ZEENAT-UL-ISLAM
MADRASAH
COVENTRY

Safeguarding and Child Protection Policy

POLICY AUTHORITY
AGMS Executive Committee

OVERALL DSL
Hafiz Jabir Khalifa

MADRASAH SAFEGUARDING POSTS
Male and female Deputy DSL posts — appointment status recorded below

ISSUE
Version 1.1 • September 2026

This Madrasah-specific policy operates under the AGMS Site-Wide Safeguarding Operating Manual. All safeguarding disclosures are recorded and reported to the overall AGMS DSL through the secure route, except where he is implicated or conflicted. Immediate protective action and referrals to statutory agencies must never be delayed. Vacant or unconfirmed posts do not suspend these requirements.

Contents and first actions

This document sets out the controls that apply in every Madrasah session. Staff should read all relevant sections; the first-response card in Appendix A is designed for quick use during an incident.

1 Purpose, application and principles
2 Governance and safeguarding accountability
3 The reporting route: exactly how it works
4 Recognising abuse, neglect and wider risks
5 Safe admissions, attendance, arrival and collection
6 Safe supervision, premises and shared-site arrangements
7 Staff conduct, religious authority and professional boundaries
8 Students' conduct, bullying and harmful behaviour
9 SEND, health, disability and mental wellbeing
10 Safeguarding students who become adults
11 Online safety, communications and information protection
12 Concerns about staff, volunteers and positions of trust
13 Safer recruitment, suitability and induction
14 Working with parents, carers and the community
15 External referral, inter-agency working and information sharing
16 Records, case management and closure
17 Oversight, audits and policy compliance
18 Specific incident protocols for Madrasah staff
19 Implementation controls and minimum evidence

Appendices A–H: action card, concern record, deputy triage log, missing-student response, classroom checklist, staff acknowledgement, contact directory and AGMS-wide alignment.

> FIRST-RESPONSE RULE
> If someone is in immediate danger, call 999. Otherwise notify the appointed Deputy DSL or named interim safeguarding contact immediately; every safeguarding concern is securely reported to the overall AGMS DSL, unless he is implicated. Do not delay urgent external referrals.

Version	1.1 — revised scope and staffing arrangements
Issue date	September 2026
Policy owner	Anjuman Gujarati Muslim Society (AGMS) Executive Committee
Overall Designated Safeguarding Lead	Hafiz Jabir Khalifa — AGMS DSL
Madrasah Deputy DSLs	Male provision: appointment/status to be confirmed (treat as VACANT unless formally appointed); Female provision: appointment/status to be confirmed (treat as VACANT unless formally appointed). Named interim cover must be recorded for any vacancy.
Operational scope	All Madrasah students, including continuing learners aged 18 and over; children and adults at risk; staff, visitors, premises, digital and off-site activities.
Approval reference / effective date	Refer to AGMS approval record. Appointment and interim cover register must be completed before this document is displayed as fully implemented.
Next review	No later than 12 months after issue; earlier following a serious incident, change in law or significant operational change
Related documents	AGMS Site-Wide Safeguarding Operating Manual; Madrasah Behaviour Policy; Staff Code of Conduct; Safer Recruitment Procedure; Health and Safety / Fire / First Aid / Data Protection policies

POLICY COMMITMENT

Madrasah Zeenatul Islam is a place of learning, worship and personal development. Every student must be safe, listened to, treated with dignity and protected from abuse, neglect, exploitation and avoidable harm. Religious standing, academic achievement, parental preference, reputation or seniority must never take precedence over safeguarding. This policy states what happens in practice and is binding on the Madrasah's leadership, teachers, assistants, volunteers, office staff, contractors and anyone acting on its behalf.

The AGMS Executive Committee retains collective accountability for safeguarding. Through its overall Designated Safeguarding Lead (DSL), Hafiz Jabir Khalifa, it oversees a single safeguarding system for the Madrasah. The structure provides for a male and a female Deputy DSL, but a post is not treated as staffed until the postholder is formally appointed and published in the safeguarding contacts register. Where a post is vacant, AGMS maintains a named, trained interim reporting and response arrangement. Every disclosure, allegation and significant welfare concern must reach the central AGMS DSL record. Teaching or management figures must not veto or privately resolve safeguarding reports. Staff and deputies may seek urgent statutory help directly, and concerns involving the overall DSL follow an independent route.

1. Purpose, application and principles

1.1 Who and what this policy covers

This policy applies to everyone who studies at Madrasah Zeenatul Islam, including students who remain on Alimiyyah, Muallimah, Hifz or other programmes after becoming adults. It also applies to teachers, teaching assistants, office and caretaking staff, volunteers, visiting scholars, external tutors, contractors, transport helpers and managers. Its requirements extend to the Madrasah building, other AGMS spaces used for teaching, online learning, off-site activities, examinations, tutorials and parent or student meetings.

For safeguarding purposes, a child is anyone under 18. A learner who becomes an adult remains fully covered by this policy, although some decision-making, consent, family communication and referral arrangements change. The Madrasah safeguards every adult learner from unsafe conduct and abuse within its provision, and follows the adult-safeguarding pathway where the person may have care and support needs and be unable to protect themselves from abuse or neglect. The arrangements for this transition are set out in section 10.

1.2 Mandatory safeguarding principles

- The welfare and best interests of the child are the first consideration in all decisions.
- Safeguarding is everyone's responsibility: staff act on signs, not just proven allegations.
- Children and students are heard without pre-judgement; their wishes and communication needs inform protection decisions.
- A safeguarding disclosure is a report requiring protection and recording, not an invitation for staff to investigate.
- No promise of absolute secrecy is made; information is shared on a lawful need-to-know basis.
- Safeguarding concerns do not require permission from a Head, Imam, parent, committee member or the subject of an allegation before being referred to statutory services.
- Safer practice applies regardless of the standing, reputation, qualifications or relationships of anyone involved.
- Every concern has an identifiable owner, recorded action, review date and outcome; no case disappears into informal conversations.
- Safeguarding decisions are reasoned, recorded, proportionate and open to appropriate independent scrutiny.

1.3 Legal and guidance position

Madrasah Zeenatul Islam operates as a supplementary religious education setting and is understood not to be a registered school. The Department for Education's Out-of-school settings: safeguarding guidance for providers (updated February 2026) is the principal sector-specific reference. AGMS also draws on the relevant principles of Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026 without treating all school-specific duties as automatically applicable. For adult learners the relevant framework includes the Care Act 2014, Mental Capacity Act 2005, statutory care and support guidance, and Coventry's adult safeguarding procedures. AGMS applies charity, equality, data protection, safer recruitment and other applicable duties according to the setting's actual activities.

2. Governance and safeguarding accountability

2.1 Executive Committee authority

The AGMS Executive Committee owns this policy, provides adequate resources, requires compliance and scrutinises safeguarding assurance. The Committee's safeguarding authority is exercised day-to-day through the overall AGMS DSL, who has direct access to the Committee, may require records and information, may direct immediate risk-control action and may raise unresolved matters without being filtered through the Madrasah management chain. The Executive Committee remains collectively accountable; delegation is not a transfer of trustee duties.

