Darul Madinah will nurture our learners into model citizens that exemplify the Inherent values of Islam make a positive contribution to the community and are champions of their faith.

Child Protection and Safeguarding Children Policy

This policy is in line with the Mission Statement of the School

Document Control

This policy has been approved for operation within Darul Madinah Primary

School Date of last review: August 2026

Date of next review: August 2027
Review period: Annually
Policy Status: Statutory
Owner: Directors

The Darul Madinah Nursery/School Child Protection and Safeguarding Children Policy ~~2026-2027~~

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Safeguarding Statement

"Safeguarding is Everyone's Business"

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued, and respected. We want children and adults to feel confident to talk if they are worried, believing they will be effectively listened to. The purpose of this policy is to provide staff, Headteacher and the Director with the framework they need to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key personnel

Designated Safeguarding Lead (DSL) is: Sofia Nasir
Contact details: 07882531853

Deputy DSL is: Sumera Ali
Contact details: 07703789513

Deputy DSL is: Alliya Farooq - Contact details: 07488700039

Deputy DSL is: Robina Saboor - Contact Details: 07814 674793

Terminology

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Staff refers to all those working for or on behalf of the setting, full or part time, temporary or permanent, in either a paid or voluntary capacity. This includes supply teachers, volunteers, tutors and contractors.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to pupils of our setting; however the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP refers to the Slough Multi-Agency Partnership.

SCF refers to the Slough Children First.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, The Childcare Act 2006 and in line with statutory guidance:

- Statutory Framework for the Early Years Foundation Stage 2026
- Keeping Children Safe in Education
- Working Together to Safeguard Children 2026, which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of settings.
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

Guidance and documents referred to in this policy:

Children Act 1989 and Children Act 2004
Education Act 2002
Education and Skills Act 2008
Keeping Children Safe in Education 2026, to be updated to KCSIE 2026 once final statutory guidance is published
Working Together to Safeguard Children 2026
Statutory Framework for the Early Years Foundation Stage, current version
Independent School Standards Regulations 2014
Equality Act 2010
Human Rights Act 1998
Data Protection Act 2018 and UK GDPR
Prevent Duty Guidance
Female Genital Mutilation Act 2003
Voyeurism Offences Act 2019
Serious Crime Act 2015
Domestic Abuse Act 2021

The policy also reflects, Slough Safeguarding Partnership (SSP) Procedures.

This policy applies to all members of staff, Headteacher and the Director of Nursery and School.This policy applies where there are any safeguarding concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements. The Headteacher of the setting will review this policy at least annually. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation. Parents/carers can obtain a copy of the Child Protection and Safeguarding Children Policy and other related policies via our website and a printed copy is available in the policy folder in each nursery classroom.

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

- Details of our specific duties are published under The Darul Madinah Nursery/School Equal Opportunities, published on our website and a printed copy is available in the policy folder in the office.
- Staff are aware of the additional barriers to recognising abuse, neglect and exploitation in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy, published on our website and a printed copy is available in the office.
- Darul Madinah Nursery/School also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Principles, values and aims

The Early Years Foundation Stage (2026 - Last updated - 01 September 2026) states that 'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Darul Madinah Nursery/School will demonstrate a commitment to Safeguarding and Child Protection to children, parents, and other partners. We will maintain an attitude of 'it could happen here', where the welfare of the child is paramount. Darul Madinah Nursery/School will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate in the best interests of the child. Ofsted inspections from 2026 evaluate safeguarding within seven distinct judgement areas: Quality of Education, Behaviour & Attitudes, Personal Development, Leadership & Management, Inclusion/SEND, Early Years Provision, and Safeguarding Culture. This policy is designed to ensure compliance across all areas.

Aims of these procedures are:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the setting and ensure that safeguarding follows a whole setting approach.
- Clarifying safeguarding expectations for members of the setting's community, staff, Manager, Headteacher, children, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with children, parents/carers, and other agencies in the Slough Safeguarding Partnership.

All children have a right to be protected from harm and abuse. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in Darul Madinah Nursery/School or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and we will engage in partnership working to protect and safeguard children.

Whilst Darul Madinah Nursery/School will work openly with parents as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

Related Safeguarding Policies

This policy should be read in conjunction with:
First Aid Procedure
Attendance Policy
British Values
Data Protection Policy
Missing Child Policy
Healthy Eating Policy
Safer Recruitment Policy
No Smoking Policy
Special Educational Needs and Disabilities (SEND) Policy
Staff Code of Conduct
Late Collection Policy
Whitstleblowing Policy

Supporting children

We recognise that Darul Madinah Nursery/School may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that Darul Madinah Nursery/School plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

The Darul Madinah Nursery/School will support all children:

- By treating each child as an individual so that they can learn, be resilient, capable, confident and self-assured.
- By teaching children to be strong and independent through positive relationships
- By establishing and maintaining an ethos where children feel safe and secure, and are encouraged to share their thoughts and feelings through conversation, story-telling and role play.
- Ensure that all children know there is an adult in Darul Madinah Nursery/School whom they can approach if they are worried.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

- We will encourage self-esteem and self-awareness, through the Early Years Foundation Stage and through positive relationships within the community.
- We will respond sympathetically to any requests for quiet time.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care immediately if there is a significant concern.

Safer Recruitment

We will ensure that:
Darul Madinah Nursery/School operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children including verification of their identity, qualifications, disqualification by association regulations and a satisfactory DBS check (according to EYFS requirements).

