

Safeguarding and Safer Working Policy

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Approved by	Governing Body
Review	August 2027 or sooner if required

Daffodil standard

Every Daffodil document is written to be understood, applied, evidenced and reviewed.

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

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Policy summary

This operating table converts the policy into minimum actions and evidence. It supports implementation but does not replace the detailed modules.

Decision point	Minimum action	Required evidence	Review point
Immediate concern	Protect the child, contact the DSL without delay and record the child's words accurately.	Safeguarding record, chronology and referral decision	Same day and at each material development
Concern about an adult	Preserve neutrality; refer to the Headteacher or Chair as applicable and follow LADO thresholds.	Allegation/low-level concern record and external advice	At closure and termly trend review
Safer recruitment	Complete identity, barred-list/DBS, right-to-work, qualification, reference and gap checks before unsupervised work.	SCR entry and recruitment file	Before start and termly SCR sampling
Online or peer-on-peer harm	Secure safety, preserve evidence, avoid viewing or forwarding illegal imagery, and apply safeguarding rather than behaviour-only triage.	Incident, risk assessment and support plan	Within 24 hours and until risk reduces

Part 1 Child protection and safeguarding

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

- At Daffodil Preparatory School, the safety and wellbeing of our pupils is our highest priority.
- We are committed to creating and maintaining a safe, nurturing, and respectful environment where children can learn, develop, and thrive free from harm.
- Safeguarding is the responsibility of every member of our school community, and we place the highest importance on protecting pupils from all forms of abuse, neglect, and exploitation.

This policy sets out the school's approach to safeguarding and child protection, including clear procedures to follow where concerns arise. It ensures that all staff, governors, volunteers, and visitors understand their responsibilities and are equipped to act swiftly and appropriately to safeguard pupils.

Our practice is guided by the statutory frameworks **Keeping Children Safe in Education (KCSIE)** and **Working Together to Safeguard Children**, as well as the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**. We also actively promote **British Values**, helping pupils to develop respect, tolerance, and responsibility as part of keeping themselves and others safe.

By working in partnership with parents, carers, and external agencies, we aim to provide the highest level of protection and care for all pupils, ensuring that every child at Daffodil Preparatory School feels safe, valued, and supported.

Policy statement and principles

- The School recognises its responsibilities of Safeguarding children.

- It is concerned about the welfare and safety of its pupils and works to create a culture of security, enabling pupils to feel valued, heard and to know that their wishes and feelings are respected.
- The school wants to work with children, parents and the community to ensure the safety of children and to give them the very best in life.

This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is available on the school website and is included as part of staff induction. Our core safeguarding principles are:

- safeguarding is everyone's responsibility
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review. The policy review shall be overseen by the proprietor.

Child protection statement

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.
- We endeavour to provide a safe and welcoming environment where children are respected and valued.
- We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- Our school always considers the best interests of the child.
- The procedures contained in this policy apply to all staff, volunteers and trustees and are consistent with those of the local safeguarding partner arrangements.

Policy principles

The welfare of the child is paramount.

All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims

To provide all staff with the necessary information to enable them to meet their child protection responsibilities.

To ensure consistent good practice.

To demonstrate the school's commitment regarding child protection to pupils, parents and other partners.

Prevention through the teaching and pastoral support offered to pupils/pupils

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations
- The Safeguarding Vulnerable Groups Act 2006
- The Teachers Standards 2012
- Working Together to Safeguard Children 2023

- Working Together: Transitional Guidance 2018
- Keeping Children Safe in Education 2025
- What to do if you're worried a child is being abused 2015.
- Sharing nudes and semi-nudes 2020
- Behaviour in Schools 2022
- Prevent Duty Guidance 2024
- Relationship and Sex Education (RSE) 2021

Roles and Responsibilities

Please see Appendix three for more important contacts

The Designated Safeguarding Lead (DSL)

The designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which includes:

- Ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publicly available
- Advising and supporting staff on child protection and safeguarding matters
- Encouraging a culture of listening to children
- Managing safeguarding referrals to children's social care, the police, or other agencies
- Taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff
- Making staff aware of training courses and the latest local safeguarding arrangement available through the local safeguarding partnership arrangements
- Transferring the child protection file to a child's new school
- Undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training
- Responsible for all record keeping and maintenance of relevant files
- Understand the filtering and monitoring processes that the school has in place to support online safety

The deputy designated safeguarding lead(s):

- Is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate.
- In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils.
- In the event of the long-term absence of the DSL, the deputy will assume the functions above.

Good practice guidelines and staff code of conduct

Good practice includes:

treating all pupils with respect

setting a good example by conducting ourselves appropriately

involving pupils in decisions that affect them

encouraging positive, respectful and safe behaviour among pupils

being a good listener

being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation

recognising that challenging behaviour may be an indicator of abuse

reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues

being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or children's social care.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence. The school's staff code of conduct sets out our expectations of staff and is part of induction.

Children who may be particularly vulnerable

- Some children may have an increased risk of abuse.
- Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.
- To ensure that our pupils receive equal protection, we will give special consideration to children who are:

living away from home or in temporary accommodation

living in chaotic and unsupportive home situations

living transient lifestyles

affected by parental substance misuse, domestic violence or parental mental health needs

vulnerable to being bullied, or engaging in bullying

vulnerable to discrimination and maltreatment on the grounds of race, ethnicity,

religion, disability or sexuality

do not have English as a first language

at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Children with SEND may have communication barriers and difficulties in managing and reporting these challenges.

Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. Staff are trained to manage these additional barriers to ensure this group of Children are appropriately safeguarded.

Recognising abuse and neglect of those children with SEND, include cognitive understanding – being unable to understand the difference between fact and fiction in online content, and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Where additional support is required, we may work with external multi-agency professionals, such as Speech and Language Therapists or Educational Psychologists, to provide tailored support for the pupil.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education for prolonged periods and/or repeat occasions can act as a vital warning sign of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation county lines, or mental health problems. The school will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;

Identification: recognising emerging issues as early and accurately as possible;

Early support: helping pupils to access evidence based early support and interventions;

Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy. See Pupil Wellbeing Policy

Whistleblowing if you have concerns about a colleague

- Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation.
- They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.
- All staff must remember that the welfare of the child is paramount.
- The school's whistleblowing procedure enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.
- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All concerns of poor practice or possible child abuse by colleagues pertaining to any areas of safeguarding i.e. child protection, radicalization & extremism, should be reported to the headteacher.
- Complaints about the headteacher should be raised with the Chair of Trustees.
- Both the Headteacher and the Chair of trustees will pass on any concerns to the Redbridge Designated Officer after initial inquiries.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

All staff are made aware of their duty to raise concerns in induction and Safeguarding training. Pupils are encouraged to raise their concerns to any of the designated members of staff,

Allegations against staff

When an allegation is made against a member of staff, including supply staff, or a volunteer, our set procedures must be followed. The full procedures for dealing with Keeping Children Safe in Education (DfE, 2015) Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

All school staff/volunteers/Contractors should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children to be conducted in view of other adults.

All staff should be aware of the school's behaviour policy. This can be found on the Shared drive under the School Policies section.

- We understand that a pupil may make an allegation against a member of staff/volunteer/contractor.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher or in their absence, report to the Director.
- This allegation will also then discussed with the LADO within 24 hours of the reported incident.

The head teacher will only carry out initial enquiries (not an investigation) prior to a discussion with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Trustee who will consult the LADO without notifying the Head Teacher first.

- The school will follow the Local Authority procedures for managing allegations against staff as outlined in Part 4 Keeping Children Safe in Education 2015.
- This is to be read in conjunction with chapter 7 of The London Child Protection Procedures.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the Trustees in making this decision.
- If a person is dismissed or removed due to safeguarding concerns or would have had they not resigned, a referral will be made to DBS and a referral made to the TRA (Teacher Regulation Agency) for consideration of a prohibition order.

- The Trustees are committed to creating a positive and safe working environment for all staff in line with its core values.
- The Trust wants to create and maintain a working environment where individuals are treated with respect and dignity.
- The Trust is opposed to all forms of unlawful discrimination, bullying or harassment of any kind.
- The Trust, Head teacher and Senior Managers are firmly committed to the success of this policy and all steps taken towards its achievement.

Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. The Trust ensures that all staff undergo safeguarding and child protection training (including online safety).

- New staff and trustees will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL.
- All staff, including the DSL, headteacher (unless the headteacher is the DSL), and trustees will receive training that is regularly updated.
- This training will include online safety training, to ensure that all staff understand their expectations, roles and responsibilities around filtering and monitoring systems used within the school.