The Madrasah Executive Manager, Heads and teaching management continue to supervise education, employment and daily operations. **They are not gatekeepers for safeguarding reports.** A conflict with an ordinary Madrasah management route is resolved in favour of this safeguarding procedure and any necessary statutory action. A manager must implement reasonable safeguarding directions, allocate personnel and resources, and escalate inability to comply promptly to the AGMS DSL.

2.2 Designated safeguarding structure

AGMS Executive Committee	Collective safeguarding governance, resourcing, scrutiny and challenge
AGMS Overall DSL — Hafiz Jabir Khalifa	Directly accountable to Committee; leads safeguarding system, reviews all disclosures, directs case management and has central register oversight
Male Deputy DSL — Madrasah	First response, reporting, records, support and monitoring for male provision
Female Deputy DSL — Madrasah	First response, reporting, records, support and monitoring for female provision
All staff, volunteers and students	Notice concerns; report immediately to an appropriate Deputy DSL or directly to the overall DSL / statutory agency

2.2A Appointments, vacancies and interim safeguarding cover

The Madrasah safeguarding structure contains two Deputy DSL positions, one supporting the male provision and one the female provision. At the issue of this version, individual appointments have not been verified for the policy register; their status is therefore shown as VACANT / TO BE CONFIRMED until AGMS records an appointment and training verification.

For every vacant post, the overall AGMS DSL arranges and records interim safeguarding cover before the relevant classes or activities take place. The interim contact must be identifiable to staff, reachable during the session, competent to respond and authorised to make necessary external referrals. This may be another trained deputy or the overall DSL where realistic availability and appropriate response arrangements are confirmed. The post cannot simply be delegated by assumption to the Head of Teaching or whoever happens to be on site.

The Madrasah management team supplies the overall DSL with an accurate weekly timetable, staffing and absence information so that cover can be checked for weekday, Saturday, Hifz, Alimiyyah and Muallimah sessions. If appropriate safeguarding cover cannot be provided, the matter is escalated to AGMS immediately and the affected activity is not permitted to proceed without safe alternative arrangements. Staff are told the current contact and fallback route at induction and whenever it changes.

The appointments and cover register records: role; named postholder or VACANT; safeguarding training and refresher date; direct contact method; relevant sessions; named interim cover; independent escalation contact; and date confirmed by the overall DSL. Names are inserted into this controlled record only following actual appointment, not in anticipation of one.

2.3 Overall AGMS DSL: specific powers and duties

- Receives or is securely notified of every safeguarding disclosure, allegation and concern raised in the Madrasah, including where a referral to an external agency has already taken place.
- Has oversight of a restricted central safeguarding register and the authority to allocate a lead deputy, set protective actions, require reports, review risk assessments and monitor overdue actions.
- Decides, with appropriate statutory advice, whether further risk-management steps, inter-agency working, early support, escalation, safeguarding supervision or policy changes are required.
- Ensures referrals to children's services, police, LADO, adult safeguarding and other agencies occur when necessary; a deputy or any staff member may make an urgent referral without prior approval.
- Maintains direct safeguarding reporting to the Executive Committee, provides anonymised themes and assurance, and raises urgent systemic risk outside ordinary meetings.
- Oversees safeguarding training, quality audits, safer recruitment assurance, record security, allegations management and lessons learned.
- Ensures a genuinely independent route for matters in which the overall DSL is alleged to be involved, is personally conflicted or otherwise unsuitable to make the decision.

2.4 Male and female Deputy DSLs: equal authority

The male and female Deputy DSL positions carry equal safeguarding authority when filled. Each appointed deputy is the usual accessible contact for the relevant provision, and neither is subordinate to the other for safeguarding decisions. A vacant position is covered by the named interim contact shown in the current register. No teacher or other management figure may prevent a deputy or interim contact from reporting a concern, preserving a record or seeking statutory advice. Where an incident involves both provisions, the overall DSL allocates the continuing case lead and the deputies coordinate protective measures.

An appointed Deputy DSL, or the designated interim safeguarding contact, is responsible for receiving concerns, checking immediate safety, obtaining urgent help, writing a factual record, notifying the overall DSL, making an external referral without

delay where necessary, and following up agreed protective steps. The role also includes monitoring safeguarding risks around teaching rooms, corridors, entrances and toilets; reviewing patterns in attendance and welfare; supporting staff to recognise concerns; and bringing outstanding actions to the overall DSL for review.

At every Madrasah session, staff must know which trained safeguarding contact is available and how to reach that person. A vacancy, holiday or unexpected absence automatically activates the recorded cover arrangement. The overall DSL must be informed of any failed handover or period without cover so that AGMS can decide immediately whether an activity may safely continue. The emergency and independent statutory reporting routes remain available to everyone, regardless of staffing status.

2.5 The duties of all Madrasah staff

Every teacher, administrator, cleaner, caretaker, supervisor and volunteer must understand the reporting route; protect students from immediate danger; report concerns promptly even where information is uncertain; maintain boundaries; avoid personal investigation; provide accurate written records; keep information confidential; cooperate with authorised safeguarding directions; and attend induction and refresher training. A person must not redirect an allegation solely to the line manager if the manager is the subject of the allegation or if delay would create risk.

2.6 Independent escalation and safeguards against conflicts

If the concern is about the overall AGMS DSL, the reporter must not send it to him. Instead the reporter contacts an uninvolved named AGMS Executive Committee safeguarding contact **Maulana Muhammad Takolia** and, where relevant, Coventry LADO, children's services or police. A complaint about a Deputy DSL goes directly to the overall DSL, or to the independent route if the DSL is also implicated. A concern about any senior religious leader, Executive Committee member or manager follows the same standards as any other allegation. No one may investigate a concern about themselves or instruct others to suppress it.

3. The reporting route: exactly how it works

3.1 One standard route for all safeguarding concerns

1. A student, parent, staff member or third party raises a concern, or a member of staff notices warning signs.
2. The receiving adult makes the person safe, listens without leading questions, checks urgent medical or police needs and preserves relevant evidence.
3. The adult informs the appropriate male or female Deputy DSL **immediately**, in person or by the designated secure number; if neither is reachable, the overall AGMS DSL or statutory agency is contacted directly.
4. The receiving adult makes a factual written account before the end of the session or shift, ideally immediately after the conversation, using the authorised safeguarding concern form.
5. The Deputy DSL promptly notifies the overall AGMS DSL through the agreed secure channel. A high-risk concern, allegation against staff, suspected criminal harm, sexual abuse, serious injury or risk of a child leaving into danger is communicated immediately by telephone in addition to written notification.
6. The overall DSL confirms the case identifier, responsibility, immediate safety plan, referral position, parent communication decision and date for review. If he is temporarily unavailable, the Deputy DSL takes necessary action and records attempts to contact him.
7. Statutory referrals are made without delay where indicated. The central register records referral time, agency, person spoken to, reference number, advice and next action.
8. The appointed Deputy DSL or named interim lead implements and records follow-up. The overall DSL oversees case reviews and approves internal case closure once safety, referrals, records and outstanding actions are addressed.