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018. The Darul Madinah Nursery/School will obtain an enhanced criminal records check (DBS) in respect of every person aged 16 and over, including for volunteers, who work directly with children. An additional criminal records check (or checks if more than one country) will be made for anyone who has lived or worked abroad. Darul Madinah Nursery/School ensures that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training. Two written references will be sought for successful candidates, one to be from a current or most recent employer. The successful candidate will also complete and sign a safeguarding declaration and health declaration.

Darul Madinah Nursery/School will record information about staff qualifications and the identity checks and vetting processes that have been completed. Information is stored securely on the premises only accessible to the Headteacher and Director.Darul Madinah Nursery/School will make a referral to the Disclosure and Barring Service and Ofsted where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm (Safeguarding Vulnerable Groups Act 2006).

Darul Madinah follows the latest safer recruitment expectations set out in Keeping Children Safe in Education 2026, the Independent School Standards (Part 4), and Working Together 2023. All shortlisted candidates undergo online search checks to identify any safeguarding or suitability concerns. Full employment history is reviewed, verified and explored during interview, and any gaps are discussed and recorded. Two references are required and must be verified by telephone. Identity, right to work, DBS, prohibition from teaching, prohibition from management, overseas checks, and qualification verifications are carried out before appointment. The Single Central Record (SCR) contains all checks required for independent schools and EYFS settings and is audited regularly.

Training and Induction

All staff receive information about the safeguarding arrangements upon induction, including the safeguarding statement, Staff Code of Conduct, Safeguarding and Child Protection policy, the role and names of the DSL and any Deputy DSL. The name of the DSL and DDSL for Safeguarding and Child Protection, are clearly advertised in our noticeboards and this policy. All staff will read and have relevant training to help them to understand Part 1 of the statutory guidance KCSIE (2026) including Annex A and B and will sign to say they have read and received training to ensure they understand it.

All staff receive Safeguarding and Child Protection training at induction in line with advice from Slough Safeguarding Partnership which is regularly updated.

All staff are trained in and receive regular updates in online safety and reporting concerns (for example, via email, e-bulletins and staff meetings), as required, but at least annually. Updates to safeguarding training is delivered at termly staff inset days. All staff will receive training to ensure they are aware of indicators of abuse, neglect and exploitation understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection. All staff will have regular safeguarding training, this is updated by the DSL as appropriate, to ensure they maintain their understanding of the signs and indicators of abuse and neglect.

If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises are securely stored, and out of reach of children, at all times. Darul Madinah Nursery/School will advise staff that they have a duty to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings. All staff will be provided with a copy of our setting's Behaviour Management policies. All staff will be made aware of the expectations relating to how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. . All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant setting policies including Staff Code of Conduct and the Online Safety and Mobile/Smart Phones, Cameras and Wearable Technology statements within this policy. All staff receive a termly safeguarding update from the DSL, including changes to legislation, emerging risks, and key learning from safeguarding case reviews. Annual safeguarding culture audits are completed to assess confidence, knowledge and consistency across the staff team. All new staff receive a full induction covering reporting procedures, whistleblowing, online safety, PREVENT, safer working practice, SEND, and expectations under the Independent School Standards.

Staff support and supervision

Darul Madinah Nursery/School will follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Darul Madinah Nursery/School has regular supervision in place for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2026. The Early Years Foundation Stage states that 'effective supervision provides support, coaching and training for the practitioner and promotes the interests of children'. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. Darul Madinah follows the requirements of Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026, and the Independent School Standards, all of which require leaders to provide appropriate oversight, guidance, support and safeguarding direction for all staff.Although formal 1:1 supervision is a statutory requirement only for EYFS, Darul Madinah applies the principles of effective supervision across the entire school in accordance with the Independent School Standards (Part 3). All staff have regular opportunities for reflective discussion, safeguarding case review, support with workload, professional coaching and escalation of concerns. Supervision helps maintain a consistent safeguarding culture, promotes professional curiosity and ensures early identification of emerging needs or risks.

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being, including Child Protection concerns
- identify solutions to address issues as they arise

- receive coaching to improve their personal effectiveness
- discuss mock safeguarding scenarios
- discuss their well-being and suitability to work with children.

Roles and Responsibilities

All staff

Have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Maintain an attitude of "It could happen here" with regards to safeguarding.
- Understand that safeguarding is "everyone's responsibility".
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- Read and understand Part 1 of statutory guidance KCSIE, including Annex A and B.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Code of Conduct; safeguarding response to children who go missing from education; and the role of the DSL
- Know who and how to contact the DSL and DDSL, and the Headteacher.
- Be aware of indicators of abuse and neglect understanding that children can be at understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect?
    - requiring mental health support
    - may benefit from early help.
    - where there is a radicalisation concern
    - where a crime may have been committed
- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection.
- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Have a duty of care to take appropriate action and work with other services as needed.
- Be prepared to identify children who may benefit from Early Help
- Be aware of the local Early Help process and their role in it.
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- Be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Respond appropriately to mental health issues.
- Understand the setting's Safeguarding and Child Protection policy and procedures

- Record concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to the Slough Childrens First, and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2026, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contactor.
- Report low-level concerns (as defined in KCSIE 2026) about any member of staff/supply staff/volunteer or contractor to the Headteacher or DSL, in line with our Whistleblowing Procedure.
- Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Be aware that children may not feel ready or know how to someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

Proprietor / Directors

In addition to the role and responsibilities of all staff the Director (the registered person) will ensure that:

- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- The setting has an effective Safeguarding and Child Protection Policy, a Staff Code of Conduct and a Behaviour Policy to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- That the setting has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- That the setting's staff have appropriate knowledge of KCSIE, part five: Child-on-child sexual violence and sexual harassment
- That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. Comprehensive records of all allegations are kept.
- Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers, and contractors.
- Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective.
- All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL's.
- All staff are provided with the setting's Safeguarding and Child Protection Policy, Staff Code of Conduct and Behaviour Policy.
- Policies are consistent with SSP and statutory requirements, are reviewed annually (as a minimum) and updated as required.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager and the Director, volunteers and against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.

- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in KCSIE.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- The DSL who will take lead responsibility for Safeguarding and Child Protection and that the role is explicit in the role holder's job description.
- That on appointment, the DSL and deputy undertake Slough Borough Council DSL New to Role training, with 'Refresher' training every two years.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Children are taught about safeguarding (including online safety).
- The setting has appropriate filtering and monitoring systems in place for all devices owned and used.
- Staff have received training to ensure they understand their roles and responsibilities in keeping children safe online.
- Alongside the setting, the Headteacher and Director will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online.
- The Headteacher and Director will do all they reasonably can to limit children's exposure to risks through the setting's IT system.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Ensure that safeguarding and child protection files are maintained as set out in KCSIE Annex C.
- Any weaknesses in safeguarding are remedied immediately.

The Designated Safeguarding Lead (DSL:

As an independent school with an EYFS provision, Darul Madinah follows both the Independent School Standards and the EYFS requirements, which state that every setting must have a designated practitioner for safeguarding. Keeping Children Safe in Education (KCSIE) 2026 also requires all schools to appoint a DSL with overall responsibility for safeguarding and child protection. At Darul Madinah, the Headteacher and Director act as the DSLs for the nursery and the primary school and are fully trained and experienced for this role. A DSL is always available for staff, either on-site during school and nursery hours or contactable by phone or email when attending off-site duties.

Headteacher referrals:
The DSL is expected to refer cases:

- If suspected abuse and neglect to the Slough Children First and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.
  Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice is required, dial 101 or contact - **Key Contacts**
  Slough Borough Council Prevent Coordinator: 07540 147340

Thames Valley Police Prevent Engagement Team: 01753 506 291 or 01753 506059
National Prevent Advice Line (Police): 0800 011 3764
For emergencies (urgent police/medical attention): Call 999

- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed)

Work with others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the "case manager" and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children's needs are considered holistically.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Know who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Raise awareness:

- Ensure each member of staff has access to and understands the Safeguarding and Child Protection Policy and procedures.
- Ensure the policy is reviewed annually (as a minimum).
- Ensure the policy is available upon request and parents are aware of the setting's obligations to refer cases where necessary.
- Link with safeguarding partners to make sure staff are aware of training opportunities and SSP arrangements.
- Help promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and Child Protection issues that a child is experiences or has experienced with appropriate staff members.

Training, knowledge, and skills:

- Undergo training to provide them with knowledge and skills required to carry out the role (refreshed at least every two years)
- Understand Slough's referral assessment process and request for support pathway for providing Early Help and statutory intervention.
- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively.
- Understand the importance of the role in providing information and support to children's social care.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with health conditions and young carers

- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support staff with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting.
- Can recognise the additional risks that children with additional needs and disabilities face online.
- Obtain access to safeguarding resources and attend any relevant or refresher training courses.

In addition to the formal training set out above, D/DSL's must keep their knowledge and skills up to date, (this might be via e-bulletins, meeting other DSL's, attending Early Years network meetings or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff:
Support and advise staff and help them feel confident on welfare, safeguarding and Child Protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children:

- Encourage a culture across the setting, of listening to children and taking account of their wishes and feelings and ensure measures the setting may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations and staff.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- <u>Golden Rules</u>
    1. Confirm the identity of the person you are sharing with.
    2. Obtain consent to share if safe, appropriate and feasible.
    3. Confirm the reason the information is required.
    4. Be fully satisfied that it is necessary to share.
    5. Check with a manager/specialist or seek legal advice if you are unsure.
    6. Don't share more information than is necessary.
    7. Inform the recipient if any of the information is potentially unreliable
    8. Ensure that the information is shared safely and securely.
    9. Be clear with the recipient how the information will be used.
    10. Record what information is shared.

Deputy Designated Safeguarding Lead/s (DDSL)

Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.
In the absence of the DSL, the DDSL should assume the responsibility to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all of the functions of the DSL.

Safeguarding and Child Protection procedures

At Darul Madinah Nursery/School if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen carefully to the child, reflecting the concern back to the child.
- Use the child's language.
- Be non-judgmental.
- Use open questions to clarify information eg. Tell, Explain, Describe (TED)
- Not promise confidentiality.
- Explain that they need to pass information to the DSL/other professionals to help keep the child and/or other children safe.

The following procedures apply to all staff working in the setting and will be covered in training to enable staff to understand their role and responsibility.

The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount. All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:
Make an initial record of the information related to the concern as soon as possible using the setting 'Safeguarding Concern' form, including details of:

- Date
- Time
- Place
- Who was present?
- Context
- Details of disclosure/concern (using the child's words)
- Demeanour/non-verbal behaviours of the child
- Any injuries
- Rationale for decision making.
- Actions taken.

Report it to the DSL immediately.

The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

The records must be signed and dated by the author.

In the absence of the DSL or DDSL, staff must be prepared to refer directly to Slough Children First (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the Slough Children First for support and advice.

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

Following a report of concerns the DSL must:
Use the SSP Slough Threshold Document to decide the relevant actions to be taken.

If the child or young person requires immediate protection please call 01753 875362 and send the electronic Multi-Agency Referral Form (MARF) to sloughchildren.referrals@sloughchildrenfirst.co.uk. The operating hours (for this team only) are 9am to 5pm.

If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the Slough Children First of the occurrence and what action has been taken made to the Slough Children First and the Police if it is appropriate. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.