Induction training for new staff:

Induction training for new staff includes providing the school whistle-blowing policy, pupil behaviour policy and anti-bullying policy (cyber-bullying, prejudice-based and discriminatory bullying), mental health policy, a copy of Part 1 (those working directly with children) or Annex A of KCSIE for all staff and Annex B if working directly with children, and safety/acceptable use of technologies policy (including roles and responsibilities in relation to filtering and monitoring);

All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Safer recruitment

- Our school complies with the requirements of Keeping Children Safe in Education (2024) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history.
- The school's Staff Recruitment policy and procedures set out the process in full and can be found on the shared drive).
- At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school via the application form and also an annual disqualification declaration.

All staff who work directly with children and Daffodil have read Part 1 KCSIE and Annex B, and other staff have read Part 1 or Annex A, and acknowledged.

The school obtains written confirmation from third-party organisations that the agency staff or other individuals who may work in the school have been appropriately checked and are suitable to work with children.

In addition, the school will carry out an online search as part of due diligence to help identify any incidents or issues that have happened and are publicly available online. See Safer Recruitment Policy.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks undertaken. The school does not use supply teachers from agencies.

Volunteers

Volunteers, including trustees will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Low level concerns

These would be (being overly friendly with children);

Having favourites;

Taking photographs of children on their mobile phone, contrary to school policy;

Engaging with a child on a 1:1 basis in a secluded area or behind a closed door;

And humiliating children;

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- All low-level concerns should be recorded in writing and passed onto the

Headteacher. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will either carry out disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO.

Site security

- Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site.
- Parents who are simply delivering or collecting their children do not need to sign in.
- All visitors are expected to observe the school's safeguarding and health and safety regulations.
- The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

- All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.
- Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply.
- If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Further details can be found on the school E-safety Policy.

Child protection procedures and Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2025) refers to four categories of abuse.

These are set out at Appendix One along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed on our website Anti-Bullying policy and Behaviour Policy. If a child-on-child abuse issue arises which has the potential for causing significant harm, this must be dealt with under safeguarding procedures;

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for acting are:

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern on Impero (school monitoring system)
- seek support for yourself if you are distressed.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The school will therefore seek to:

- Establish and maintain an ethos where pupils/pupils feel secure and are encouraged to talk and are listened to;
- Ensure children/pupils know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum/timetable activities and opportunities for PSHE which equip pupils/pupils with the skills they need to stay safe from abuse and to know who to turn to for help;
- Teach RSE (Relationship & Sex Education) 2021 included in Year 1, where prevention will be highlighted in many aspects.

All pupils will be listened to and that Daffodil Preparatory School is ready to involve safeguarding agencies by providing early help – acting on and referring early signs of abuse and neglect and radicalisation including support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse’.

If you are concerned about a pupil’s welfare

- There will be occasions when staff may suspect that a pupil maybe at risk.
- The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed.
- In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use Impero to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a pupil discloses to you

- It takes a lot of courage for a child to disclose that they are being abused.
- They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.
- Sometimes they may not be aware that what is happening is abusive.
- If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.
- The point at which they tell the pupil this is a matter for professional judgement.
- During their conversations with the pupils, staff will:

allow them to speak freely

remain calm and not overreact

give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to

help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’

not be afraid of silences

reassure them that this will be taken seriously and that they will be supported and kept

safe

never give the impression that they are causing a problem by making a report, nor should they be made to feel ashamed

under no circumstances ask investigative questions – such as how many times has this happened, whether it happens to siblings, or what does the pupil's mother think about it

not automatically offer any physical touch as comfort

avoid admonishing the child for not disclosing earlier. Saying things such as

'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong

tell the pupil what will happen next

report verbally to the DSL even if the child has promised to do it by themselves

complete the **welfare concern form** and hand it to the DSL as soon as possible

seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and sharing information

- All staff will understand that child protection issues warrant a high level of confidentiality.
- Staff should only discuss concerns with the DSL, headteacher or chair of trustees (depending on who is the subject of the concern).
- That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following several cases where senior leaders in school had failed to act upon concerns raised by staff, ***Keeping Children Safe in Education (2025)*** emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with our Retention and Destruction Policy.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.
- Any inappropriate images obtained, the school will not view and will be forwarded directly to the LA.
- Information sharing decisions will be recorded, whether or not the decision is taken to share.
- Records should include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was follow up and resolved
 - a note of any action taken, decisions reached and the outcome
- Impero and other written information will be stored securely and any electronic information will be password protected and only made available to relevant individuals.

- Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information **without** consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's Data protection policy is available to parents and pupils on request.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if the genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of trustees are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety

for any other reason they make a judgement that direct referral is in the best interests of the child with respect to *protecting children from maltreatment, preventing harm to their health and development, and ensuring they grow up in safe circumstances to achieve their best possible outcomes.*

Physical intervention

The DFE guidance on positive handling, as outlined by the 'Education and Inspections Act 2006' and 'Use of Reasonable Force' Advice for head teachers, staff and governing bodies 2013, states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate. Pupils cannot be locked in rooms for any reason (including pupil or staff safety).

Such events should be recorded and signed by a witness using the Incident form for

Safeguarding. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures. However, it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of staff.

Parents will be informed of any such incident where a child has misbehaved, however, the school strongly discourages parents to use corporal punishment as a form of punishment.

Child on child abuse

- Children may be harmed by other children or young people.

- Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary.
- However, all staff recognise that children can abuse other children and should be clear about the school's policy and procedures regarding child-on-child abuse.
- All child-on-child abuse is unacceptable and will be taken seriously, the school has a zero-tolerance approach to abuse. If a child-on-child abuse issue arises which has the potential for causing significant harm, this must be dealt with under safeguarding procedures.
- We as a school, understand that even if there are no reports of child-on-child abuse in school it may be happening and can occur across any age range.
- Early help means providing support as soon as a problem emerges at any point in a child's life.
- Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged.
- As such all our staff and children are supported to:

be alert to child-on-child abuse (including sexual harassment);

understand how the school views and responds to child-on-child abuse

stay safe and be confident that reports of such abuse will be taken seriously. Child on child abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner.
- **upskirting** – taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them

prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

abuse in intimate personal relationships between peers

causing someone to engage in sexual activity without consent, such as forcing someone

to strip, touch themselves sexually, or to engage in sexual activity with a third party;

Use of mobile phones to sexually harass peers

- Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- Different gender issues can be prevalent when dealing with peer-on-peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- The school recognizes the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

At our school, we take the following steps to minimise or prevent the risk of child-on-child abuse.

An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.

Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.

RE and PSHE/SMSC are used to reinforce the message through stories, role play, current affairs and other suitable activities.

Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.

We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

We will adopt the 'whole school approach' to tackling sexism. All allegations of peer-on-peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

Decide on action – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.

Inform parents - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Outcomes: DSL to complete/ gather all paperwork and record findings and these to be placed in a secure file

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Keeping Children Safe in Education (2025).

Supporting those involved

- Support will be given to victims, perpetrators and any other children affected.
- The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse.
- Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.
- Support may also be required for the pupil who has caused the harm.
- We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours.
- Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Serious violence

- All staff are made aware of indicators that children are at risk from or are involved with serious violent crime.
- These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors, including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

- The school includes the risks of criminal exploitation and sexual exploitation in the PSHE and SRE curriculum as appropriate to age.
- A common feature of such exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim.
- The child may initially resent what they perceive as interference by staff, but staff must action their concerns, as they would for any other type of abuse.

Sexual exploitation of children

- Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls.
- Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.
- Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health.
- It may also be linked to child trafficking.

All staff are made aware of the indicators of sexual exploitation including the indicators set out under CCE below. All concerns are reported immediately to the DSL.

make reference to multi-agency practice principles in relation to child exploitation.

Criminal exploitation of children

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs or alcohol
- go missing for periods of time or regular return home late
- regularly miss school or education or do not take part in education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move drugs or money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

- County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child.
- This power imbalance can be due to the same range of factors set out under CCE, above.

- Children can be targeted and recruited into county lines in a number of locations, including schools and colleges.
- Indicators of county lines include those indicators set out under CCE, above, with the main indicator being missing episodes from home and/or school.

Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online whilst on school devices or the school network.

We have a Consultant IT manager who ensures that there is an appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners. These are reviewed to ensure the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies See E-safety policy.

Nude or semi-nude photographs

- This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18.
- This could be via social media, gaming platforms, chat apps or forums.
- It could also involve sharing between devices via services like Apple's AirDrop, which works offline.
- Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. the school has adequate filtering systems to keep the children safe when accessing the internet at school and that usage is monitored; an effective online policy will consider content, contact, conduct and commerce

The UKCCIS advice document refers to this as 'youth produced sexual imagery', whether consensually or non-consensually.

It is also not acceptable to view and share pornography and other harmful content. All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

Codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

The school policy does not allow children to bring in any mobile devices into school, however we are aware incidents of sending or posting of nude or semi-nude images between children may occur outside of school.

Domestic violence and abuse

Domestic violence or abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It can include psychological, physical, sexual, financial and emotional abuse.

Children can witness and be adversely affected by domestic violence and exposure to it can have a long-lasting negative impact on children.