3.2 AGMS service standards and deadlines

Immediate danger	Call 999; request medical assistance and protect the person. Notify a deputy/DSL as soon as it is safe.
Any disclosure / suspected abuse	Tell the Deputy DSL at once; do not wait until lesson end if the concern is urgent. Record the concern on the same session/day.
High-risk case or allegation about an adult	Telephone the overall DSL immediately, unless implicated; seek statutory advice/referral as needed without waiting for permission.
Other safeguarding concern	Deputy notifies overall DSL as soon as reasonably possible and no later than the same working day; out-of-hours concerns are relayed through emergency contact arrangements.
Initial case decision and action plan	DSL/deputy records immediate steps, whether referral considered and the next review deadline on the day the concern comes to light.
Unresolved cases	Review at intervals proportionate to risk; high-risk cases are followed up daily or as agency advice requires.

These are AGMS internal minimum operating standards. They must never be interpreted as permission to delay urgent action to the end of a shift or until a specified number of hours has elapsed.

3.3 What staff should say when receiving a disclosure

- Find a calm, safe place within sight or accessible oversight, away from the alleged perpetrator where possible.
- Listen carefully; allow the person to use their own words and do not show shock or disbelief.
- Say: “Thank you for telling me. I take this seriously. I cannot keep it secret if someone may be unsafe, but I will only tell the people who need to help.”
- Ask only minimal open prompts needed to understand immediate risk, such as “Tell me what happened” or “Is anyone unsafe right now?”
- Do not promise outcomes, ask the student to repeat the account to multiple adults, confront the alleged perpetrator, search for evidence or attempt mediation.
- Record exact words where possible, the context, visible injuries or behaviour (without diagnosis), any spontaneous questions, actions taken and people notified.
- If technology, messages or images are involved, do not circulate, download or ask children to forward indecent imagery. Preserve existing evidence without viewing or copying more than necessary; get police/DSL advice.

3.4 When the overall DSL is unavailable

The receiving deputy attempts the agreed contact routes and documents the attempts. The deputy does not suspend safeguarding decisions. They call children’s services, police, LADO or adult social care where thresholds may be met; implement immediate interim protection; and use the designated independent executive cover if leadership approval is needed. The overall DSL receives a secure handover as soon as contact is restored, unless he is the person implicated.

4. Recognising abuse, neglect and wider risks

Staff do not need to diagnose abuse to act. A single concern or cumulative pattern can justify recording, discussion and referral. Concerns may arise in lessons, during attendance follow-up, through parents, in toilets/corridors, at home, in the community or online.

4.1 Forms of harm staff must recognise

- **Physical abuse:** unexplained or inconsistent injuries, hitting, shaking, harmful restraint, burning or inappropriate physical punishment.
- **Emotional abuse:** intimidation, persistent humiliation, threats, severe rejection, coercive religious or educational pressure, isolation or controlling behaviour.
- **Sexual abuse and exploitation:** contact and non-contact abuse, grooming, indecent exposure, coercive image sharing, sexual harassment, sexual exploitation or abuse by adults or peers.
- **Neglect:** persistent lack of adequate care, supervision, food, safe collection, appropriate medical care or protection from dangerous circumstances.
- **Domestic abuse:** impact on children who see, hear or experience abuse in the home; coercive control and honour-based threats.
- **Peer-on-peer harm:** bullying, discriminatory harassment, online abuse, sexual violence, harmful sexual behaviour, intimidation, extortion or physical assault.
- **Exploitation and community risks:** criminal exploitation, trafficking, county lines, forced marriage, female genital mutilation, radicalisation, gang involvement, online grooming or other coercion.
- **Self-harm, suicide risk or acute mental distress:** statements, injuries, communications or behaviours suggesting immediate welfare risk requiring a compassionate, trained response.
- **Risks linked to additional needs:** communication difficulties, inaccessible support, disability-related discrimination or neglect, health vulnerabilities and heightened dependency on adults.

4.2 Recognising a pattern rather than isolating incidents

A student who becomes withdrawn, misses classes, repeatedly asks not to go home, reports headaches, shows unexplained injuries, fears a particular adult or suddenly changes behaviour may need help even without a clear allegation. Staff record the pattern, dates and observed facts; the Deputy DSL reviews attendance, existing concerns and appropriate information from other AGMS services, then decides with the overall DSL whether support or referral is needed. A religious explanation or parental assurance must not automatically end safeguarding consideration.

5. Safe admissions, attendance, arrival and collection

5.1 Before enrolment and at the start of term

The Madrasah collects proportionate contact and care information: student identity, parent/carer and authorised collector details, emergency contact numbers, essential medical and accessibility needs, agreed collection/travel arrangements, and any safeguarding information provided appropriately by family or relevant agencies. Privacy information explains why information is held and how it may be shared. Families are told how to raise a concern confidentially, including outside the teaching management hierarchy.

5.2 Every session: arrival and registers

Teachers take a contemporaneous register for each class. Late arrivals and early departures are recorded with times, reason and person authorising. Reception/site staff maintain a system for locating students and knowing which adult has charge of them. A student marked present who cannot be located triggers an immediate search and emergency escalation if needed. Unexplained absence is followed up according to the attendance procedure; repeated absence, a sudden change or absence combined with other warning signs is reported to a Deputy DSL rather than treated only as an administrative issue.

5.3 Collection, early release and absent collectors

- Staff release students only under their recorded, age-appropriate travel or collection arrangements; changes are verified with an authorised carer using a trusted contact route.
- A child is not sent off-site alone or told to wait outside because of a haircut, uniform issue, disruption, late collection or other disciplinary matter.
- An uncollected student remains supervised in a safe area; staff contact carers and escalate welfare concerns if contact cannot be established.
- If an adult appears intoxicated, aggressive, prohibited by an order or otherwise unsafe to collect a child, staff seek Deputy DSL/DSL guidance, consider police/children's services advice and do not put the child into an obviously unsafe handover.
- Where an adult student has an agreed independent travel arrangement, staff respect autonomy while acting on identified safeguarding risks and the student's support needs.

5.4 A student missing during the session

Notify the session lead and Deputy DSL immediately. Check last confirmed sighting, toilets, classrooms, entrances and known authorised departures using a coordinated search that does not leave other students unsupervised. Contact carers and police promptly when a child is missing and at risk; do not wait for an arbitrary search duration if the circumstances indicate danger. Preserve CCTV or access logs where available and record a chronology and debrief.

6. Safe supervision, premises and shared-site arrangements

6.1 Staff presence and supervisory controls

The Madrasah must plan appropriate staffing for each classroom and movement period. Supervisors know which rooms and corridors are in use and where the designated deputy can be found. Substitute staff receive safeguarding and emergency instructions before taking charge. Unexpected staff absence triggers a recorded decision to provide safe cover, combine or cancel an activity; a group must not be left without responsible supervision.

