteacher

Mr Stephen Montford, as headteacher, is responsible for day-to-day implementation of this policy, for setting the safeguarding culture of the school, for ensuring staff understand their responsibilities, for ensuring that concerns are referred to the DSL promptly, for overseeing staff conduct, for managing allegations against staff except where the allegation concerns the headteacher, for ensuring sufficient staffing and supervision, for ensuring that safeguarding is embedded in the curriculum and school life, and for supporting the DSL in liaising with parents, children's social care, police and other agencies.

The headteacher will ensure that safeguarding is not treated as a stand-alone function. It will be reflected in behaviour practice, attendance response, anti-bullying work, SEND support, curriculum content, RSHE delivery, technology oversight, site safety, educational visits, and staff management.

5.3 The designated safeguarding lead

Eman Ahamed is the school's Designated Safeguarding Lead. The DSL has the lead responsibility for child protection and safeguarding. The DSL role will be carried out with the authority, status, time, funding, training and resources necessary to discharge the responsibilities fully, as required by KCSIE 2025. ([GOV.UK](https://www.gov.uk))

The DSL will receive safeguarding concerns from staff, decide on the appropriate course of action, seek early help where appropriate, make referrals to children's social care, the police, the Channel programme or other agencies where necessary, liaise with the LADO, maintain safeguarding records, ensure child protection files are secure and transferred appropriately, support staff, advise on risk assessments for pupils, monitor children who are vulnerable or subject to plans, promote staff training, oversee safeguarding induction, monitor online safety arrangements with relevant technical staff, and support the educational outcomes of children who have or have had a social worker and children in need of additional protection.

The DSL will ensure that safeguarding decisions are recorded with sufficient clarity to show the concern, the analysis, the action taken, the rationale, any referral made, and any follow-up required.

5.4 The deputy DSL

Mr Stephen Montford is the Deputy Designated Safeguarding Lead. The DDSL will act in the absence of the DSL and may support the DSL at any time. The existence of a deputy does not dilute the authority of the DSL; rather, it ensures continuity of safeguarding leadership and immediate availability. KCSIE 2025 requires the DSL and any deputies to undergo training to provide them with the knowledge and skills required to carry out the role, with updates at least every two years. ([GOV.UK](https://www.gov.uk))

5.5 All staff

Every member of staff has a personal responsibility to protect children from harm. Every member of staff must read at least Part One of KCSIE 2025, or Annex A if the school determines that to be appropriate for some staff, and must understand the school's safeguarding systems, the code of conduct, the low-level concerns procedure, the staff behaviour expectations, the identity of the DSL and DDSL, the school's response to children missing education, the policy on allegations against staff, the whistleblowing process, the attendance and behaviour systems as they relate to safeguarding, and the safeguarding implications of technology use. KCSIE 2025 continues to

require all staff to receive safeguarding and child protection training at induction and regular updates thereafter. ([GOV.UK](#))

Staff must never ignore a concern, never promise a child secrecy, never investigate in place of safeguarding agencies, never ask leading questions, and never assume that somebody else has taken the matter forward. Any concern, however uncertain, must be passed to the DSL immediately.

6. Safer culture, professional boundaries and staff conduct

The school will foster a culture in which pupils feel heard, respected and protected, staff understand the seriousness of their safeguarding obligations, and any unsafe practice is challenged. The school recognises that abuse can be perpetrated by people in positions of trust. It therefore requires high professional standards from all adults working with pupils and will maintain clear boundaries regarding language, conduct, communication, physical contact, one-to-one situations, transport, social media, use of personal devices, photography, gifts, favouritism, tutoring, and contact outside school. The safeguarding sector continues to emphasise the need for organisations to protect children from abuse by those in positions of trust and authority. ([NSPCC Learning](#))

The school prohibits any conduct by staff that is sexual, exploitative, intimidating, coercive, humiliating, discriminatory, abusive, or otherwise unsuitable for a person working with children. The school also prohibits grooming behaviours, secrecy arrangements with pupils, contact that bypasses school systems, and any conduct that would undermine the confidence of parents or regulators in the school's safeguarding culture.

7. Recognition of abuse and vulnerability

The school recognises that children can be harmed by adults or by other children, in their homes, communities, faith settings, peer groups, online spaces, transport routes, tuition settings or school environments. Staff must be alert to signs and indicators of abuse, but must also understand that abuse is not always accompanied by visible injury or obvious disclosure. Children may minimise what is happening, may protect the adult or peer harming them, may fear disgrace, may worry about family consequences, may be reluctant to speak because of cultural or religious misunderstanding, or may lack the vocabulary to explain what they have experienced.