The DSL may seek advice or guidance from the Slough Children First consultation line before deciding next steps.

When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the Slough Children First. The DSL will seek advice about what action to take and whether to inform the parents/carers, remembering that parents/carers would usually be informed when a child requires urgent hospital attention.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the practitioner to report directly to the Police, or where informing parents/carers would put the child at further risk The DSL will also be made aware.

At Darul Madinah Nursery/School we will make all attempts to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the Slough Children First. Where there are doubts or reservations the DSL should clarify with the Slough Children First or the Police as to whether the parents should be told about the referral and, if so, when and by whom.

However, if it is suspected that by informing the parents will place increased risk to the child or impede It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If we have concerns that the concern/s has/have not been acted upon appropriately, we will follow Complete the Multi-Agency Referral Form (MARF) on Slough Children First website and email it to sloughchildren.referrals@sloughchildrenfirst.co.uk..

Record Keeping

At Darul Madinah Nursery/School we maintain records and obtain and share information (with parents and carers, other professionals working with the child, the Police, social care and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. At Darul Madinah Nursery/School we record any concerns about a child's welfare or safety on a 'Safeguarding Concern' form. This record will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes. A body map will be completed if injuries are observed. The record will always be signed and dated by the person making the report and will be shared immediately with the DSL. If there is an immediate concern the member of staff will discuss the concern with the DSL first to ensure the safety of the child and then will complete the report after. The DSL will record any discussions, decisions, and reasons for those decisions on the child's Safeguarding and Child Protection file. Any records created due to concerns about a child's welfare will be held until the child reaches the age of 2**5** years**.** Please see our Data Protection Policy for further information.

Children Missing Education (CME):

Darul Madinah follows Slough's Children Missing Education (CME) procedures. Any unexplained absence is investigated immediately. If a child is missing from education for 10 days (or sooner if safeguarding risks are present), the DSL notifies the local authority CME team and records actions taken. Attendance for vulnerable children and those with a social worker is monitored daily. Darul Madinah complies with the Children Missing Education statutory guidance and Independent School Standards (Part 3). Any pupil absent for more than 10 consecutive school days without explanation is referred to Slough's CME Team. For vulnerable pupils or those with a social worker, escalation occurs sooner. The school notifies the local authority when a pupil is removed from the admission register for any reason outside of standard phase transition. Attendance monitoring is carried out daily, and patterns of concern are escalated immediately to the DSL.

Information sharing and managing the Child Protection file

At Darul Madinah Nursery/School we ensure: Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely. Safeguarding and Child Protection concerns, and referrals will be kept in a separate Child Protection file for each child. Safeguarding and Child Protection files are only accessible to the DSL team in line with information sharing advice. Where children leave the setting (including in year transfers) the DSL will ensure their Safeguarding and Child Protection file is transferred to the new setting as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving settings and schools should ensure key staff such as DSLs and SENCOs are aware as required. If the setting is unable to locate the new setting/school the file will be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019). Where a child joins the setting and no safeguarding and child protection files are received, the DSL will proactively seek to confirm with the previous setting whether a file exists for the Pachild, ge 17and oif f 36so, request the file be sent to the setting.

Confidentiality and Information Sharing

At Darul Madinah Nursery/School all matters relating to Child Protection will be treated as confidential and only shared as per the Information sharing advice for safeguarding practitioners All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and UK GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for Child Protection concerns to be shared with agencies who have a statutory duty for Child Protection.

Information will be shared with staff within the setting who 'need to know'.

Staff must know and understand GDPR principles which allow them to share (and withhold) information.

All staff must be aware that when a disclosure is made, they cannot promise a child confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

All staff will gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Darul Madinah Nursery/School's trained Data Protection Officer (DPO) is Sofia Nasir. It is a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is complaint with all matters relating to confidentiality and information sharing.

Allegations against/concerns raised in relation to a member of staff, agency staff, volunteers, and contractors.

Darul Madinah Nursery/School will follow Slough Safeguarding Partnerships procedure for allegations against adults who work with Children.

This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer, and contractors or another adult who works with children has:

- *behaved in a way that has harmed a child or may have harmed a child.*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children.*

The last bullet point above includes behaviour that may have happened outside of setting, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations against a member of staff who is no longer at the setting should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Where settings identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the Police immediately.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, volunteer, contractor or other adult to Sofia Nasir, Headteacher, immediately.
- If an allegation is made against the Headteacher, the concerns need to be raised with Waqas Chaudhery, the Director, as soon as possible. If not available, then the LADO and Ofsted should be contacted directly.
- Once an allegation has been received by the Manager or Director they will contact the LADO and Ofsted (as part of their mandatory duty) The Local Authority Designated Officer (LADO) for Slough can be contacted via email at LADO@sloughchildrenfirst.co.uk or by phone at 01753 474053
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO and Ofsted, the setting will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

Darul Madinah Nursery/School have a duty to inform Ofsted of any allegations of serious harm or abuse by any person working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We must also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. We understand that if we fail to comply with this requirement, we will commit an offence.

Low level concerns that do not meet the allegation/harm threshold.

At Darul Madinah Nursery/School we have a policy and process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above. The term low-level concern does not mean that it is insignificant. 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 setting 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 harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the setting's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The setting creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to the Headteacher or Director in a timely manner and follow procedures by informing Ofsted. If the Headteacher or Director has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

Whistleblowing

Introduction
This policy outlines Darul Madinah Nursery/School commitment to delivering a high quality service, promoting organisational accountability and maintaining public confidence. The needs of the children in our care are paramount.