When police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

Honour-based abuse

‘Honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abused.

- FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons.
- In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003.
- The practice can cause intense pain and distress, and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad, and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

- A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it.

- Coercion may include physical, psychological, financial, sexual and emotional pressure.
- It may also involve physical or sexual violence and abuse.
- In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage. Still, the choice of whether to accept the arrangement remains with the prospective spouses. By the safeguarding regulations, this policy hereby stresses that any form of marriage for someone under 18 is illegal since February 2023. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.

Reporting FGM case

Where you become aware of a case, the legislation requires you to make a report to the police force area within which the girl resides. The legislation allows for reports to be made orally or in writing. When you make a report to the police, the legislation requires you to identify the girl and explain why the report is being made. While the requirement to notify the police of this information is mandatory and overrides any restriction on disclosure which might otherwise apply, in handling and sharing information in all other contexts you should continue to have regard to relevant legislation and guidance, including the Data Protection Act 1998 and any guidance for your profession. The provisions of the Data Protection Act 1998 do not prevent a mandatory report to the police from being made.

Radicalisation and extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Some children may be at risk of radicalisation, which involves adopting beliefs or engaging in activities that are harmful, criminal, or dangerous. While certain forms of extremism are more widely publicised, such as Islamic extremism, schools must remain equally vigilant to the risks of other forms, including far-right and white supremacist extremism.

- The school regularly assesses the risk of pupils being drawn into terrorism and takes steps to identify those who may be vulnerable.
- Where concerns are identified, referrals may be made to the Channel programme, which provides support to individuals at risk of radicalisation.
- Referrals are made in line with statutory guidance and, wherever possible, with the knowledge and consent of the individual concerned.

School staff receive training to help identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture, and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf.

Abuse can also occur from the following:

- Child abduction and community safety incidents
- Children and the court system
- Children with family members in prison
- County lines
- Modern slavery and the national referral mechanism
- Cybercrime
- Homelessness
- Forced marriage
- Channel
- Sexual violence and sexual harassment between children in schools and colleges

Private fostering arrangements

- A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents.
- It applies to children under the age of 16 or aged under 18 if the child is disabled.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

When a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the local authority of the circumstances.

Related safeguarding portfolio policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

1 Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. As an independent school. We do not foresee any cases of Looked after children attending the setting.

2 Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's welfare.

3 Work experience

As a primary school we will not have any pupils on work experience, however, we may offer to host pupils from secondary schools and ensure they are supervised appropriately.

4 Visitor to the school

Visitors to the school site must all sign in at the reception where they will then be given a Lanyard.

Local Safeguarding Arrangements and Procedures

At Daffodil Preparatory School, we follow national safeguarding guidance outlined in *Keeping Children Safe in Education (KCSIE)* and adhere to local safeguarding procedures set by Tower Hamlets Safeguarding Children Partnership (THSCP).

Tower Hamlets Safeguarding Children Partnership (THSCP)

- We work in accordance with THSCP's safeguarding policies, ensuring that all child protection concerns are handled in line with local multi-agency procedures.
- Staff are trained to recognize signs of abuse and follow the correct referral pathways.
- The Multi-Agency Safeguarding Hub (MASH) provides guidance and immediate support where a child is at risk of significant harm.

Tower Hamlets Children's Social Care

Any safeguarding concerns are reported to **Tower Hamlets Social Services** via the **Integrated Front Door (IFD)**. This team coordinates child protection referrals, assessments, and interventions to ensure the safety and well-being of children. Staff are required to follow school procedures when making a referral, working closely with external safeguarding professionals as needed.

Local Prevent Duty Arrangements

- We comply with Tower Hamlets' Prevent strategy to safeguard pupils from the risks of radicalisation and extremism.
- Concerns are escalated to the school's Designated Safeguarding Lead (DSL), who liaises with the Local Authority Prevent Team and the Channel Panel where necessary.
- Staff receive Prevent training to recognise early signs of vulnerability and understand the referral process.
- All safeguarding actions are documented and reviewed regularly to ensure compliance with local and national requirements.
- The school gains assurance, if they let their premises to others, that any other body using their premises has safeguarding procedures in place.

Appendix One Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children.

- These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact 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 (including via the internet).
- Sexual abuse is not solely perpetrated by adult males.
- Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

- Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.
- The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'.
- It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.
- For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming

- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home

display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn

challenge authority

become disinterested in their school work

be constantly tired or preoccupied

be wary of physical contact

be involved in, or particularly knowledgeable about drugs or alcohol

display sexual knowledge or behaviour beyond that normally expected for their age

acquire gifts such as money or a mobile phone from new 'friends'. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix Two

Related safeguarding policies

Staff behaviour / Code of Conduct

Behaviour

Personal and intimate care

Concerns and Complaints procedure

Anti-bullying

E-Safety

Health and Safety

SEND

Lost / Missing Children

Safer Recruitment

Data Protection

Appendix Three

Important contacts

Child Protection advice Line:

Phone: 0207 364 3444

Multi Agency Safeguarding Hub (MASH)

Phone: 02073645606

Local Authority Designated Officer (LADO)

Melanie Benzie

Email:

Phone: 02073640677

Mobile: 07903238827

Prevent Officer

Irona Karman Baily, Education Officer

Email:

Mobile: 07842301565

FGM Social Worker

Halima Mostafa

Email:

Telephone: 0207 3777 225

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Stephen Montford	headteacher@daffodilprepschool.org.uk
Deputy DSL	Neya Chowdhury	n.chowdhury@daffodilprepschool.org.uk
Interim Headteacher	Stephen Montford	headteacher@daffodilprepschool.org.uk
Local authority designated officer (LADO)	Melanie Benzie	02073640677
Trustee for Safeguarding	Anis Zaman	info@daffodilprepschool.org.uk
NSPCC Helpline 0808 800 5000	Kidscape (Anti-bullying helpline for parents) 0845 120 5204	Independent Safeguarding Authority PO BOX 181 Darlington DL1 9FA 01325 953 795
NSPCC Whistleblowing helpline: 0800 028 0285	Child Exploitation Online Protection 0870 000 3344	

August 2026 operational update

Safeguarding principles

- The child's welfare is paramount; safeguarding is everyone's responsibility and concerns must be acted on immediately.
- Every member of staff, including staff who do not work directly with children, reads KCSIE 2026 Part One. The former shorter Annex A route has been removed. The Part One overview is a useful prompt but does not replace the full reading requirement.

- The proprietor ensures induction, role-appropriate training, regular safeguarding updates and at least annual safeguarding training, with understanding checked rather than attendance merely recorded.
- The DSL has lead responsibility for child protection, online safety, filtering and monitoring, early help, referrals and transfer of child protection records.

Reporting a concern

- If a child is in immediate danger call 999. Otherwise report to the DSL or deputy without delay and make a contemporaneous factual record.
- Never promise confidentiality, investigate, ask leading questions or delay because the DSL is unavailable; staff may refer directly to children's social care.
- Parents are normally informed unless doing so may increase risk, prejudice an investigation or conflict with agency advice.

Current safeguarding risks

- Staff remain alert to abuse and neglect; child-on-child abuse; sexual violence and harassment; domestic abuse; exploitation; county lines; trafficking; radicalisation; FGM; forced marriage; honour-based abuse; private fostering; homelessness; fabricated or induced illness; online harms; mental-health-related risk; absence from education; and harm outside the home.
- Children with SEND, communication needs, young carers, looked-after children and those with a social worker may face additional barriers to recognition and reporting.
- All child-on-child abuse is unacceptable and is never dismissed as banter, experimentation or part of growing up.

Part 2 Concerns and allegations about adults

Policy at a glance

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for low-level concerns and allegations against adults policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Report and triage

- Report any concern, however small, about an adult's conduct to the Headteacher; concerns about the Headteacher go to the safeguarding trustee.
- The case manager decides promptly whether the harm threshold may be met and consults the Tower Hamlets LADO where required.
- Do not investigate before LADO/police advice where this could prejudice safeguarding or criminal enquiries.

Low-level concerns

- Record the concern, context, action and rationale confidentially and review records for patterns.
- Encourage self-referral and distinguish appropriate professional correction from punitive or secret handling.
- Where a pattern or new information raises the risk, reconsider the harm threshold and referral duties.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Part 1 — Child protection and safeguarding
- Part 4 — Staff conduct and professional boundaries
- Part 5 — Speaking up and whistleblowing

Legal and guidance framework

- KCSIE 2026
- Working Together to Safeguard Children (March 2026)
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Part 3 Safer recruitment and ongoing suitability

Policy at a glance

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for safer recruitment policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.

- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Recruitment process

- Plan each role, use safeguarding statements, require a full application and scrutinise employment history and gaps.
- At least one trained safer-recruitment panel member participates; questions test suitability, values and safeguarding understanding.
- Complete identity, right-to-work, qualifications, references, DBS/barred-list, prohibition, direction, overseas and disqualification checks as applicable before work starts, with risk-assessed exceptions only where lawful.