The school also recognises that some children face additional barriers to protection. This includes children with SEND, children with communication needs, children experiencing mental health difficulty, children who are persistently absent, children who have or have had a social worker, children affected by domestic abuse, children at risk of honour-based abuse, children vulnerable to exploitation, and children who may be isolated socially or linguistically. KCSIE 2025 continues to stress that children with SEND or certain medical conditions can face additional safeguarding challenges, including assumptions that indicators of abuse are related to the child's condition and not explored further. ([GOV.UK](#))

8. Procedure when a child discloses abuse or a concern arises

Where a pupil discloses abuse, or where staff observe signs that give rise to concern, the adult receiving the information must remain calm, listen carefully, avoid expressing shock or disbelief, reassure the child that they have done the right thing by speaking, explain that the information cannot be kept secret and must be shared with those who can help, and make a full and accurate

record as soon as possible. The adult must not interview the child, press for detail, speculate, or attempt to investigate.

The concern must be passed to the DSL immediately and on the same working day. If the DSL is unavailable, the concern must be passed to the DDSL. If neither is available and there is reason to believe a child is at risk of immediate harm, the member of staff must contact children's social care or the police directly and then inform the DSL or DDSL as soon as possible. KCSIE 2025 continues to make clear that any staff member may make a referral to children's social care and should do so where appropriate. ([GOV.UK](#))

All records of concern must be factual, dated, timed and signed or otherwise securely attributed. They must distinguish clearly between observed fact, the child's actual words where possible, and professional opinion. Records must be submitted promptly and must not be kept in personal notebooks or on unapproved systems.

9. Early help

The school recognises that many children benefit from support before a matter reaches the threshold for statutory intervention. The DSL will consider whether an early help response is appropriate where a child shows emerging needs, family stress, emotional distress, attendance deterioration, vulnerability to exploitation, behavioural deterioration, neglect indicators or other signs that the child may benefit from coordinated support. Working Together 2026 continues to require agencies to provide help as soon as problems emerge and to work together where needs are identified. ([GOV.UK](#))

The decision to seek early help will be recorded. The DSL will normally work with parents, unless doing so would place the child at further risk, compromise an investigation, or otherwise be contrary to the child's welfare.

10. Referral to children's social care, police and other agencies

If a child is suffering, or is likely to suffer, significant harm, the DSL will make an immediate referral to children's social care and, where necessary, the police. Where a criminal offence may have been committed, police involvement will be considered at once. Where there is uncertainty about threshold, the DSL will seek advice from children's social care while ensuring that uncertainty does not delay protective action. Working Together 2026 continues to set out the shared multi-agency duty to identify, assess and respond where children need help or protection. ([GOV.UK](#))

The school is located in Tower Hamlets and will follow the procedures of the local authority and the local safeguarding partnership for referrals, strategy discussions, child protection conferences, core groups and information sharing. Current local arrangements remain part of the multi-agency safeguarding structure in Tower Hamlets. (democracy.towerhamlets.gov.uk)

11. Attendance, children missing education and safeguarding

The school recognises that absence, repeated lateness, unexplained absence, persistent absence, part-day absence, sudden withdrawal from school, and patterns of non-attendance

can be indicators of abuse, neglect, exploitation, family breakdown, mental health difficulty, forced marriage risk, female genital mutilation risk, criminal exploitation or other harm. Safeguarding and attendance are therefore closely linked.

All unexplained absence will be followed up promptly on the first day. Patterns of concern will be reviewed by the attendance lead and DSL. Any pupil who leaves the school roll will be managed in accordance with legal requirements and local authority expectations so that children are not simply allowed to disappear from education. KCSIE 2025 continues to emphasise the safeguarding importance of children missing education. ([GOV.UK](#))

12. Child-on-child abuse

The school recognises that children can abuse other children and that this can happen both inside and outside school and online. The school will never dismiss abuse between children as banter, growing up, drama or part of normal adolescent behaviour. The school recognises child-on-child abuse as a safeguarding issue that may include bullying, cyberbullying, prejudice-based abuse, physical abuse, sexual violence, sexual assault, sexual harassment, coercive or controlling behaviour, initiation or hazing behaviour, abuse in intimate relationships, upskirting, and the sharing of nude or semi-nude images.