6.2 Private meetings, individual teaching and gender-sensitive support

One-to-one teaching, Hifz assessment, disciplinary discussion and pastoral advice must be arranged in a known, accessible room with appropriate visibility or oversight, without compromising reasonable privacy. An adult must not create secret meetings, lock doors against a student, move a child to an isolated area or ask for an off-site/private meeting without management authorisation and safeguarding controls. The male and female Deputy DSLs provide culturally appropriate access while recognising that students may choose a different trusted adult; staff must respect the student's preference where safe.

6.3 Toilets, corridors, entrances and access

Risk assessments cover entrances and exits, toilets and ablution areas, blind spots, arrival/departure congestion and shared access with Masjid or other AGMS users. Adults not authorised for Madrasah work may not freely enter teaching areas. Visitors sign in, receive identification and are supervised according to risk. Any contractor access during lessons is planned and controlled. CCTV may support site security but does not replace active supervision; sensitive areas must not be filmed inappropriately.

6.4 Off-site activity and transportation

Before trips, competitions, overnight events or authorised transport, staff document risk assessment, destination, numbers, named lead, safeguarding contact, emergency plans, relevant consent, medical arrangements and safe ratios. Transport must use properly authorised drivers and suitable vehicles. Personal lifts by staff are prohibited unless explicitly assessed and authorised for exceptional circumstances, recorded and communicated to carers, with necessary safeguarding controls. The overall DSL must be informed of significant incidents off-site through the same central reporting route.

7. Staff conduct, religious authority and professional boundaries

7.1 Absolute expectations

Every member of staff acts with integrity and respect, including when correcting recitation, behaviour, dress or religious practice. Corporal punishment, hitting, slapping, physical chastisement, threats of violence, degrading language, humiliation, excessive exercise as punishment and retaliatory discipline are prohibited. Religious authority or deference is never grounds to conceal misconduct or prevent a complaint. Adults do not form secret, exclusive or dependency-based relationships with students.

Professional boundaries apply equally to children and adult students. A member of staff must not use religious status, assessment decisions, pastoral dependence, private teaching or perceived authority to obtain compliance, secrecy, personal attention or a relationship. Where a learner is an adult, consent and autonomy are respected but power imbalances and the Madrasah's duty to maintain a safe environment remain relevant.

7.2 Physical contact and intervention

Physical contact is limited to what is necessary and appropriate for an educational, welfare or safety purpose, taking account of consent, privacy, disability, gender and the circumstances. Physical intervention to prevent immediate harm must be necessary, proportionate and lawful; it is not a behaviour sanction. The person records what happened, who was present, why the intervention occurred, any injury, first aid, student account, parent communication and safeguarding notification. The Deputy DSL and overall DSL review any concerning intervention; serious cases may require external advice.

7.3 Personal messages, gifts, photographs and contact outside lessons

Teachers must use approved work channels for education and parent communication. Private messaging with a student on personal social media, disappearing messages, personal gifts designed to create secrecy, private rides, unapproved off-site meetings and inappropriate physical or emotional intimacy are prohibited. Staff do not take images or video on personal devices unless a documented, exceptional, authorised operational purpose exists with secure transfer and deletion controls. Any suspected boundary breach is reported; repeated seemingly minor concerns can identify a serious pattern.

7.4 Medical help, personal care and dignity

Where a student needs assistance with medication, toileting, dressing, mobility or intimate care, there must be an individual plan, trained/authorised staff, privacy, consent as appropriate and clear recording. Necessary first aid or emergency help must not be withheld because of a preferred staff gender; staff should preserve dignity while protecting life and health. Staff do not diagnose medical conditions or pressure an unwell student to attend against appropriate care advice.

8. Students' conduct, bullying and harmful behaviour

8.1 A protective, not punitive, response

Bullying, discriminatory abuse, harassment, intimidation, violence and sexualised harm are treated as potential safeguarding matters, not only breaches of classroom discipline. Staff ensure immediate separation where necessary, give affected students support, preserve evidence and refer concerns to a Deputy DSL. The overall DSL determines safeguarding case direction; the Madrasah behaviour process can run separately without pre-empting external agency action.

8.2 Child-on-child sexual violence or harmful sexual behaviour

Take the report seriously, avoid describing it as banter or ordinary experimentation, and safeguard all affected students, including the person alleged to have caused harm. Do not organise a confrontation or mediation as an automatic response. Consider immediate separation, supervision, medical advice, police/children's services advice, online image risks, trauma-sensitive support and risks of repeated contact. Record both the decisions made and the reasons, including where no external referral is made after proportionate consideration.

8.3 Behaviour sanctions, suspension and exclusion safeguards

Safeguarding decisions cannot be displaced by discipline or reputation concerns. Staff must not send a child off the site alone, tell a pupil to leave class and travel home without a verified safe handover, or publicly shame a student. Where a temporary removal from class is necessary, the student remains supervised. Any proposed suspension or permanent removal follows the separate behaviour policy, with parent communication, welfare assessment, equality/SEND

considerations and an appeal route. Where an incident involves abuse, exploitation, coercion or staff conduct, the Deputy DSL notifies the overall DSL before disciplinary decisions are finalised, except where immediate protective separation is essential. The Madrasah must not condition a safeguarding complaint on a student accepting a sanction or withdrawing an allegation.

8.4 Supporting both the harmed student and the student alleged to have caused harm

Plans must be individual, proportionate and reviewed. Do not force apologies or reconciliation. Consider learning needs, developmental age, repeat behaviour, group dynamics, online conduct, parental risks and professional advice. Support may include supervision, seating or timetable changes, counselling referrals, behaviour intervention and appropriate family engagement. Protective measures are not a finding of guilt.

9. SEND, health, disability and mental wellbeing

9.1 Inclusive safeguarding

A student with a disability, communication difference, neurodivergent profile, sensory impairment, learning difficulty or chronic health condition may face additional barriers to disclosing harm. Safeguarding and teaching staff make reporting accessible through plain language, private time, interpretation or alternative communication, and involve a trusted person when appropriate and agreed. A disability is not evidence that someone lacks capacity or that their account is unreliable. Staff must not dismiss an incident as simply part of a diagnosis; any reported harm is considered on its facts and the student is offered suitable adjustments.

9.2 Healthcare plans and attendance decisions

Relevant health information is recorded securely and translated into reasonable session arrangements: safe exits, breaks, hydration, medication arrangements, seizure responses, migraine accommodation, emergency contacts and staff awareness on a strict need-to-know basis. Families and clinicians are the source of medical advice, not the Madrasah's disciplinary hierarchy. A student with illness or a significant health condition must not be coerced to attend for appearance or performance reasons; flexible provision should be considered where safe and feasible.

9.3 Mental health, self-harm and distress

Staff respond calmly, do not promise secrecy, keep the person accompanied if immediate harm is suspected, summon appropriate emergency help and notify the Deputy DSL/overall DSL. They record direct statements and risk indicators without making a clinical diagnosis. Any return-to-learning arrangement must address safe support, appropriate family communication and professional advice.

10. Safeguarding students who become adults

Students may remain at the Madrasah across the boundary between childhood and adulthood, particularly in advanced religious study. Their continued participation is welcomed. Safeguarding remains continuous, but the legal framework, the student's control over personal information and the role of parents or carers can change. The Madrasah plans for this change instead of allowing support arrangements to end automatically on a birthday.