Records and ongoing suitability

- Maintain an accurate single central register and recruitment file with dates and checker identity.
- Use induction, probation, supervision, code-of-conduct declarations and duty-to-disclose arrangements to support ongoing suitability.
- Make DBS and professional referrals when legal thresholds are met.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Part 1 — Child protection and safeguarding

- Part 4 — Staff conduct and professional boundaries
- Privacy Notice for Job Applicants

Legal and guidance framework

- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Part 4 Staff conduct and professional boundaries

Introduction

- At Daffodil Preparatory School we believe in creating a whole school culture that is safe and inclusive.
- We expect all pupils to receive high-quality teaching and learning in a positive and respectful manner.
- Our Staff Code of Conduct is designed to give clear guidance and ensure that all school staff set a positive and professional example to pupils through the standards of behaviour they model.
- We recognise that the majority of staff members act appropriately and treat each other with dignity and respect; however, we consider it important to clarify the expected standards.
- School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils within the school.
- As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside of working hours.

This policy forms part of a staff member's contract of employment and failure to comply with it, along with the associated school policies, may result in disciplinary action being taken, including legal action where this is warranted.

This document applies to staff members who are:

- Employed by the school, including the Headteacher and volunteers.
- Employed in units or bases that are attached to the school.

Objectives of a safe school culture:

To safeguard pupils and protect staff

To make explicit expectations of performance and conduct

To minimise opportunities for abuse

For all staff to have confidence to report concerns with full confidentiality

To respond promptly to concerns: we always investigate and address issues

To exercise appropriate sanctions

To create and maintain an ethos of mutual respect, openness and fairness
Our aims underpin the school culture: to develop a happy, friendly, secure and well-disciplined atmosphere and to encourage a caring, respectful and trusting

relationship between all children and adults. Staff failure to adhere to this policy may result in disciplinary action including dismissal.

Professional behavior and conduct

Staff are expected to demonstrate consistently high standards of personal and professional conduct such that public confidence in their integrity is sustained.

Staff will:

- Have proper and professional regard for the ethos, policies and practices of the school.
- Maintain high standards in their attendance and punctuality.
- Take care of themselves and others affected by their activity at school.
- Cooperate with school leaders in meeting their duties under the relevant regulations.
- Treat pupils, parents, colleagues and external contacts with dignity and respect.
- Observe proper boundaries appropriate to their professional position, showing tolerance of and respect for the rights of others.
- Inform the Headteacher if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution.
- Be aware that professional behavior and conduct is expected to be extended to extracurricular trips and visits.
- Act appropriately in terms of the views they express – in particular, political views – and the use of school resources at all times.
- Staff will not:
 - Use foul or abusive language.
 - Perpetrate discrimination, bullying, harassment, or intimidation, including physical, sexual and verbal abuse.

Misuse or misrepresent their position, qualifications, or experience.

Seek to bring the school into disrepute.

Use school resources for political purposes.

Safeguarding pupils.

In accordance with 'Keeping children safe in education 2024' (KCSIE), staff have a responsibility to safeguard pupils by:

- Providing help and support to meet the needs of pupils as soon as a problem emerges.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.
- All staff must ensure that they do not act in a way that may put pupils at risk of harm, or lead others to question their actions. Staff should also be aware of the role of the DSL and when to contact them.
- If a member of staff has any concerns about a pupil's welfare, they will act on them immediately.
- They will follow the necessary reporting and referral procedures outlined in our Safeguarding Policy and speak to the DSL.
- Staff will be aware of the procedures to follow if a pupil tells them they are experiencing abuse, exploitation, or neglect.

In all cases, if a member of staff feels unsure as to whether an incident or pupil would be classed as a safeguarding concern, they will speak directly to the DSL. Staff will not assume a colleague will take action and share information that might be critical in keeping children safe.

Staff will recognize, acknowledge, and understand that even if there are no reports of child-on-child abuse in the school, this does not mean it is not happening. Staff will understand the scale of harassment and abuse and challenge inappropriate behaviors between peers that are abusive in nature and report any concerns regarding any form of abuse to the DSL without undue delay.

Any member of staff that has concerns about another staff member's actions or intent or believes these actions may lead to a pupil being put at risk of harm, will report this in line with the Allegations of Abuse Against Staff Policy or Whistleblowing Policy immediately so appropriate action can be taken. This includes if the staff member in question is a volunteer, supply staff or an individual using school premises to host extra-curricular activities.

If the concern is regarding the Headteacher, staff will report this to the chair of the governing board.

- Staff will undergo safeguarding and child protection training at induction.
- This will include training around online safety, particularly concerning the understanding of roles and responsibilities in relation to filtering and monitoring, in line with the filtering and monitoring standards.
- This training will be updated at least annually to continue to provide staff members with relevant skills and knowledge to safeguard children effectively.

Staff will recognise that, when teaching pupils about safeguarding and online safety, a

one-size-fits-

all approach may not be appropriate for every pupil, and a more personalised or contextualized approach may be needed for pupils who are vulnerable, victims of abuse and/or have SEND.

Staff will be aware of their local early help process and understand their role in it.

Staff will reassure victims that they are being taken seriously and that they will be supported and kept safe by the school. They will never give the impression that pupils are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a pupil ever be made to feel ashamed for reporting an incident.

Staff will know how to manage the requirement to maintain an appropriate level of confidentiality, involving those who need to be involved, but will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

Staff will be aware of the school's legal duty to make a referral to the DBS where they consider an individual has engaged in contact that has harmed, or is likely to harm, a child.

Appearance and dress

The school expects that staff will:

- Ensure that their appearance is clean and neat when at work or representing the school.
- Dress in a manner that is appropriate to their role – the school will make reasonable adjustments to uniform expectations to suit disabilities, medical conditions, and religious and cultural beliefs.
- Not wear clothing that could have implications for the health and safety of themselves, or others in their care.
- Remember that they are role models for pupils, and that their dress and appearance should reflect this.
- Not dress in a way that would cause embarrassment to pupils, parents, colleagues, or other stakeholders.
- Ensure that, if visible, tattoos do not cause offence to others; if tattoos are likely to cause offence, they must be covered up whilst in work.

- Ensure that jewellery and piercings are minimal and, in the health and safety interests of both staff and children, avoid anything that could catch or be caught by pupils.

Attendance

The school expects staff will:

- Attend work in accordance with their contract of employment and associated terms and conditions in relation to hours, days of work and holidays.
- Comply with the school's notification of sickness absence procedures.
- Make routine medical and dental appointments outside of their working hours or during holidays where possible.
- Refer to the school's Staff Leave of Absence Policy if they need time off for any reason other than personal illness.

Conduct outside of work

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school.

Staff will not engage in outside work which could seriously damage the reputation and standing of the school, the employee's own reputation, or the reputation of other members of the school community. Staff will also not engage in outside work at a level which may contravene The Working Time Regulations 1998 or affect an individual's work performance.

Staff committing offences that involve violence, possession or use of illegal drugs, or sexual misconduct is unacceptable, and will result in disciplinary procedures in line with the school's Disciplinary Policy and Procedure.

Staff will not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.

Smoking, e-cigarettes, alcohol, and other substances

Staff will not smoke or vape on, or within the school premises and whenever in the sight of pupils, parents or visitors.

Staff will not smoke or vape whilst working with or supervising pupils off-site, such as when on educational visits and trips.

Staff will report for work and remain in a condition to perform their duties free from the effects of drugs, alcohol or any other substances that may hinder judgement and cause changes in behaviour; this does not include over-the-counter painkillers such as paracetamol.

Health and safety

Staff will:

- Be familiar with, and adhere to, the school's Health and Safety Policy and ensure that they take every action to keep themselves and everyone in the school environment safe and well.
- Comply with health and safety regulations, adhering to any rules, routines and procedures in place, and cooperate with school leaders and colleagues on matters relating to health and safety.
- Use the correct equipment and tools for the job and any protective clothing supplied.
- Adhere to their common law duty to act as a prudent parent would when in charge of pupils.

- All staff are encouraged to look after their physical and mental wellbeing. This includes maintaining a healthy work-life balance. We take issues of stress very seriously and look to provide appropriate support and help in these cases.
- Staff needing support are encouraged to discuss issues and concerns with the Headteacher in confidence.

Conflicts of interests

The school is aware that situations may arise where family interests or loyalties conflict with those of the school; however, staff have an obligation to act in the best interests of the school community to avoid situations where there may be a potential conflict of interest.

Failure to make a relevant declaration of interests is a serious breach of trust and, therefore, if employees are in doubt about a declaration, they are advised to contact the school.

Any member of staff found to be withholding information about a conflict of interest will be subject to disciplinary action in line with the Disciplinary Policy and Procedure.