Where child-on-child abuse is alleged or suspected, the school will protect the victim, assess the immediate risk to all children involved, consider the wishes of the child who has experienced harm, decide whether the matter can be managed internally or requires referral, and maintain a full written record of decisions and reasons. KCSIE 2025 continues to require schools to take a whole-school approach to sexual violence and sexual harassment and to maintain a clear zero-tolerance culture. ([GOV.UK](#))

The school will support the child who has experienced abuse and will also consider the safeguarding and welfare needs of the child alleged to have caused harm, recognising that harmful behaviour by a child may itself indicate unmet needs, trauma, exposure to abuse or other risk factors. Support for the child alleged to have harmed others will never come at the expense of the victim's safety.

13. Sexual violence, sexual harassment and harmful sexual behaviour

The school will respond to incidents of sexual violence and sexual harassment in accordance with KCSIE 2025. Sexualised language, unwanted touching, sexist comments, image-sharing, coercion, sexual intimidation, rumours of a sexual nature and online sexual harassment will be taken seriously and recorded. Staff will not normalise such conduct. The school will consider whether behaviour is developmentally typical, inappropriate, harmful or abusive, and will involve external agencies where required. KCSIE 2025 continues to contain detailed guidance for schools on responding to sexual violence and sexual harassment between children. ([GOV.UK](#))

14. Online safety, filtering and monitoring

The school recognises that online safety is a safeguarding issue. Pupils may be exposed online to abuse, exploitation, grooming, harassment, bullying, misogyny, radicalisation, pornography, fraud, blackmail, coercive control, violent content and misinformation. The school will therefore maintain appropriate filtering and monitoring systems, review their effectiveness, and ensure

that staff understand both their protective value and their limits. KCSIE 2025 continues to require governing bodies and proprietors to ensure appropriate filtering and monitoring systems are in place and regularly reviewed. ([GOV.UK](#))

The school will teach pupils about safe online behaviour through the curriculum, assemblies, pastoral work and direct intervention where necessary. Staff will receive training on online harms and on responding to online safety concerns. The school will ensure that safeguarding and online safety are considered together, not as separate matters.

15. Prevent duty and radicalisation

The school acknowledges its duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The school will assess the risk of radicalisation, train staff to identify concerning indicators, create a safe environment in which difficult issues may be discussed, ensure that extremist narratives are challenged appropriately, and make referrals to Channel where appropriate. KCSIE 2025 continues to treat the risk of radicalisation as a safeguarding issue. ([GOV.UK](#))

The school's Islamic ethos does not dilute this duty. Rather, it reinforces a lawful, balanced and responsible approach to faith, citizenship and protection from harm. The school will ensure that pupils are protected from extremist ideology of any kind and that the curriculum promotes critical thinking, respect, lawful conduct and mutual tolerance.

16. Female genital mutilation, forced marriage and honour-based abuse

The school recognises female genital mutilation, forced marriage and so-called honour-based abuse as serious safeguarding concerns. All concerns or indicators in this area will be treated with great seriousness and urgency. The school understands that girls may be at risk through family or community pressure, travel overseas, controlling restrictions, threats, secrecy or fear of dishonour.

Teachers are subject to the mandatory reporting duty in relation to known cases of female genital mutilation in under-18s. Where a teacher discovers that an act of FGM appears to have been carried out on a girl under 18, the teacher must report it to the police. The DSL must also be informed. KCSIE 2025 continues to refer schools to this duty. ([GOV.UK](#))

17. Child sexual exploitation, child criminal exploitation and serious violence

The school recognises that child sexual exploitation and child criminal exploitation can affect girls as well as boys and can be hidden behind gifts, apparent relationships, peer status, transport arrangements, money, phones, emotional dependency, threats, intimidation and online contact. The school also recognises the risks associated with county lines activity and serious violence. Staff must report indicators immediately. KCSIE 2025 continues to require staff awareness of exploitation and serious violence indicators. ([GOV.UK](#))

18. Pupils with SEND and additional vulnerabilities

Because the school will admit pupils with SEND, it will ensure that safeguarding procedures are accessible, understood and responsive to additional needs. Staff will not assume that signs of harm are explained by a disability, communication difficulty or diagnosis. The DSL and SENDCo will work together where necessary to ensure that support plans, communication adjustments and pastoral responses reflect safeguarding needs. KCSIE 2025 continues to highlight the need for additional vigilance for children with SEND. ([GOV.UK](https://www.gov.uk))