Definition
Whistleblowing is the name given to the act of the disclosure of information to the employer or the relevant authority by an individual who knows, or suspects, that the Company is responsible for or taken part in some wrongdoing or malpractice.

Scope
This policy applies to all staff, including casual, temporary, voluntary and work-experience staff. All staff should be aware of their duty to raise concerns.

Qualifying disclosures
Certain disclosures are prescribed by law as "qualifying disclosures". A "qualifying disclosure" means a disclosure of information that the employee or volunteer genuinely and reasonably believes is in the public interest and shows that the Company has committed a "relevant failure" by:

- committing a criminal offence
- failing to comply with a legal obligation, which includes the duty of care to safeguard children in their care
- a miscarriage of justice
- endangering the health and safety of an individual
- environmental damage or
- concealing any information relating to the above.

These acts can be in the past, present or future, so that, for example, a disclosure qualifies if it relates to environmental damage that has happened, is happening, or is likely to happen. The Company will take any concerns that you may raise relating to the above matters very seriously.

Employees must reasonably believe that the disclosure is "in the public interest". We encourage you to use the procedure to raise any such concerns.

The procedure
In the first instance an employee or volunteer who, acting in good faith, wishes to raise a concern should report the matter to the Headteacher or DSL. The Headteacher will treat the matter with complete confidence and advise of the action that will be taken in response to the concerns expressed. Concerns will be investigated and resolved as quickly as possible. If the complaint is against the Headteacher, the employee or volunteer can report the matter to the Director – Waqas Chaudhery.

If an employee or volunteer feels the matter cannot be discussed with the Managers or the Director, or they are not satisfied with the explanation or reason following investigation, they should raise the matter with the appropriate official organisation or regulatory body. Which are LADO, Ofsted or, in the case of a child being in immediate danger, the Police. The NSPCC also offers free advice and support

to professionals with concerns about how child protection issues are being handled in their own or another organisation.

LADO	01753 474053	LADO@sloughchildrenfirst.co.uk
Ofsted	0300 1233155	whistleblowing@ofsted.gov.uk
Police	999	
NSPCC Whistleblowing helpline	0800 028 0285	help@nspcc.org.uk

Safeguarding

Where an allegation relates to child protection and safeguarding then Darul Madinah Nursery/ School's Safeguarding Children policy should be followed. If an employee or volunteer becomes aware of information which they reasonably believe indicates that a child is, or may be, or is likely to be, at risk of abuse, neglect and exploitation, they must use the disclosure procedure set out above. Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.

Treatment by others

All staff should feel safe to make disclosures and should talk to the Headteacher or the Director at the earliest opportunity. We value a strong culture of openness and want our staff to feel safe to raise concerns.

An employee or volunteer who makes a disclosure in good faith will be protected by The Public Interest Disclosure Act 1998. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about child protection, misconduct or malpractice within the setting.

Bullying, harassment or any other detrimental treatment afforded to a colleague who has made a qualifying disclosure is unacceptable. Anyone found to have acted in such a manner will be subject to disciplinary action.

Specific safeguarding issues

At Darul Madinah Nursery/School we are aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk at of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience.

Child on Child abuse

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important

that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and setting staff are supported and protected as appropriate.

At Darul Madinah Nursery/School'swe recognise that child on child abuse is most likely to include, but may not be limited to:

- Bullying (including, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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.
- Consensual and non-consensual sharing of nudes and semi-nudes' images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We believe that all children have a right to attend our setting and learn in a safe environment.
Children should be free from harm by adults and other children in Darul Madinah Nursery/School.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE.

We are clear that sexual violence and sexual harassment is not acceptable.

We will minimise the risk of child-on-child abuse by:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

Responding
Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

If a member of staff becomes aware of an incident, they will follow the Child Protection procedures and refer to the DSL immediately.

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the Slough Children First.

Risk Assessment
Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider.

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs, and any discipline action.
- All other children at the setting.
- The victim and the alleged perpetrator sharing space at the setting.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the setting's approach to supporting and protecting children.

Action
It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the setting should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The DSL will consider

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim, other children, adult students, or staff.
- Other related issues or wider context.

Confidentiality
The victim may ask the setting not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

Options

- Manage internally.
- Early Help intervention
- Request for support to the Slough Children First
- Report to the Police (generally in parallel with a request for support to the Slough Children first.

All concerns, discussions, decisions and reasons for decision will be recorded in writing.

Ongoing Response
The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, settings should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the setting's premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the setting will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same setting would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the setting, the Manager should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the

conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

- The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- The setting will take any disciplinary action against the alleged perpetrator in accordance with the setting behaviour policy.
- The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The setting will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The setting recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

Mental Health

At Darul Madinah Nursery/School staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.

Safeguarding Children with Additional Needs and Disabilities

At Darul Madinah Nursery/School we acknowledge that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with additional needs and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

Darul Madinah now includes Emotional Literacy Support (ELSA) provision delivered by a trained ELSA practitioner. Children with emotional or behavioural needs can access targeted sessions, which support early intervention and reduce safeguarding risks.

Any reports of abuse will require close liaison with the DSL and the SENDCO, Sofia Nasir. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

For further information regarding Darul Madinah Nursery/School's procedure to supporting children with additional needs and disabilities, please see the Special Educational Needs and Disabilities (SEND) / Inclusion Policy

Anti-Bullying/Cyberbullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: deliberately hurtful; repeated, often over a period of time, and difficult to defend against

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

At Darul Madinah Nursery/School's, we are committed to creating a safe and supportive environment where all children feel valued, respected, and able to thrive. We have a zero-tolerance approach to bullying in any form (including cyberbullying, prejudice-based and discriminatory bullying).