Staff and volunteers will be responsible for:

- Declaring any conflicts of interest.
- Acting in accordance with this policy at all times.
- Identifying any conflicts of interest that have not been previously declared.
- Following the school's Whistleblowing Policy where there are concerns that a conflict of interest has not been declared, and an individual might have subsequently benefitted.
- Ensuring that all individuals in a discussion do not have a vested interest in the subject.
- Informing the Headteacher of any relatives whom they may have a declarable interest in.
- Considering whether they need to declare their relationship with any individual where this might cause a conflict with school activities.
- Membership to a trade union or staff representative group does not need to be declared.

Contacts

Staff members will not use school business contacts for acquiring materials or services at trade/discount prices for non-school activities, unless participating in concessionary schemes arranged by trade unions or other such groups.

Maintaining professional relationships with pupils

The school expects that staff will:

- Maintain professional boundaries and relationships with pupils at all times, and will consider whether their actions are warranted, proportionate, safe and necessary.
- Act in an open and transparent way that would not lead to others questioning their actions.
- Ensure that they do not establish social contact with pupils for the purpose of securing a friendship, or to pursue or strengthen a relationship.
- Ensure that they do not develop personal or sexual relationships with pupils: this includes sexual remarks and discussing their own sexual relationships with, or in the presence of, pupils.
- Only contact pupils via the school's established mechanisms: personal phone numbers, email addresses or social media platforms will not be used to contact pupils.
- Staff are aware that they must not:
- Discuss personal information with pupils, such as concerning their lifestyle or marital status, unless it is directly relevant to the topic being taught.

- Correspond in a personal nature through any medium with pupils, e.g. phone calls or text messages, unless it is within the staff member's role and via an approved communication method, e.g. school emails.
- Adopt an ongoing support role beyond the scope of their position.
- Use personal equipment for approved activities, such as a personal camera, unless approved in writing by the SLT, and will not photograph, audio record or film pupils without authorisation from the SLT and consent from the pupil's parent.
- Save images, videos or audio recordings of pupils on personal devices, unless authorised by the SLT or parents.

Upload images, videos or audio recordings of pupils to any location without consent from parents and the SLT.

Discuss or share information regarding other pupils or members of staff; staff should be aware of their surroundings when speaking to others, as their conversations may be overheard.

Ignore instances of sexual harassment and inappropriate behaviour amongst pupils.

Invite or allow pupils to visit their home.

Allow pupils to access staff members' personal devices.

Attend pupils' homes or their social gatherings, unless approved by the SLT.

Be alone with a pupil outside of teaching responsibilities, unless approved by the SLT.

Enter changing rooms or toilets occupied by pupils, when supervision is not required or appropriate, use toilet facilities allocated to pupils, or undress in facilities intended for use by pupils.

Not transport a pupil unless in line with the Driving at Work Policy.

Carry out one-to-one tutoring, mentoring or coaching of pupils, unless approved by the Headteacher or SLT.

Give personal gifts or special favours, or disproportionately single specific pupils out for special duties or responsibilities.

Offer overnight, weekend or holiday care as a respite to parents without the approval of the Headteacher.

Under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect to that child, even if the relationship is consensual.

Where inappropriate contact is made with pupils, this will be raised with the Headteacher and handled in line with the school's Safeguarding Policy and Staff Code of Conduct.

If a pupil is consistently attempting to befriend or contact a member of staff on social media, the member of staff will inform the Headteacher as soon as possible.

Staff are strongly discouraged from forming personal relationships with former pupils, including on social media, as well as with the parents of any pupils on social media.

In the event of the school becoming aware of a closer relationship between a member of staff and a former pupil which may raise concerns about their suitability to work with children, the Headteacher will contact the LA designated officer (LADO) for advice and guidance.

Any inappropriate contact made with former pupils will be handled in line with the Safeguarding Policy and Staff Code of Conduct.

Appropriate language

Staff will be informed that pupils should not be treated as friends. Staff will not:

- Use inappropriate names or terms of endearment.

- Allow inappropriate conversations or enquiries of a sexual nature to occur.
- Comment on a pupil's appearance, including personal flattery or criticism.
- Treat pupils disrespectfully or discriminatorily, based upon their perceived or actual protected characteristics.
- Subject pupils to humiliation, profanity, or vilification.
- Allow or partake in suggestive humour, banter, jokes or innuendos of a sexual nature.
- Use obscene or inappropriate gestures and language.
- Partake in personal conversations, including on the phone, where this may be overheard by pupils.

Physical contact with pupils

All staff members will respect the personal space and privacy of all pupils and will avoid situations which unnecessarily result in close physical contact.

The school understands that there are circumstances in which it is entirely necessary for staff to have physical contact with pupils, e.g. when applying first aid and assisting with intimate care, but staff will only do so in a professional and appropriate manner in line with relevant school policies.

When physical contact is made with pupils, it is imperative that it is conducted in a way which is responsive to the pupil's needs, is of limited duration and is appropriate to their age, stage of development, gender, and background.

Staff will seek the pupil's permission, where possible, before initiating contact.

Staff will always use their professional judgement when determining what physical contact is appropriate, as this may differ between pupils, and ensure that the pupil's feelings and wishes are always taken into account.

Staff will never touch a pupil in a way which is indecent and will be aware that even well-intentioned physical contact may be misconstrued by a pupil, an observer or by anyone to whom this action is described and, therefore, will always be prepared to explain their actions.

Staff will not engage in rough play, tickling or play fights with pupils.

Physical contact will never be secretive; if a member of staff believes an action could be misinterpreted, this will be reported to the Headteacher, or the chair of Governors if the concern is about the Headteacher, and appropriate procedures will be followed.

Where it is necessary in PE classes for teachers to demonstrate use of equipment, this will be conducted with another member of staff if possible. If a pupil is required to participate, their consent will be given before doing so.

If a pupil is in distress and in need of comfort or reassurance, staff may use age-appropriate physical contact, such as placing their hand on the pupil's shoulder. Staff will remain

self-aware of their actions at all times and ensure that their contact is not threatening, intrusive or subject to misinterpretation.

The school acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to manage conflict, disruption and distressed behaviour when other measures have failed to do so. In these cases, staff will ensure that actions such as a safe touch and reasonable force are used in a correct and safe manner, in accordance with the relevant legislation and national guidance.

In all interactions with pupils staff will always behave and act in a respectful and professional manner and staff will be aware that extra caution and consideration may be needed where it is known that a pupil has previously suffered from abuse or neglect.

Transporting pupils

Staff are aware that the safety and welfare of pupils is the responsibility of the school until pupils are with their parents. The school is committed to taking all possible safety measures to ensure the safety of pupils.

When it is necessary to transport pupils off-site, staff will gain consent from parents before transporting pupils and adhere to the appropriate school policies and risk assessments.

Acceptable use of technology

Staff are aware of the benefits and challenges associated with using technology in school. When using technology staff will always adhere to the various procedures, freedoms and limitations outlined in the relevant school policies, which include but are not limited to:

- Online Safety Policy
- Electronic Devices Policy
 - All staff will maintain a professional level of conduct in their personal use of technology and adhere to the school's Electronic Devices Policy.
 - Staff will be aware of how the use of technology can impact safeguarding and wellbeing issues, e.g. online abuse.
 - Staff will be vigilant to ensure their own behaviour is respectful and that pupils are using technology appropriately while under their care.

Personal devices

Personal devices are used in accordance with the provisions outlined in the policies above and within the Staff ICT and Electronic Devices Policy and the Device User Agreement. Any personal electronic device that is brought into school is the responsibility of the user.

Personal devices are not permitted to be used in the following locations:

- Classrooms
- The school hall
- The school kitchen (not including the kitchen staff staffroom)
- Corridors
- Library
- ICT suite
- Toilets
- Changing rooms
- School yards and sports field
 - Staff are not permitted to use their personal devices during lesson time, other than in an emergency.
 - Staff are not permitted to use their personal devices to take photos or videos of pupils.

Social media

Staff will be aware that their conduct on social media can have an impact on their role and reputation within the school.

Staff will remain mindful of their use of social media and their web-based presence including written content, videos or photographs, and views expressed directly or indirectly which may bring themselves, the school, or the school community into disrepute.

Staff are required to employ the highest security settings on any personal profiles they may have.

Staff will not engage in inappropriate use of social networking sites including contacting pupils or their family members, accepting or inviting friend requests from pupils or their family members, or following pupils or their family members on social media.

The school understands that some staff are also parents of pupils at the school and, therefore, may wish to contact other parents. When doing so, staff will exercise their professional judgement and will not contact family members on social media if this would lead to a conflict of interest.

Photography, images and videos

All staff will act in accordance with the school's Electronic Devices Policy.

Photographs, images and videos will only be taken using school equipment – using personal mobile phones for this purpose is prohibited and images of pupils will not be taken for personal use.

Staff will ensure that imagery and videos will be kept in an appropriate and secure place in school.

No pupil will be photographed in a state of undress or semi-undress, or in a situation which could be considered as indecent or sexual.