19. Mental health and safeguarding

The school recognises that mental health difficulties may be indicators of abuse, neglect or exploitation, or may arise alongside safeguarding concerns. The school also recognises that mental health support does not replace child protection action where a child is at risk. Staff will therefore be trained to recognise when emotional distress, anxiety, self-harm risk, trauma symptoms, withdrawn presentation, aggression or dysregulation may signal wider safeguarding concerns. KCSIE 2025 continues to require schools to understand that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. ([GOV.UK](https://www.gov.uk))

20. Safer recruitment

The school will operate safer recruitment procedures at all stages of recruitment and appointment. No adult will begin work in regulated activity unless the required safeguarding vetting is complete or, where exceptionally lawful and necessary in relation to supervised circumstances, the school has taken all steps permitted by law and recorded the basis for proceeding. The school will carry out all required checks, including identity, enhanced DBS and barred list information where appropriate, right to work, prohibition and section 128 checks where applicable, references, qualifications where required, employment history scrutiny and any other checks required by law or good practice. The Independent School Standards continue to require schools to ensure the suitability of staff, supply staff and proprietors, and KCSIE 2025 continues to set out detailed safer recruitment expectations. ([GOV.UK](https://www.gov.uk))

The school will maintain a single central record in accordance with legal requirements. Eman Ahamed has completed safer recruitment training and the school will ensure that at least one person on any appointment panel has current safer recruitment knowledge. The school will not rely on a paper exercise alone; it will explore anomalies, gaps, vague references, safeguarding concerns and candidate attitudes through the selection process. The school will also ensure that volunteers, contractors and agency staff are managed through safeguarding procedures proportionate to their role and level of contact with pupils.

21. Allegations that may meet the harm threshold

Any allegation that a member of staff, supply staff, volunteer, contractor, the headteacher or the proprietor has behaved in a way that harmed a child, may have harmed a child, may have committed a criminal offence against or related to a child, has behaved towards a child or children in a way that indicates they may pose a risk of harm, or has behaved in a way that indicates they may not be suitable to work with children, must be treated as a safeguarding allegation.

If the allegation concerns a member of staff other than the headteacher, it must be reported immediately to the headteacher. The headteacher will contact the LADO without delay and before carrying out an internal investigation, except where immediate action is needed to secure

safety. If the allegation concerns the headteacher, it must be reported immediately to the proprietor, who will contact the LADO without delay. If the allegation concerns the proprietor, the headteacher or DSL will contact the LADO and, where appropriate, the police and the Department for Education directly. KCSIE 2025 continues to require schools to have procedures for handling allegations and to involve the LADO in cases meeting the threshold. ([GOV.UK](https://www.gov.uk))

The school will preserve fairness and confidentiality, protect the child, avoid jeopardising external investigations, and manage suspension or alternative arrangements carefully and lawfully.

22. Low-level concerns

The school will operate a clear low-level concerns procedure as part of its safeguarding culture. A low-level concern is a concern, no matter how small, and even if no more than causing a sense of unease or doubt, 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, including inappropriate behaviour outside work, but does not meet the harm threshold. KCSIE 2025 continues to require schools to ensure that staff understand and can report low-level concerns about adults working with children. ([GOV.UK](https://www.gov.uk))

Low-level concerns about staff will normally be reported to the headteacher. Low-level concerns about the headteacher will be reported to the proprietor. Low-level concerns about the proprietor will be reported to the headteacher and, where appropriate, external agencies. The school will record low-level concerns, review patterns, identify emerging risks, support professional standards and, where necessary, reclassify matters as allegations meeting the harm threshold.

The purpose of this procedure is not punitive overreach. It is to identify grooming patterns, boundary slippage, unsafe professional culture and risks before children are harmed.

23. Whistleblowing

Any adult working in or on behalf of the school who believes that safeguarding concerns are not being dealt with properly, are being minimised, ignored or covered up, or who is afraid to raise the matter internally, may use the school's whistleblowing procedure and may also seek external advice. The NSPCC Whistleblowing Advice Line remains available for professionals concerned about how child protection issues are being handled in their organisation, including by phone and email. ([NSPCC](https://www.nspcc.org.uk))

The school prohibits victimisation of any person who raises a genuine safeguarding concern in good faith.