10.1 Preparing for transition

Where a learner is expected to continue beyond 18, the relevant safeguarding lead reviews any existing safeguarding, health, disability, support and communication arrangements during the period leading up to the birthday. For students with complex needs or an open safeguarding case, this normally starts early enough to enable a meaningful handover, ideally around six months beforehand, and is proportionate to the risk and the student's wishes. The learner is involved in the discussion and, where appropriate and lawful, their family, support professional or social worker is also included.

The review records what changes at adulthood: emergency contact preferences; how attendance, collection and welfare communication will work; consent for sharing information; reasonable adjustments; any continuing risk or protective plan; and whether social care, education or health services need to coordinate transition support. If an existing children's services plan is in place, the overall DSL seeks timely advice from that service rather than assuming support ends at 18. Where future adult care and support needs are likely, the DSL considers whether a transition assessment by the local authority should be discussed under the Care Act 2014.

10.2 Safeguarding every adult learner

The Madrasah maintains respectful professional boundaries, protection from harassment and abuse, accessible complaints routes, safe teaching, fair conduct and welfare support for all adult learners. The absence of statutory adult-safeguarding eligibility does not excuse misconduct or prevent AGMS from addressing a risk in its own provision. Adults must not be pressured into disclosing personal medical information or accepting family involvement as a condition of attendance when that is unnecessary.

Adult students have the same right as others to be heard in a way that respects language, disability, culture and individual choice. A student aged 18 or over is not automatically an employee, volunteer or supervisor of younger learners. Where adults learn alongside children, the Madrasah maintains suitable supervision, professional boundaries and risk assessment, and does not assign unsupervised responsibility for children merely because another learner has reached adulthood.

10.3 Recognising adults at risk under the Care Act

For a statutory safeguarding enquiry under section 42 of the Care Act 2014, the local authority considers whether the adult has care and support needs (whether or not services are already provided), is experiencing or at risk of abuse or neglect, and as a result of those needs is unable to protect themselves against that abuse or neglect. A formal diagnosis, disability label or existing care package is not a prerequisite; equally, becoming 18 does not by itself make someone an “adult at risk”. AGMS records the facts and seeks adult social care advice where the position is uncertain.

Relevant harm may include physical, sexual, psychological or emotional abuse; coercion or controlling behaviour; financial exploitation; domestic abuse; neglect or acts of omission; discriminatory or organisational abuse; modern slavery; and self-neglect. Concerns may arise in a classroom, on the journey to lessons, at home, online or through a person in authority. Where immediate danger is identified, staff protect the person and call emergency services without waiting to decide whether a section 42 duty is triggered.

10.4 Consent, capacity and family involvement

Adults are presumed able to make their own decisions unless there is a reason to doubt capacity for the particular decision. Staff must not infer incapacity from disability, unusual beliefs, communication difficulties or disagreement with advice. The Mental Capacity Act 2005 applies to relevant decisions from age 16; it requires decision-specific consideration, practical support to help the person decide, and appropriate best-interests processes where capacity is lacking. Madrasah staff do not carry out specialist capacity assessments outside their competence, but seek appropriate professional advice and record relevant observations.

For an adult learner, the Deputy DSL seeks consent to share information and ordinarily follows the person’s wishes about involving parents or other relatives. The learner’s family should not be automatically informed because the person previously attended as a child. If consent is withheld, the safeguarding lead considers the actual risk and whether sharing without consent is necessary and lawful—for example, to prevent serious harm, protect others, respond to coercion, or comply with a legal duty. The reasons, information shared and recipients are recorded. Capacity is not an all-or-nothing label; a person may be able to make some decisions but not others.

10.5 The adult safeguarding reporting pathway

When an adult learner describes abuse or neglect, the member of staff listens, establishes immediate safety, records the person’s own words and informs the appointed Deputy DSL or named interim safeguarding contact. The concern is securely reported to the overall AGMS DSL, who ensures an appropriate decision is made with the person, including the urgency of the risk, whether adult social care or police advice is required, and any adjustments needed for safe attendance. In Coventry, Adult Social Care Direct is contacted on 024 7683 3003 or ascdirect@coventry.gov.uk when adult safeguarding advice or referral is appropriate. Staff may contact agencies directly if immediate circumstances require it.

The person’s wishes, desired outcomes and preferred support are central to the response (“making safeguarding personal”). The Madrasah does not undertake its own criminal investigation or confront alleged perpetrators without appropriate advice. If a report concerns a member of staff, manager or fellow learner, immediate risk controls may be necessary regardless of the statutory threshold. Allegations involving harm to a child follow the child-protection and LADO pathway even when the person alleged to have caused harm is an adult student.

10.6 Continuity of cases across the eighteenth birthday

An open safeguarding record is not closed automatically when a student turns 18. The overall DSL reviews the existing plan, keeps a clear chronology and confirms, with the relevant agencies, whether child-protection actions, adult-safeguarding support, a lawful information transfer, or other assistance is needed. Case discussions record who has assumed responsibility after transition, what the student understands and agrees to, and what risks remain. If a person discloses harm

that occurred before they turned 18, the concern is assessed both for their current needs and any present risk to children, and relevant statutory advice is sought.

10.7 Mixed-age teaching and reasonable adjustments

Where children and adults learn in the same programme or use shared facilities, teaching arrangements are assessed according to the actual risks, not assumptions about either group. Staff maintain visible or appropriately supervised one-to-one practice, suitable access and collection arrangements, and appropriate conduct rules for all learners. Reasonable adjustments are implemented for students with disabilities or health conditions, and support plans remain proportionate, respectful and reviewed as circumstances change.

11. Online safety, communications and information protection

11.1 Teaching platforms and online classes

Online teaching, remote recitation, homework messaging and virtual tutorials use approved platforms and identifiable accounts. Teachers must not move students to unapproved private accounts or hold unrecorded personal calls. Organisers maintain appropriate oversight, secure links, access control, safe screen sharing and a route for students to report online abuse or inappropriate content. Digital boundaries apply outside formal lesson hours.

11.2 Images, recordings and sharing

Students' photos, video, names and achievements are used only for authorised educational or publicity purposes, subject to privacy notices, relevant permission and safety assessment. Particular care is required where a child has protection, family-court or personal safety concerns. Staff must not forward safeguarding materials, indecent images, allegations or confidential disclosures through ordinary WhatsApp groups. Staff must not search a child's device for sexual imagery unless a lawful, trained and proportionate procedure applies; seek DSL/police advice.

11.3 Data security and central reporting

Safeguarding records use an AGMS-approved restricted system, separate from routine academic registers and general committee or staff chats. Each case has access controls, an audit trail and a named owner; information is shared on a lawful, proportionate, need-to-know basis. There is no blanket confidentiality promise and no blanket prohibition on sharing information needed to safeguard a student. Breaches or lost records are reported through AGMS data-protection and safeguarding procedures.