Staff will not take images of a pupil's injury, bruising or similar (e.g. following a disclosure of abuse), even if they have been requested to do so by children's social care and staff members will not make audio recordings of any disclosure made by a pupil.

Consent for taking photographs will be obtained from parents, or the pupil themselves, if they are deemed old enough and able to make the decision for themselves.

The age of consent that is legislated is 13 and above; however, this is only applicable for online services provided directly to children. For everything else, an appropriate age of consent is considered on a case-by-case basis by the DPO, Headteacher and a pupil's parents (where appropriate).

Pupils who have not provided consent, either personally or via their parents, to have their photograph taken or be filmed will have their wishes respected.

The Headteacher will be notified of the proposed use of the imagery or video and the equipment and ensure that the use of such is included in lesson plans where this is necessary.

All photographs and videos will be available for scrutiny, and staff will be prepared to explain and justify the images or footage taken.

Careful consideration will always be given to the activities which are being filmed or photographed, to ensure that images or videos are not indecent and cannot be misused.

Premises, equipment, and communication

Staff are responsible for:

- Being aware of and following the requirements of the school's site security arrangements.
- Securing windows and doors when rooms are not in use.
- Ensuring that visitors sign in and out at the school office.
- Challenging any unidentified individuals and notifying the Headteacher of any unauthorised person.

- Securingvaluableequipmentafteruse.
- Ensuringthesecurityofschoolequipmentwhentakenofftheschoolpremises, such as laptops.
- Accessingtheschoolpremisesinaccordancewiththeschool'ssitesecurity arrangements.
- Acting in accordance with the school's GDPR and Data Protection Policy and DataandCyber-securityBreachPreventionandManagementPlan,ensuringthat data and information is secure.
- ReportinganyminorsecurityconcernstotheHeadteacher.
- Reportingmajorsecurityconcernsdirectlytothepoliceoremergency services, where appropriate.
- CarryingtheirschoolIDwiththematalltimes.
- Beingresponsibleforthesecurityofanyoftheirownpropertythattheybringto the school site.

Schoolequipmentandsystemsareavailableonlyforschool-relatedactivitiesandwillnotbe used for the fulfilment of another job or for personal use, unless specifically authorisedby the Headteacher. Illegal, inappropriate, or unacceptable use of school equipment or communicationsystems may result in disciplinary action and, in serious cases, could lead to an employee's dismissal.

Employees receiving inappropriate communication or material, or who are unsure about whethersomethingtheyproposetodomightbreachthispolicy,shouldseekadvicefromthe Headteacher.

The school reserves the right to monitor emails, phone calls, internet activity or document production on school-owned equipment, principally in order to avoid offensive or nuisance materialandtoprotectsystemsfromviruses,butalsotoensureproperandeffectiveuseof systems.

Communicationsystems may be accessed when the schoolsuspects that the employee has been misusing systems or facilities, or for the investigation of suspected fraud or other irregularity. Access will be secured by the systems manager, only with the permission of the governing board.

Passwordsshouldnotbesharedandaccesstocomputersystemsmustbekeptconfidential except on the express request of the Headteacher or systems manager. Breaches of this confidentiality may be subject to disciplinary action.

School equipment that is used outside the premises, e.g. laptops, will be returned to the schoolwhen the employee leaves employment or if requested to dosoby the Headteacher.

Data protection and confidentiality

AllstaffwillbeawareoftheirresponsibilitiesaslaidoutintheshoolsDataProtectionPolicy and in line with the core principles of the UK GDPR and the Data Protection Act 2018.

Staffmemberswillnotdisclosesensitiveinformationabouttheschool,itsemployees,orthe LAtootherparties.Theonlyexceptiontothisbeingwhentheconfidentialinformationgives rise to concerns about the safety or welfare of a pupil.

Staff members have the right to request access to data that is held about them. Such requestswillbemadetotheHeadteacherinwritinginaccordancewiththeschool'sGDPR Data Protection Policy and Records Management Policy.

Staffwillensurethat:

- Confidentialpaperrecordsarekeptinalockedfilingcabinet,drawerorsafe,with restricted access, and will not be left unattended or in clear view anywhere with general access.
- Implementa'cleardeskpolicy'toavoidunauthorisedaccesstophysicalrecords containing sensitive or personal information.
- Memorysticksarenotusedtoholdpersonalinformationunless theyare password-protected and fully encrypted.

- They will not use their personal laptops or computers for school purposes. All necessary members of staff are provided with their own secure login and password, and every computer regularly prompts users to change their password.
- When sending confidential information staff will always check that the recipient is correct before sending.

If staff and governors need to use their personal laptops for school purposes, particularly if they are working from home, they will bring their device into school before using it for work to ensure the appropriate software can be downloaded and information encrypted.

Before sharing data, all staff will ensure:

- They are allowed to share it.
- That adequate security is in place to protect it.
- Who will receive the data has been outlined in a privacy notice.

Where personal information that could be considered private or confidential is taken off the premises, either in electronic or paper format, staff will take extra care to follow the same procedures for security, e.g. keeping devices under lock and key.

The person taking the information from the school premises accepts full responsibility for the security of the data.

- When pupils and staff join the school, the staff member or pupil (or, where appropriate, pupil's parent) will be required to complete a consent form for personal data use.
- This consent form deals with the taking and use of photographs and videos, amongst other things.
- Where appropriate, third parties may also be required to complete a consent form.

The school holds the right to take the necessary disciplinary action against a staff member if they believe them to be in breach of the above security measures.

Probity of records

The deliberate falsification of documents, such as references, academic qualifications, or legal documents, is unacceptable. Where a staff member falsifies records or other documents, including those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence.

CODE OF CONDUCT:

As a user within this professional setting, I hereby commit to abiding by the following code of conduct:

- **Confidentiality:** I acknowledge and agree that information concerning parents, pupils, and families is confidential. I pledge not to share such information with unauthorised individuals.
- **Professional Behaviour:** I commit to maintaining a high standard of professionalism at all times. My language and conduct will be appropriate for the professional setting in which I operate.
- **Adherence to Instructions:** I will actively listen to instructions provided by my managers and undertake to follow them diligently. This includes any directives related to tasks, responsibilities, or protocols within the setting.
- **Concern Reporting:** In the event of any concerns arising within the setting, be it related to the environment, staff, or families, I pledge to promptly report such concerns to the settings manager.
- **Appropriate Attire:** I will dress in a manner that is suitable and respectful for the professional setting, ensuring that my appearance aligns with the standards of the environment.
- **Punctuality and Lesson Initiation:** I will consistently be punctual and initiate lessons or activities at the designated start times.

- **Absence Notification:** Any anticipated absences will be communicated to my manager in advance, allowing for the necessary arrangements to be made to ensure the smooth operation of the setting.
- **Policy and Procedure Adherence:** I commit to diligently following the policies and procedures established within the setting, understanding that they contribute to the overall functioning and success of the environment.
- **Respectful Conduct:** I will conduct myself in a manner that is respectful and professional in all interactions with staff and parents. I will not engage in any form of misbehaviour or disrespectful conduct.
- By agreeing to this code of conduct, I acknowledge my responsibility in maintaining a positive and conducive professional environment and understand that any breach of these commitments may result in appropriate action being taken.
- Name:
- Signature:

Date:

August 2026 operational update

Expected conduct

- Maintain professional boundaries, dignity, confidentiality and impartiality and model respectful conduct on and off duty.
- Use only approved communication channels; do not share personal contact details with pupils or communicate privately without authorisation.
- Avoid one-to-one situations that cannot be observed or accounted for; record unavoidable exceptions.

Safeguarding conduct

- Report concerns about a child immediately and report any concern about an adult, including low-level concerns and self-referral, under the relevant policy.
- Do not initiate physical contact except where appropriate, necessary and proportionate; never use force as punishment.
- Do not photograph, record, transport, give gifts to or meet pupils outside authorised arrangements.

Personal phones, technology and AI

- Staff must not use a personal phone for personal reasons in front of pupils during the school day. Phones are kept silent and out of sight except for an authorised operational or emergency purpose.
- Staff never use personal devices to photograph, film or record pupils and never contact pupils or parents from a personal account or number unless an expressly authorised emergency procedure requires it.
- Do not place confidential, personal, assessment or safeguarding information into unapproved AI systems. Verify AI-assisted work professionally and remain accountable for the outcome.
- Maintain appropriate online profiles and report accidental boundary crossings, loss of a device or data incidents immediately.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Part 5 Speaking up and whistleblowing

Policy at a glance

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for whistleblowing policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Protected speaking up

- Workers may raise suspected wrongdoing, danger, safeguarding failure, fraud, illegality, concealment or regulatory breach without retaliation.
- Raise concerns with the Headteacher, or safeguarding trustee/Chair where the Headteacher is implicated; external prescribed-person routes remain available.
- Safeguarding concerns must not be delayed while deciding whether they qualify as whistleblowing.