We believe that every child has the right to be treated with kindness and respect. Our staff are trained to recognise the signs of bullying and to take appropriate action to support children who may be affected. We work closely with children to promote positive behaviours and to encourage respect, empathy, cooperation, and kindness. We aim to foster an atmosphere where differences are celebrated and where each child can grow in confidence and self-esteem

Behaviour which appears to be bullying, whether physical, verbal or emotional is unacceptable and we will investigate any reports of bullying, and, if substantiated, action will be taken. We will work collaboratively with parents, carers, and external agencies, if necessary, to ensure the safety and well-being of every child in our care.

We keep a record of known bullying incidents which is shared with, and analysed by the governing body.

All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

Online Safety

At Darul Madinah Nursery/School we have online safety procedures that safeguard children's welfare online and protect our staff and professionals working in the setting. Our objectives are:

- To protect children from online abuse, exploitation and exposure to inappropriate content.
- To ensure that staff and volunteers understand their responsibilities concerning online safety and safeguarding.
- To provide guidance on the appropriate use of technology by children and staff.
- To ensure that online and digital interactions are used in a way that supports children's development and learning in a safe manner.

Children are taught about online safety and all staff receive online safety training, which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring. this is regularly updated and revisited. Our online safety co-ordinator is Sofia Nasir.The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce. Staff will model appropriate use of technology both inside Darul Madinah Nursery/School and in any communications related to the nursery/school. Personal devices should not be used for any inappropriate purposes within the setting.

Children in our nursery/school are encouraged to engage with digital resources in a way that supports their learning and development. Screen time for children will be kept to a minimum and will be used as part of planned, purposeful curriculum activity, in line with the EYFS guidelines and the national curriculul. Access to digital technology is always supervised by an adult to ensure children are not exposed to harmful or inappropriate content. We ensure that appropriate filtering and monitoring systems are in place. Staff are responsible for reporting any concerns related to online safety or child welfare following the nursery's safeguarding procedures. Any signs of online abuse, grooming or inappropriate content should be reported immediately to the DSL.

Staff members should not connect with children or their families through personal social media accounts. Communication between staff and parents/guardians should be conducted through official channels (e.g., email). Under no circumstances should staff send personal messages to parents or children via social media or personal messaging apps. At Darul Madinah Nursery/School we will follow the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers. Parents will be asked to provide consent for any online communication between staff and children, including the use of video conferencing or the sharing of digital images/videos. Any online learning platforms used by the nursery/school will be secure, and any content shared will be only accessible to the intended recipients. Platforms will be vetted for safety and privacy.

Darul Madinah uses filtering and monitoring systems that meet the DfE's Filtering and Monitoring Standards (2023). Filtering blocks access to harmful or inappropriate content, while monitoring alerts leaders to possible safeguarding risks relating to online activity. The DSL and Headteacher review filtering and monitoring reports termly and after any incident. Safeguarding actions arising from online alerts are recorded. Staff receive training on the filtering and monitoring processes and understand their responsibilities in supervising children's online activity. Governors/Directors maintain oversight of online safety and receive regular updates on system effectiveness. The school recognises emerging online safeguarding risks, including artificial intelligence misuse, deepfake images, online coercion, harmful online challenges, cyberbullying, online sexual harassment, extremist content, and inappropriate gaming communication. Filtering and monitoring reports are reviewed regularly by the DSL and leadership team.

Mobile/Smart Phones, Cameras and Wearable Technology

At Darul Madinah Nursery/School we recognise the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with the EYFS 2026 and Darul Madinah Nursery/School has appropriate policies in place which address the use of mobile and smart technology and cameras and are shared and understood by all members of the community. The school also follows the Independent School Standards and Keeping Children Safe in Education (KCSIE) 2026, which set out expectations for the safe use of technology, prevention of inappropriate image-sharing and protection of children's data. This section is underpinned by the EYFS 2026 statutory requirements for the use of mobile phones and cameras in early years, and by the Data Protection Act 2018 and UK GDPR for both the nursery and school. Darul Madinah ensures no personal devices are used around children, images are stored securely, and all staff understand the legal requirements around recording, storing and deleting digital media.

All staff personal mobile phones will be stored out of sight in the mobile unit during school/session times. Nursery mobile phones and landline will be on, or close by, the Headteacher/Admin / Room Leaders. Staff personal mobile phones may only be used at designated breaks or in colleague's own time, and never when there are children around. If a personal emergency occurs, staff, volunteer helpers and visitors are requested to use the setting's phone.

During group outings the Headteacher or Deputy will have access to the group's mobile phone.Staff members are permitted to use wearable technology (smartwatches / fitness trackers). Wearable devices must be set to 'do not disturb mode' to prevent distractions. Smartwatches must never be used to enable linked devices with camera capabilities to capture images or videos. The only cameras allowed in the rooms are the nursery devices which are used solely to record children's achievements and to record and upload observations/evidence for the children's learning journeys (famly).

Parents/carers are requested to sign relevant documentation when their child starts at Darul Madinah Nursery/School, giving authorisation for us to photograph their child/ren for assessment and observation purposes. They are also asked if they agree to photos of their child being used to promote the nursery/school on Darul Madinah Nursery/School's social media pages, website and any marketing materials. If they prefer not to give us their permission, we will respect their wishes. Failure to adhere to this policy will result in immediate, disciplinary action. All mobile phones/cameras whether personal or those belonging to nursery are open to scrutiny at the request of management.

Online safety is explicitly taught as part of the computing, PSHE and RSHE curriculum across EYFS, Key Stage 1 and Key Stage 2. Pupils learn about safe communication, responsible use of technology, digital footprints, privacy, social media risks, cyberbullying and accessing help online. Parents are supported through workshops and regular communication on online safety trends. The curriculum is reviewed annually to address emerging online risks.