12. Concerns about staff, volunteers and people in positions of trust

12.1 Allegations that may meet the LADO threshold

An allegation concerning a teacher, Imam, deputy, contractor, volunteer, manager or trustee is treated as a child-protection matter if the person may have harmed a child, committed a relevant offence, behaved in a way suggesting a risk of harm to children, or otherwise behaved in a way suggesting they may not be suitable to work with children. Report it immediately to the overall AGMS DSL, unless he is implicated. The initial response protects the child and other students, records the allegation objectively and seeks advice from the Coventry LADO as required. Staff must not undertake an internal fact-finding investigation that could prejudice a police or LADO process.

Where immediate risk exists, separate the adult from students proportionately, secure relevant records and summon police or social care as needed. Administrative redeployment or suspension of an adult is a neutral risk-management measure, not a finding of guilt, and should be decided with appropriate professional and employment advice. The AGMS DSL coordinates with the employer/Executive Committee and LADO on protective measures, communications, evidence preservation and fairness to all involved.

12.2 Lower-level concerns and developing patterns

Concerns that do not appear to meet the allegation threshold still matter: an unnecessary private meeting, unusual favouritism, inappropriate joking, a message to a student's personal phone or a disregard for supervision rules must be recorded and reported. The overall DSL reviews the concern and any previous pattern, directs advice or action and considers whether LADO consultation is required. A series of apparently minor incidents may change the safeguarding risk assessment.

12.3 Complaints, whistleblowing and management interference

Any staff member or parent may report a safeguarding concern outside the normal management chain. No one may be threatened, disciplined or disadvantaged for making a good-faith safeguarding report. A complaint about service quality may use the complaints procedure; an allegation of abuse or risk is processed through safeguarding first, even if raised during a complaint or disciplinary dispute. Management instructions to suppress, redirect or delay a report must themselves be documented and escalated to the overall DSL or independent route.

12.4 If the overall DSL is implicated

Report to the independent AGMS safeguarding committee contact and appropriate statutory agency; the overall DSL must not receive confidential case content or direct its handling while conflicted. The Executive Committee appoints an uninvolved decision-maker and follows LADO/police/children's services advice. Staff can always contact agencies directly. This independent route must be printed on the staff and parent notice, not kept solely in a committee file.

13. Safer recruitment, suitability and induction

13.1 Checks and appointment controls

Before a person begins a role, AGMS/Madrasah assesses eligibility and safeguarding risk and documents identity, references, employment history and gaps, relevant qualification claims, the right to work where relevant, role description and the appropriate DBS/barred-list position. The Madrasah must use current DBS eligibility guidance rather than assume every role has the same legal status. From September 2026, the removal of the supervision exemption may affect whether a regular teaching or volunteer role is regulated activity; this must be reflected in role-by-role checks. A pending check is not a substitute for legally required clearance.

13.2 Agency, visiting and temporary personnel

A visiting scholar or tutor is not exempt from safeguarding checks because of reputation, religious standing or an invitation from a senior person. The booking manager confirms the role, expected contact with students, appropriate checks and safeguarding briefing. An unverified visitor is accompanied and may not take unsupervised charge of a child. Temporary staff know the reporting routes, designated deputies, site controls and emergency procedures before their first session.

13.3 Staff induction, training and competence

All staff, including volunteers and those whose main role is facilities or administration, complete an induction before unsupervised duties. It covers signs of abuse, what to do when told something, immediate danger, central DSL reporting, staff conduct, intimate/physical boundaries, attendance, information security and whistleblowing. Deputy DSLs and the overall DSL maintain enhanced safeguarding training and supervision suitable for their responsibilities, including allegations management and local referral procedures. AGMS records completion dates, refreshers, concerns about competence and follow-up actions. A volunteer who has not completed required induction does not take independent student responsibility.

13.4 Ongoing suitability

AGMS maintains an authorised personnel register and checks declarations/changes of circumstances where lawful and appropriate. Absences, substantiated concerns, disciplinary outcomes, barred-list referral duties and fitness to continue working with students are managed through the appropriate procedures. Where legal conditions require DBS referral, AGMS carries out that duty rather than assuming a resignation ends the matter.

14. Working with parents, carers and the community

14.1 Communicating the policy

Parents and students receive a clear summary of safeguarding arrangements and the names/contact channels of the male and female Deputy DSLs, the overall AGMS DSL and the independent reporting contact. They are told that a religious or teaching leader is not the only route for a complaint. The reporting route is displayed in age-appropriate and accessible language in reception and relevant teaching areas.

14.2 Informing parents about concerns

Where the student is a child, parents or carers are usually involved when it is safe and appropriate to do so; the safeguarding lead may seek statutory advice before informing a family member if that could increase risk or compromise an enquiry. For an adult learner, staff seek the learner's agreement before sharing routine or safeguarding information with relatives unless a lawful safeguarding reason justifies otherwise. The decision, the person consulted and any restrictions are recorded.

14.3 Student voice, privacy and accessibility

Students must have age-appropriate ways to ask for help privately, including talking to a trusted teacher, a Deputy DSL, the overall DSL or independent contact. Reporting arrangements must accommodate language, literacy, disability, SEND, sensory needs and fear of stigma. Staff must explain that the student is not in trouble for making a disclosure and will not be pressured to withdraw it.

15. External referral, inter-agency working and information sharing

15.1 Child at immediate risk

Call 999 for immediate danger, serious violence, urgent medical need or credible imminent threat. Keep the child safe, call appropriate emergency assistance, notify the Deputy DSL/overall DSL when safe, and record a chronology. A school-like hierarchy or AGMS committee decision must not delay the call.

15.2 Child welfare or protection concern without immediate danger

Contact Coventry Children and Family Initial Response Service (often still referred to as MASH) on 024 7678 8555 for advice, assessment or referral; outside office hours use Coventry Emergency Duty Team on 024 7683 2222. Use the council's current Request for Support route where advised. Staff document the threshold considered, referral details, professional advice and child safety plan. If uncertainty persists, telephone for advice rather than leaving the matter unresolved.

15.3 Allegation concerning an adult working with children

Consult/report to Coventry Local Authority Designated Officer (LADO) using the council's current online notification route where threshold criteria appear met; lado@coventry.gov.uk is an advice contact. If a child may be at risk now, protect them and contact police/children's services in parallel. Internal HR or behaviour investigation must not pre-empt statutory advice.

15.4 Adult learner at risk

The safeguarding lead uses the adult pathway described in section 10 for students who are adults. Staff must not assume that ordinary parental permission is required for adults, or that a person with a disability automatically lacks capacity. The learner is supported to express the outcome they want; the risk, care and support needs, consent, capacity and any danger to other people are considered. The overall AGMS DSL ensures advice or a referral is sought from Coventry Adult Social Care Direct (024 7683 3003; ascdirect@coventry.gov.uk) when appropriate. If urgent action is needed, staff contact emergency services. Adult safeguarding and an employer's duty to address misconduct can operate in parallel. Decisions to share information without consent must have a recorded lawful justification.