Response

- Acknowledge, assess conflicts, preserve confidentiality as far as lawful, investigate proportionately and give feedback where possible.
- Victimisation is misconduct; knowingly false allegations may be addressed separately, but an unsubstantiated good-faith concern is not misconduct.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Part 1 — Child protection and safeguarding
- Part 4 — Staff conduct and professional boundaries
- Part 2 — Concerns and allegations about adults

Legal and guidance framework

- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Part 6 Online safety

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

At Daffodil Preparatory School, we are committed to keeping every pupil safe and healthy, both in the physical and digital world. The E-Safety Policy operates under the umbrella of the **Safeguarding Policy**, ensuring that the same ‘staying safe’ outcome outlined in the *Every Child Matters* agenda applies equally to the online and electronic environment.

We recognise that the internet plays a vital role in a child’s education. Used responsibly, it enriches and extends learning, supports pupil achievement, and raises educational standards. It also assists staff in their teaching and contributes to the effective management of the school.

Our approach to e-safety is guided by the **Independent School Standards Regulations (ISSRs)** and meets the expectations of **Ofsted**, which require schools to demonstrate robust safeguarding, a safe online environment, and the active promotion of **British Values**, including respect, responsibility, and the protection of pupils from risks such as online abuse, extremism, or exploitation.

Aim

The purpose of the e-safety policy is to maximise the educational benefit and fulfil the obligation of providing quality internet access to pupils as part of their lifelong learning experience, whilst adopting a safe culture and minimising any associated risks.

Pupils shall be educated about the benefits and the risks of using technology and controlling their online experience.

Internet Access

The use of internet is a part of the statutory curriculum and an essential tool for staff and pupils.

The use of internet enhances learning opportunities.

The internet is used and integrated into the planning to enrich and extend learning activities.

The internet shall benefit education by allowing access to various educational resources.

Managing Internet Access

Internet access is designed particularly for pupils’ use reflecting the curriculum requirements and includes filtering appropriate to the age of pupils.

Pupils are given clear objectives for Internet use and are taught what Internet use is acceptable and what is not.

Pupils are taught how to evaluate Internet content.

Pupils are educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Pupils are taught to cross-check information and validate information before accepting its accuracy.

Pupils are taught how to report unpleasant Internet content or if unsuitable sites are discovered.

Internet access security

The security and capacity of the school information systems is reviewed regularly.

Virus protection is installed and updated regularly.

Managing E-mail

Pupils and staff shall only use approved e-mail accounts on the school system.

Personal e-mail or messaging between staff, parents and pupils shall not take place.

Personal details of themselves or others shall not be revealed in e-mail communication, or an arrangement to meet anyone without specific permission.

On occasions an e-mail shall be authorised before sending to an external organisation just as a letter written on school headed notepaper would be.

The forwarding of chain letters is not permitted.

Managing web site content

The point of contact on the school web site shall be the school address, e-mail and telephone number.

Staff or pupils' personal information is not published.

The Governing Body has overall editorial responsibility and ensures that content is accurate and appropriate.

The school's ethos is reflected in our website, ensuring that information is accurate, well-presented and personal security is not compromised.

Care is taken to ensure that all information is considered from a security viewpoint including the use of photographic material.

Photographs of pupils are not used without the written consent of the pupil's parents/carers.

Use of site photographs is carefully selected so that any pupils cannot be identified, or their image misused.

The names of pupils are not used on the website, particularly in association with any photographs.

The copyright of all material on the website will be held by the school.

Social networking and chat rooms

The school blocks/filters access to social networking sites

Newsgroups are blocked unless a specific use is approved by the Head teacher.

Pupils are advised never to give out personal details of any kind which may identify them or their location. I.e. Real name, address, mobile or landline phone numbers, school, e-mail address, names of friends, specific interests and clubs etc.

Pupils and parents are advised that the use of social network spaces outside school brings a range of dangers for pupils.

Pupils are taught the importance of personal safety when using social networking sites and chat rooms.

Pupils are not allowed to access public or unregulated chat rooms.

Staff shall not exchange social networking addresses or use social networking sites, under any circumstances, to communicate with pupils.

Should special circumstances arise where it is felt that communication of a personal nature between a member of staff and a pupil is necessary, the agreement of a member of SLT shall always be sought first and language used shall always be appropriate and professional.

Managing Filtering

The school works in partnership with parents/carers; the Local Authority, the DCFS and the Internet Service Provider to ensure systems to protect pupils and staff are reviewed and improved regularly.

Filtering methods are selected by the school in consultation with its IT partner and with the LA to ensure that they are age and curriculum appropriate.

Regular checks by Senior Staff are undertaken to ensure that the filtering methods selected are appropriate, effective and reasonable.

If staff or pupils discover unsuitable sites, the URL and content shall be reported to SLT immediately.

Potential risks

Internet and electronic communications technologies derive huge educational benefits but also carry potential risks. Some of the potential risks are highlighted below:

Content

Pupils shall be protected from viewing and/or downloading adult material, violence, racist/hate sites, potential grooming and extremist material.

Pupils are made aware of the potential long-term effects of any inappropriate content that they upload themselves, such as photographs, too much personal information or nasty comments about others.

Pupils are educated about the need to understand that anyone can publish anything they wish on the Internet, so it may be inaccurate.

In addition, pupils are educated about the need to understand inappropriate use of the Internet and respecting copyright issues.

Contact

There are people who will try their utmost to gain access to pupils to do them harm. The dangers of contact with persons unknown are made clear.

Communication

Pupils shall be protected and made aware of the potential dangers of digital communication (i.e. you can never be 100% sure that you know who you are communicating with!).

Safe use/potential dangers of email use, instant messaging, chat rooms, social networking sites etc. are explored and made clear to pupils.

The dangers of using digital imaging devices such as cameras and webcams to display images should also be highlighted.

Culture

The way that some pupils use the Internet can lead to depersonalisation (forgetting that in the virtual world, there is a real person) and this can lead to cyber bullying, which can become far more extreme and wide-ranging than 'face to face' bullying.

Commerce

Pupils shall be protected from and educated about issues surrounding commercial marketing such as spam, phishing etc.

Assessing risks

- Some material available through the Internet is unsuitable for pupils.
- The school takes all reasonable precautions to ensure that users access only appropriate material.
- However, due to the nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.
- The school cannot accept liability for the material accessed, or any consequences of Internet access.

The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Criminal Misuse Act 1990 and will be dealt with accordingly.

Access to any websites involving gambling, games or financial scams is strictly forbidden and shall be dealt with accordingly.

Introducing the e-safety policy to pupils

Pupils are informed that Internet use is only with adult supervision.

Pupils are informed that internet use will be closely monitored, and that misuse will be dealt with appropriately.

Pupils are instructed in responsible and safe use before being allowed access to the Internet.

Lessons on e-safety and responsible Internet use, covering both school and home use, are taught.

Staff and the E-safety policy

All staff are given the school e-safety policy and its importance explained.

Staff are made aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct are essential.

Staff shall not use personal email or mobile technology to contact pupils. If contact is necessary, a school telephone / email account shall be used.

It is essential that teachers and learning support staff are confident about using the internet in their work and shall be given opportunities to discuss issues and develop appropriate teaching strategies.

All new staff are given a copy of the policy during their induction.

Staff development in safe and responsible use of the internet shall be provided as required.

Parent/Carers Support

Parents/carers are informed of the School's Internet Policy which can be accessed on the school website.

Parents' attention is drawn to the school e-safety Policy in newsletters.

Any issues concerning the internet shall be handled sensitively to inform parents/carers without undue alarm.

Parents and carers shall from time to time be provided with additional information on e-safety.

The school requires all new parents to sign the parent/ pupil agreement when they register their child with the school.

Periodically parent workshops are held to update awareness on e-safety.

Handling E-safety complaints

Pupils and parents are informed of the complaint's procedure.

They are informed of how and where to report incidents.

Complaints of a child protection nature shall be dealt with in accordance with school child protection procedures.

Complaints of Internet misuse is dealt with by SLT.

Any complaint about staff or pupil misuse shall be referred to SLT/GB immediately.

Parents/carers and pupils work in partnership with school staff to resolve any issues.

Sanctions within the school discipline policy include:

- Interview by a member of SLT.
- Informing parents or carers.
- Removal of Internet or computer access for a period.

Roles and responsibilities

SLT ensure that:

- All staff and volunteers understand and are made aware of the school's eLearning/Safety Policy and arrangements.
- Staff understand that misuse of the internet may lead to disciplinary action and possible dismissal.
- All staff are included in e-Safety training.
- A commitment to e-Safety is an integral part of the safer recruitment and selection process of staff and volunteers.
- ICT security is maintained.
- Staff attend appropriate training.
- Support and training for staff and volunteers on e-Safety is provided.
- The school's ICT systems are regularly reviewed with regard to security.
- Virus protection is regularly reviewed and updated.
- Regularly check files on the school's network.