Radicalisation, Extremism and Terrorism

The Prevent Duty for England and Wales (2023) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Staff at Darul Madinah Nursery/School are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture. The setting promotes and embeds the fundamental British values in the setting through activities and within policies.

The DSL and the Headteacher will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferralsslough@thamesvalley.police.uk following the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999.

Slough Borough Council Prevent Coordinator (Office Hours): 07540 147340.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Child Sexual Exploitation (CSE and Child Criminal Exploitation (CCE

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased

status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The setting is aware there is a clear link between regular non-attendance and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at and make reasonable enquiries with the child and parents/carers to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments. All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

In all cases if the DSL identifies any level of concern the DSL should contact the Slough Children First and if a child is in immediate danger the Police should be called on 999.

The setting is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

Child Criminal Exploitation (CCE

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The DSL will then contact the Slough Children First and if there is concern about a child's immediate safety, the Police will be contacted on 999.

The setting is aware there is a clear link between regular non-attendance at setting and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at setting and make reasonable enquiries with the child and parents/carers to assess this risk.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the setting
- 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 or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff are aware that violence can often peak in the house just before and after the children attend the setting which includes travelling to and from the setting.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Female Genital Mutilation (FGM

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the Police.

The duty applies to all persons, staff and volunteers in Darul Madinah Nursery/School. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.

If as adult is informed by a girl under 18 that an act of FGM has been carried out on her or an adult observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the adult should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

Staff at Darul Madinah Nursery/School are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Child Protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the adult should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a member of staff should examine a girl.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Following Forced marriage guidance staff should never attempt to intervene directly or through a third party. Contact should be made with the Slough Children First and/or the Forced Marriage Unit 020 7008 0151

The Darul Madinah Nursery/School recognises that under The Marriage and Civil Partnership Act 2022, it is an illegal offence for a child under the age of 18 to enter a marriage in any circumstances, parental consent. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families.

So-Called 'Honour-based abuse'

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or 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 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential school/colleges, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The Darul Madinah Nursery/School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the Slough Children First immediately.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse and or neglect.

The Darul Madinah Nursery/School will ensure 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 and contact arrangements with birth parents or those with parental responsibility.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness. Darul Madinah follows the Department for Education guidance on searching, screening and confiscation. Staff only use reasonable force where necessary to prevent harm, disruption or damage. All incidents involving physical intervention are recorded and reviewed by the DSL, and parents are informed on the same day.

Please see our Physical Intervention Policy for further information.

Operation Encompass

Operation Encompass is a unique Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse. Darul Madinah Nursery/School has taken the opportunity to join the Operation Encompass scheme.

Operation Encompass has been designed to provide early reporting on any domestic incidents that occur outside of 'normal' school hours and might have an impact on a child in their setting.

Operation Encompass will ensure that the settings' Designated Safeguarding Lead (DSL) or Deputy DSL are informed by the next morning that there has been a domestic incident or if a child has been reported as missing. The DSL (for Operation Encompass purposes) is known as a 'Key Adult' or 'Deputy Key Adult'.

The DSL or Deputy DSL already hold the safeguarding and promoting the welfare of children responsibilities for the setting and are fully aware of the sensitive and confidential issues regarding such information. The information is given in strict confidence to a school's Key Adult and/or /Deputy Key Adult to enable support to be given dependent on the needs and wishes of the child. Through sharing this information, the setting can ensure that the child/ren are supported in the most appropriate way. We are keen to ensure that we offer the best support possible to the child/ren and we believe this is going to be extremely beneficial for all those involved.

Operation Encompass is a Trauma Informed and Trauma Sensitive charity. We acknowledge and understand the impact of Domestic Abuse as an Adverse Childhood Experience (ACE). Operation Encompass mitigates against the damage caused by exposure to Domestic Abuse and other ACEs.

For more information see www.operationencompass.org

Unconscious Bias

At Darul Madinah Nursery/School, we are committed to providing a safe, inclusive, and nurturing environment for all children. We recognise that unconscious bias can influence our perceptions and interactions, and we strive to actively challenge and address these biases. Our staff are trained to be aware of unconscious bias and are encouraged to reflect on their practices to ensure that all children are treated fairly, with respect, and given equal opportunities to thrive, regardless of their background, race, gender, or other characteristics.

Curriculum Safeguarding (Ofsted 2026 focus)

Safeguarding is embedded throughout the curriculum. Children are taught how to recognise dangers, seek help, develop resilience, manage emotions, communicate openly and build healthy relationships. Lessons cover online safety, physical health, mental wellbeing, boundaries, consent, bullying, stranger awareness, extremism awareness and trusted adults. This approach reflects Ofsted's updated evaluation areas, where safeguarding culture and children's understanding of safety form part of the inspection framework.

Appendix one: What is child abuse?
The following definitions are taken from Working Together to Safeguard Children (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse
Physical abuse 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.

Emotional abuse
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 in isolation.

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 online).

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.

Appendix Two: Signs and Indicators of abuse and neglect

Bullying and cyberbullying
Child sexual exploitation
Child trafficking
Criminal exploitation and gangs
Domestic abuse
Emotional abuse
Grooming
Neglect
Non-recent abuse
Online abuse
Physical abuse
Sexual abuse

Additional Resources

- Slough Early Years Support Services Early Years Resources Education Safeguarding Team
- Slough Safeguarding Partnership webpages
- Slough Early Years Support Services
- NSPCC webpages
- Childline webpages
- Anti Bullying Alliance webpages
- Childnet International
- Safer Internet Centre webpages
- Contextual Safeguarding Network webpages
- Lucy Faithfull Foundation webpages

Safeguarding Updates, Emerging Risks & Governance Oversight (2026–2027)

1. Safeguarding Governance and Oversight

The Directors and Headteacher recognise their collective responsibility to maintain a strong safeguarding culture across the entire school community. Safeguarding oversight forms part of the school's wider governance and quality assurance systems.