15.5 Escalation when an agency response leaves concerns unresolved

Record the response and the basis for continued concern, discuss professionally with the agency, follow the relevant local escalation procedure and consider renewed referral if new information or worsening risk emerges. A "no further action" response does not automatically end AGMS's obligation to keep students safe within its provision. The overall DSL allocates follow-up and reviews any unresolved safety plan.

15.6 Safe information sharing

Share information that is necessary, relevant and proportionate for a safeguarding purpose, with secure transmission and accurate records of recipient, purpose, date and legal basis. Do not use data-protection concerns as a blanket reason to withhold safety-critical information. Check whether any specific 2026 statutory information-sharing duty applies to AGMS's legal status rather than assuming a school obligation applies in full. A Deputy DSL may consult statutory professionals without revealing unnecessary personal details when seeking initial advice.

16. Records, case management and closure

16.1 Separate safeguarding records

Every disclosure, allegation or safeguarding concern is recorded in a dedicated restricted AGMS case-management system, not merely the attendance, behaviour or academic file. Each case is given a unique reference and contains: student identity; date/time and location; origin of report; exact account and observations; risk analysis; immediate action; parent communication decision; external referrals/advice; named action owner and deadlines; review notes; outcome and closure decision. Changes must be attributable and audit-able; earlier accounts must not be overwritten to change the history.

16.2 Central reporting and restricted access

Both Madrasah Deputy DSLs can enter and view cases within their authorised remit. The overall AGMS DSL has central safeguarding oversight except where conflicted. Access by teaching managers or the Executive Committee is limited to the information genuinely necessary for their role; ordinary academic staff and general committee members do not receive confidential case details. Where a child uses both the male/female streams or another AGMS service, the overall DSL coordinates a single case owner and controlled cross-service information-sharing.

16.3 Chronologies and evidence

Keep the first written disclosure, attendance extracts, relevant school or agency correspondence, referral confirmations, welfare notes and decisions together by case reference, with evidential integrity. Do not create unauthorised interviews, obtain forensic evidence, circulate sensitive pictures or use staff phones as long-term storage. CCTV, if relevant, is preserved through controlled procedures; preserve rather than repeatedly replay or disseminate.

16.4 Closure and records retention

A case is closed internally only when the overall DSL (or independent lead if conflicted) has checked that immediate risks are addressed, actions and referrals have outcomes or an identified handover, and review arrangements are proportionate. Closure does not mean an allegation was found untrue. Records are retained according to AGMS's approved retention schedule and applicable legal guidance; the policy deliberately does not invent a universal deletion period. Data subject requests, legal holds, allegations and agency investigations require specialist review before any record is destroyed.

17. Oversight, audits and policy compliance

17.1 Regular Madrasah safeguarding review

During teaching weeks the male and female Deputy DSLs review open actions, new concerns, attendance patterns, staff boundary issues and risks requiring decisions. The overall AGMS DSL holds a regular safeguarding case-supervision meeting and can require immediate updates for high-risk matters. Minutes or case notes record each decision, accountable person and date; the meeting is not a substitute for urgent reporting.

17.2 Monthly reporting to the AGMS DSL

Each deputy provides a confidential case-level account to the overall DSL as required and a monthly assurance summary covering: new/open concerns, referral outcomes, overdue actions, missing-student events, allegations/boundary issues, attendance-related welfare risks, training, site controls and requests for resources. The overall DSL checks discrepancies with the central register, challenges overdue actions and requires corrective measures.

17.3 Executive Committee assurance

The overall DSL reports safeguarding performance, significant risks, themes, assurance gaps, policy breaches and required resources to the AGMS Executive Committee. Reports to the full Committee are normally anonymised. The Committee records decisions, funding and action owners while preserving confidentiality and making independent challenge possible. Serious incidents are reviewed for statutory, police and Charity Commission reporting duties where applicable; reputational sensitivity never replaces safeguarding decisions.

17.4 Review and improvement triggers

This policy is reviewed at least annually and sooner after a serious incident, near miss, safeguarding practice review, repeated reporting failure, allegation exposing a system weakness, material legislation change or significant shift in Madrasah

provision. Student/parent experiences, staff feedback, safeguarding audits and external agency learning are used to improve it. Changes are communicated and staff are re-briefed where required.

18. Specific incident protocols for Madrasah staff

18.1 A student discloses abuse by a parent or other person at home

Keep the student safe and listen; record their own words; immediately notify the relevant Deputy DSL and overall DSL. Do not phone the parent or send the child home into potential danger before discussing protection with statutory professionals. Call children's services or police as indicated, agree a safe departure plan, record the referral and follow-up owner. Normal class attendance and academic progress are secondary to immediate safety.

18.2 A teacher reports that a child was sent outside for uniform or appearance

Check immediately where the child is, whether safe and who has contacted carers. Arrange safe supervision/recovery and inform the Deputy DSL/overall DSL of any risk; record the event, including time outside, access to roads/public areas, weather, and whether the child was alone. Investigate the conduct through the appropriate management and safeguarding routes; never normalise unsupervised removal as discipline. Review policy, staff training and any risk of repetition.

18.3 A learner reports inappropriate messages or attention from a teacher

Do not interrogate the student or ask for images to be forwarded. Preserve relevant evidence safely, protect the student from contact, notify the overall DSL (or independent route if implicated), seek LADO/police advice as appropriate, and ensure the adult does not influence witnesses. Record alleged communications, devices/platforms and advice without distributing content.

18.4 A student reports peer harassment or sexualised behaviour

Separate and support affected students without blaming them; do not attempt instant mediation; notify the Deputy DSL and overall DSL; consider police/children's services thresholds, online evidence, parental communication risk and a protective timetable/supervision plan. Record why each decision is taken and review after any change in circumstances.

18.5 A student with severe migraines or another significant condition is unable to attend

Record the care needs and any reasonable adjustments. Do not impose attendance instructions that conflict with medical or family advice without a proper care assessment. Offer proportionate catch-up arrangements where feasible. If the issue suggests neglect, coercion, discrimination or inability to access education safely, refer it to the Deputy DSL/overall DSL; record decisions and communicate respectfully with carers and the student.

18.6 A parent complains about discipline and mentions a safeguarding incident

Split the process: the complaint is acknowledged under the complaints/appeals arrangements, but the safeguarding element is immediately recorded and directed to the Deputy DSL/overall DSL. Do not defer safeguarding until an appeal is heard, demand withdrawal of a complaint or allow the staff member named in the allegation to decide whether it is reported.

18.7 A long-standing student turns 18 with an open safeguarding concern

The appointed Deputy DSL or interim contact flags the forthcoming transition to the overall AGMS DSL. Existing risk controls remain in place while the learner is supported to understand new consent and information-sharing arrangements. The DSL confirms with relevant statutory services whether a transition plan, adult social care advice or other support is needed. The case remains open until responsibilities, records and protective actions have been explicitly reviewed; the birthday alone is never a closure reason.