The Governing Body of the school will ensure that:

- There is a senior member of the school's leadership team who is designated to take the lead on E-Learning/Safety within the School.
- Procedures are in place for dealing with breaches of e-safety and security and are in line with Local Authority procedures.
- All staff and volunteers have access to appropriate ICT training.

August 2026 operational update

Whole-school online safety

- Address the four areas of risk: content, contact, conduct and commerce, including misinformation, scams, coercion, sexual imagery, grooming and extremist material.
- Teach age-appropriate digital literacy, consent, privacy, reporting, respectful communication and critical evaluation of AI-generated content.
- Make clear that harmful conduct originating outside school may be addressed where it affects a pupil's welfare, education or the orderly running of the school.

Filtering and monitoring

- Assign strategic responsibility to the proprietor/governing body, operational responsibility to SLT, safeguarding leadership to the DSL and technical responsibility to IT support.
- Use differentiated profiles, safe search, IWF and CTIRU blocklists, logged exceptions and coverage for school-managed devices, guest networks and relevant apps.
- Review effectiveness at least annually and additionally after new technology, significant configuration change, serious incident or identified risk. Maintain a signed review record and risk-based checking log.

Generative AI and devices

- Only approved AI services may process school or pupil information; staff complete a DPIA or approval process where high risk may arise.
- Do not enter confidential, personal, assessment or safeguarding information into public AI tools, and never rely on AI output without professional verification.
- Pupil mobile phones and personal smart devices are prohibited during the school day. An approved exception is switched off and deposited in the administration office on arrival under the dedicated policy.
- Recording, location sharing, VPN/proxy circumvention, anonymous accounts and attempts to defeat filtering are prohibited.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Part 7 Social media and digital conduct

Policy at a glance

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for social media policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Professional boundaries

- Staff do not accept pupils or current parents through personal accounts or use disappearing/private channels for school business.
- Only authorised accounts speak for the school; use approved devices, accounts, consent and moderation.
- Never publish identifiable pupil information or images without a valid basis and current permissions.

Concerns

- Capture evidence without redistributing illegal or sexual content and report safeguarding matters immediately to the DSL.
- Report impersonation, harassment, data breach and account compromise promptly.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Part 6 — Online safety
- Part 4 — Staff conduct and professional boundaries
- Data Protection Policy

Legal and guidance framework

- KCSIE 2026
- UK GDPR
- Data Protection Act 2018
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Part 8 Monitoring, accountability and review

Equality, SEND and accessibility

Decisions must be fair, evidence-based and free from unlawful discrimination. Staff identify and record reasonable adjustments, accessible communication and support required by disability, SEND, medical need, language, religion or belief and other protected characteristics.

Safeguarding priority

Any concern that may indicate abuse, neglect, exploitation, peer-on-peer harm, self-harm, significant vulnerability or risk of serious harm is referred immediately to the DSL. Policy processes must not delay emergency or safeguarding action.

Records and confidentiality

The responsible lead records the decision, evidence, action, communication, support, adjustment, owner and review date in the appropriate secure system. Information is shared on a lawful, necessary and proportionate basis and retained under the school's information-governance requirements.

Training and implementation

The policy owner identifies role-specific induction, refresher training, drills or competency checks. Leaders sample implementation and records, address inconsistency promptly and report material themes and risks to governors.

Review and continuous improvement

The policy is reviewed at least annually, and sooner after a serious incident, complaint, audit finding, statutory or guidance change, recurring pattern or evidence that controls are ineffective. Pupil, parent and staff voice is considered where relevant.

Safeguarding and Safer Working Policy, version 3.0, effective August 2026. This document supersedes the corresponding earlier policy drafts included within it. Previous files remain version-history records and must not be used as concurrent instructions.

Part 9 Putting the policy into practice

KCSIE 2026 transition and staff knowledge

- Until 31 August 2026 the operative guidance is KCSIE 2025; from 1 September 2026 KCSIE 2026 applies and all staff—including staff who do not work directly with children—must read Part one in full.
- The KCSIE 2026 Part one overview is a complementary quick reference and does not replace reading Part one; leaders record issue, understanding and follow-up for staff who need support.
- Induction identifies the DSL and deputies, reporting route, child protection policy, staff behaviour code, whistleblowing, online safety and response to missing pupils before unsupervised work begins.
- DSL cover is available whenever pupils are on site or engaged in school activity; staff know how to act directly if the DSL or deputy is unavailable and a child is in immediate danger.

Immediate action, records and multi-agency work

- Act immediately on any concern, remain child-centred and record the child's words accurately; do not investigate, promise secrecy or wait for proof.
- Every safeguarding record includes the concern, action, decision, rationale and outcome; chronologies distinguish fact, professional opinion and information from others.
- Make early-help, children's social care, police, Channel, LADO and emergency referrals according to threshold and urgency; professional disagreement must be escalated and must not leave the child without protection.
- Data protection is not a barrier to necessary safeguarding sharing; record decisions to share or not share and transfer child protection files securely and separately from the main pupil file.

Safer working and assurance

- Apply the allegations and low-level-concerns procedures to staff, supply staff, volunteers and contractors; preserve neutrality, welfare support, confidentiality and statutory referral duties.
- Where regulated-activity harm criteria are met, make the DBS referral even if the person resigns or would otherwise have been removed; consider Teaching Regulation Agency and other referrals where applicable.
- Test filtering and monitoring effectiveness, online-safety education, recruitment files, SCR accuracy, DSL capacity, referral quality, child voice and completion of actions through scheduled audits.
- Principal framework: KCSIE 2026, Working Together to Safeguard Children 2026, Independent School Standards guidance April 2026 and the September 2026 non-association inspection operating guide.

Safer recruitment and suitability assurance

- Plan recruitment with a safeguarding statement, accurate role description, person specification and selection criteria; scrutinise gaps, inconsistencies and concerns rather than treating checks as an administrative formality.
- Obtain and verify all required identity, right-to-work, DBS, barred-list, prohibition, qualification and overseas information before work begins, subject only to a documented and lawful risk-managed exception.
- Record checks accurately on the single central record and retain the supporting recruitment decision evidence required by KCSIE; the SCR is quality checked by someone independent of routine entry.
- Use at least one selection stage to explore safeguarding motivation, boundaries and suitability; verify references with the source and resolve vague, incomplete or contradictory information.
- Ongoing suitability is supported through induction, supervision, conduct expectations, low-level-concern reporting and prompt action when new information arises.

Staff conduct, low-level concerns and whistleblowing

- The staff code applies to employees, agency staff, volunteers, contractors and governors where relevant and covers boundaries, touch, one-to-one work, transport, gifts, communication, photography, personal devices and social media.
- Report any behaviour that is inconsistent with the code—even if it appears minor or does not meet the harm threshold—through the low-level-concerns route; record context, decision, pattern check and action.
- Concerns meeting the allegations threshold are managed with the LADO without avoidable delay; the school does not conduct enquiries that could compromise statutory investigation.
- Staff may raise safeguarding or wrongdoing concerns without retaliation. If internal routes feel unsafe or ineffective, they may use the NSPCC Whistleblowing Advice Line or an appropriate prescribed external route.

Visitors, contractors and site safeguarding

- Verify identity and purpose, sign visitors in and out, issue visible identification, give safeguarding and emergency information, and define the level of supervision before access is permitted.
- A visitor without the required checks remains escorted in pupil areas; staff challenge anyone who is unidentified or outside the agreed location.
- Contractor safeguarding controls are proportionate to frequency, role, regulated activity and access; the school verifies the employing organisation's checks rather than relying on assumption.
- Speakers and external organisations are risk assessed for suitability, content, equality, Prevent and safeguarding; school staff remain responsible for supervision and curriculum context.

Online safety and social media controls

- Use a whole-school online-safety approach covering curriculum, conduct, filtering and monitoring, devices, data protection, reporting, incident response and parent engagement.
- Leaders assign responsibility for filtering and monitoring, review effectiveness at least annually and after incidents, and check that blocks do not impede safeguarding or curriculum needs.
- Staff use authorised channels and accounts, do not connect privately with pupils, and never use personal devices to photograph or store pupil information unless an approved emergency arrangement expressly permits it.
- Preserve harmful online evidence safely, avoid forwarding illegal or distressing material, refer sexual imagery and exploitation concerns to the DSL, and involve police or specialist services where required.

References and statutory guidance

Linked titles open the current published source. Check the source page for later updates when this policy is reviewed.

1. [**Independent School Standards guidance**](#) - Department for Education, April 2026.
2. [**Keeping children safe in education 2026**](#) - Department for Education; in force from 1 September 2026.
3. [**Working together to safeguard children 2026**](#) - HM Government, updated March 2026.
4. [**Education inspection toolkits and supporting evidence**](#) - Ofsted; September 2026 inspection materials.