The Directors will ensure that:

- safeguarding remains a standing agenda item within leadership and governance meetings;
- safeguarding audits are completed regularly;
- filtering and monitoring systems are reviewed termly;
- safeguarding training compliance is monitored;
- the Single Central Record (SCR) is audited termly;
- safeguarding policies remain compliant with current legislation and statutory guidance;
- safeguarding incidents, trends, attendance concerns, and child protection matters are reviewed appropriately;
- safer recruitment procedures are monitored effectively;
- safeguarding weaknesses are addressed immediately.

The Headteacher and DSL will provide regular safeguarding updates to the Directors to ensure effective challenge, accountability, and continuous improvement.

2. Filtering, Monitoring and Online Safety Oversight

Darul Madinah recognises that safeguarding risks increasingly arise online. The school maintains appropriate filtering and monitoring systems on all school-owned devices and networks in accordance with Keeping Children Safe in Education 2026.

Filtering and monitoring systems are reviewed regularly to ensure they remain effective and age appropriate.

The DSL and leadership team will:

- monitor online safety reports and alerts;
- respond to concerns relating to harmful online content;
- review patterns of unsafe online behaviour;
- escalate safeguarding concerns where necessary;
- ensure children are taught how to stay safe online.

The school recognises emerging online safeguarding risks including:

- AI-generated harmful content;
- deepfake images and videos;
- online coercion and manipulation;

- online radicalisation;
- exposure to violent or extremist material;
- harmful online challenges;
- cyberbullying and online harassment;
- inappropriate gaming interactions;
- online exploitation and grooming.

Pupils are taught online safety through Computing, PSHE, assemblies, safeguarding lessons, and wider curriculum opportunities.

3. Prevent Duty and Radicalisation Risk Assessment

Darul Madinah fully recognises its duties under the Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance.

The school maintains an annual Prevent Risk Assessment which considers:

- local community risks;
- online radicalisation risks;
- extremist narratives;
- vulnerabilities linked to SEND, mental health, isolation, or trauma;
- risks relating to visitors and external speakers;
- regional and national safeguarding concerns.

The DSL reviews Prevent risks regularly and ensures staff receive Prevent awareness training annually.

All visitors and external speakers are subject to safeguarding and suitability checks before working with pupils.

4. Mobile Phones, Cameras and Smart Technology

To safeguard children effectively, staff are expected to follow strict procedures regarding the use of mobile phones, cameras, wearable technology, and electronic devices.

Staff must not:

- use personal mobile phones in classrooms or areas where children are present;
- use personal devices to photograph or record children;
- access inappropriate material on school premises;
- use smart watches or wearable devices in a manner that compromises safeguarding.

Only school-approved devices may be used for educational or safeguarding purposes.

Photographs and recordings of children will only be taken in accordance with school procedures and parental permissions.

5. Low-Level Concerns

Darul Madinah promotes a culture of openness, transparency, and professional accountability.

All low-level concerns relating to adults working within the school will be:

- recorded appropriately;
- reviewed by leadership;
- stored securely;
- monitored for patterns or repeated behaviours;
- managed in line with KCSIE 2026.

Low-level concerns records will be retained in accordance with safeguarding record retention guidance and reviewed regularly by the DSL and Headteacher.

6. Safeguarding Record Keeping

Safeguarding records are maintained securely and separately from general pupil files.

The school ensures that:

- safeguarding files are accurate, factual, and up to date;
- body maps are completed where injuries are observed;
- records include actions, decisions, rationale, and outcomes;
- safeguarding information is transferred securely when pupils move schools;
- confidentiality is maintained in line with UK GDPR and Data Protection Act 2018 requirements.

The school recognises that effective safeguarding record keeping is essential in protecting children and supporting multi-agency safeguarding practice.

7. Children Missing Education (CME)

Darul Madinah recognises that children missing education are at increased risk of harm, exploitation, abuse, radicalisation, neglect, and criminal involvement.

Attendance is monitored daily and concerns are escalated promptly.

The school will:

- investigate unexplained absences immediately;
- monitor attendance patterns carefully;
- notify the local authority where required;
- prioritise vulnerable pupils and pupils with social workers;
- maintain accurate attendance records;
- follow statutory Children Missing Education procedures.

8. Staff Safeguarding Culture and Professional Conduct

Darul Madinah promotes a safeguarding culture where:

- safeguarding is everyone's responsibility;
- staff feel confident to report concerns;
- professional curiosity is encouraged;
- children are listened to and respected;
- safeguarding concerns are never ignored;
- unsafe practice is challenged immediately.

All staff are expected to maintain high standards of professional conduct both inside and outside school, including online behaviour and social media use.

9. Legislative and Guidance Updates for 2026–2027

This policy reflects current statutory guidance including:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2023 (current version)
- EYFS Statutory Framework 2026
- Prevent Duty Guidance
- Independent School Standards
- Data Protection Act 2018 and UK GDPR

The school recognises that safeguarding guidance may continue to evolve throughout the academic year. The DSL and Directors will monitor updates issued by:

- Department for Education (DfE)
- Ofsted
- Slough Safeguarding Partnership
- Home Office
- NSPCC

Where updates are issued, safeguarding procedures and training will be amended accordingly.