24. Confidentiality, information sharing and data protection

The school will treat safeguarding information as highly sensitive and confidential, but confidentiality will never prevent the sharing of information necessary to protect a child. The school recognises that data protection law does not prevent the sharing of information for the purposes of keeping children safe. KCSIE 2025 and Working Together 2026 both continue to require proportionate, lawful information sharing in the interests of safeguarding children. ([GOV.UK](https://www.gov.uk))

Information will be shared on a need-to-know basis with relevant professionals, agencies and school staff. The school will keep clear audit trails of decisions and information-sharing activity.

25. Record keeping

The school will maintain both a secure digital safeguarding record system and a secure paper-based safeguarding filing system in locked storage. The dual system will be managed so that the authoritative safeguarding record remains clear, coherent and up to date. All child protection and safeguarding records will be kept separately from academic and routine pastoral files, with restricted access controlled by the DSL and authorised senior leaders.

Records will be retained securely in accordance with legal and safeguarding retention requirements. Where a pupil leaves the school, the DSL will ensure that the safeguarding file is transferred securely and separately from the main school record to the receiving school or college, with confirmation of receipt obtained. KCSIE 2025 continues to require secure maintenance and transfer of child protection files. ([GOV.UK](#))

26. Site security, visitors and supervision

The school will maintain robust site security and supervision arrangements as part of safeguarding. Visitors will be signed in, identified and managed appropriately. Contractors will be risk-assessed in relation to access to pupils. The school will ensure suitable supervision before school, during the day, at break and lunch, during prayer arrangements, at dismissal, and on visits or off-site provision arranged by the school. The Independent School Standards require suitable arrangements to safeguard and promote pupil welfare in practice, not merely in policy. ([GOV.UK](#))

The school's separate health and safety arrangements already recognise the need for pupil supervision and site safety; those arrangements are incorporated into safeguarding practice.

27. Curriculum and pupil education

Safeguarding will be taught explicitly and implicitly through the curriculum. Pupils will be taught how to recognise abuse, seek help, respect boundaries, stay safe online, understand healthy and unhealthy relationships, respond to bullying, recognise coercion and exploitation, understand consent in an age-appropriate and lawful way, and know how to report concerns. The curriculum will also promote resilience, self-respect, respect for others, British values, and the school's Islamic ethos of dignity, justice and compassion. The school's curriculum framework already states that safeguarding, online safety, RSHE, British values and personal development are to be embedded; this policy makes that expectation binding from a safeguarding perspective.

28. Working with parents

The school will seek to work openly and constructively with parents wherever possible because this usually serves the best interests of the child. However, where informing a parent may place a child at increased risk, prejudice a police or social care investigation, or otherwise not be in the child's best interests, the school may share information with safeguarding agencies before, or instead of, informing parents. Working Together 2026 continues to support multi-agency decision-making with the child's welfare at the centre. ([GOV.UK](#))

29. Staff induction, training and updates

Every new member of staff will receive safeguarding induction before or as soon as reasonably practicable after starting work. Induction will include this policy, the staff code of conduct, the identity of the DSL and DDSL, the low-level concerns procedure, the allegations procedure, whistleblowing arrangements, behaviour and attendance procedures as they relate to safeguarding, children missing education procedures, safeguarding response to sexual violence and sexual harassment, and online safety expectations.

All staff will receive regular safeguarding and child protection training and updates. The DSL and DDSL will undergo training to provide them with the knowledge and skills required to carry out the role and will update that training at least every two years, as required by KCSIE 2025. Staff will receive regular safeguarding updates, including through briefings, bulletins, meetings and policy review cycles. ([GOV.UK](https://www.gov.uk))

30. Monitoring, review and implementation

This policy will be reviewed at least annually and sooner if there is a change in legislation, statutory guidance, local procedures, the school's structure or a safeguarding incident indicating that revision is required. The proprietor will approve the policy and will satisfy himself not only that the wording is current, but that implementation is effective in practice. Ofsted's current inspection framework for non-association independent schools and the current independent school standards guidance both focus on whether standards are met in practice and through effective leadership, not simply on the existence of a policy document. ([GOV.UK](https://www.gov.uk))

The DSL will maintain an implementation schedule covering training, review of records, online safety oversight, safer recruitment checks, pupil safeguarding education, attendance monitoring, and liaison with the proprietor.

31. Adoption

This policy is adopted as the formal Safeguarding and Child Protection Policy of Daffodil Grammar School for Girls and shall take immediate effect upon approval by the proprietor.