18.8 An adult student reports coercion, financial exploitation or abuse

The staff member listens, records the account without investigating and checks immediate safety. They inform the safeguarding contact, who notifies the AGMS DSL and discusses the student's wishes and referral options. Where the Care Act criteria may apply, Adult Social Care Direct is contacted for advice or referral. Police or emergency services are contacted where the risk or crime requires it. Staff do not routinely contact the adult student's family or the alleged perpetrator; information sharing and any protective Madrasah arrangements are recorded.

19. Implementation controls and minimum evidence

The Head of Madrasah operations and the two Deputy DSLs ensure the following evidence exists and stays current. Failure to complete an item is raised directly with the overall AGMS DSL and recorded as a safeguarding assurance gap, not left as an informal promise.

- Male and female Deputy DSL posts each show a named appointee or VACANT; where vacant, competent interim cover is named, contactable and documented for each session. The independent AGMS escalation route is available and published.
- Staff induction and refresher completion register, with DBS/safer-recruitment eligibility and checks logged as appropriate to each role.
- Approved safeguarding concern form, central case register, restricted access list, retention schedule and data-breach route.
- Reception and classroom procedure for attendance, arrivals, missing students, early releases and authorised collectors.
- Written supervision and visitor arrangements covering corridors, toilets, entrances, shared use, one-to-one teaching and substituting staff.
- Behaviour policy and staff code of conduct aligned to this policy, including prohibition on unsupervised send-home and corporal punishment.
- Medical and SEND support plans for students requiring them; accessible disclosure routes for learners and parents.
- Documented external referral contacts; staff know 999, Coventry children's service, LADO and out-of-hours numbers.
- Regular safeguarding case supervision with appointed deputies and interim leads, monthly assurance returns to the overall DSL, and recorded transition reviews for continuing learners where relevant.
- Executive Committee safeguarding oversight and an annual review record.

Appendices — ready-to-use procedures and forms

Appendix A. Immediate safeguarding action card (for classrooms and reception)

> **LISTEN. PROTECT. REPORT. RECORD. FOLLOW THROUGH.**

1. If someone is in immediate danger, call 999 and make them safe.
2. Listen calmly; do not investigate, confront or promise secrecy.
3. Tell the male/female Deputy DSL immediately. If unavailable, contact the overall AGMS DSL or statutory agencies directly.
4. Every disclosure and concern must reach the overall AGMS DSL through the secure central system; telephone high-risk matters immediately.
5. Write exact words and factual observations before the end of the session; record date, time, witnesses and actions.
6. Do not alert parents or the person accused where this could increase risk or obstruct an enquiry; seek safeguarding advice.
7. If the DSL is implicated, use the independent AGMS contact and/or LADO, police or children's services.
8. Do not close the matter informally. The overall DSL/independent lead records action and closure decisions.

Appendix B. Initial safeguarding concern record

Case reference (assigned centrally)	_____
Student name / ID and class	_____
Date, time, location of concern	_____
Person reporting / contact	_____
How concern arose (seen, heard, disclosed, third party)	_____
Exact words / factual observations	[write full narrative in attached confidential note]
Immediate risk and protective action	_____
Medical / police / social care action and references	_____
Parent/carer contact decision and reason	_____
Deputy DSL informed (time / method)	_____
Overall AGMS DSL informed (time / method)	_____
Person responsible for next action / deadline	_____
Recorded by / date and time	_____

Recording rules: write fact and direct quotation, distinguish direct observation from hearsay, use the student's preferred name and pronouns where appropriate, do not speculate about credibility, do not alter an original account to fit a later version, and submit by the secure safeguarding channel only.

Appendix C. Deputy DSL triage and decision log

Case ID / linked records	_____
Initial risk category and rationale	Emergency / urgent / welfare support / monitor — reasons
Immediate safety plan	Who is safe, where, with whom, until when?
Evidence and contemporaneous notes	Dates, locations, storage links, audit trail
External advice/referral	Agency, time, adviser, advice, referral number
Parent/carer decision	Contacted / delayed / not contacted, reason and review point
Lead Deputy DSL and back-up	_____
Overall DSL instruction / decision	_____
Actions, owners and deadlines	_____
Review date and trigger for earlier review	_____
Closure authorisation	DSL / independent lead, date and recorded rationale

Appendix D. Missing student / unsafe release response

1. Notify the session leader and Deputy DSL; establish last confirmed location and time.
2. Check authorised departures and known locations using a coordinated search while continuing supervision of others.
3. Contact recorded carers or responsible adults through verified contact routes.
4. If there is credible danger, the child cannot be located promptly or circumstances are suspicious, call 999 and follow police advice; do not delay for administrative approval.
5. Preserve registers, access logs and any appropriate footage; record timeline and staff actions.
6. Confirm safe resolution with the DSL, identify process failures and complete an incident review.

Appendix E. Classroom/site safeguarding checklist

- Register completed accurately; late arrivals, early exits and absences followed up.
- Named deputy and cover accessible; staff know reporting channel and 999 route.
- Doors/exits and corridor supervision sufficient; no unapproved visitor in teaching area.
- One-to-one teaching conducted only in authorised, known, visible/overseen spaces.
- Students requiring support or health adjustments have discreet arrangements in place.
- No unauthorised private messages, photographs or recording.
- Collection, handover and missing-student procedure is understood and in use.
- Incidents and concerns logged and reported before staff leave, with urgent escalation made immediately.

Appendix F. Staff/volunteer safeguarding acknowledgment

Full name and role	_____
Induction date / trainer	_____
Policy version read	_____
Male Deputy DSL / Female Deputy DSL contact known	Yes / No
Overall AGMS DSL and independent route known	Yes / No
External emergency and LADO route known	Yes / No
Signed confirmation	I understand the conduct, reporting and information-handling requirements and will comply with this policy.
Signature / date	_____

Appendix G. Safeguarding contact directory

Emergency services (immediate danger)	999
Police non-emergency	101
Coventry Children and Family Initial Response / MASH	024 7678 8555
Coventry Emergency Duty Team (out of hours)	024 7683 2222
Coventry LADO advice	lado@coventry.gov.uk; formal allegations via council online form
Coventry Adult Social Care Direct	024 7683 3003; ascdirect@coventry.gov.uk
AGMS overall DSL — Hafiz Jabir Khalifa	[approved telephone and secure contact to insert]
Madrasah Male Deputy DSL	VACANT / TO BE CONFIRMED. Appointed contact and interim cover: [insert verified details].
Madrasah Female Deputy DSL	VACANT / TO BE CONFIRMED. Appointed contact and interim cover: [insert verified details].
Independent AGMS safeguarding reporting contact	[name / telephone / secure contact to insert]
Secure AGMS safeguarding case portal	[system / secure reporting instructions to insert]

This directory must be kept current and rechecked before formal issue, at induction and following relevant service changes. The AGMS DSL's personal telephone number is not printed in copies distributed to the public without the approved contact arrangement.

Appendix H. Alignment with the wider AGMS safeguarding framework

The Madrasah uses the AGMS-wide central DSL reporting system. Where the same student attends Strength in Unity or receives support through Masjid services, the first receiving Deputy DSL records the concern and alerts the overall DSL; the DSL allocates one case owner and controls necessary cross-service information-sharing. Madrasah teaching management continues to own the curriculum and ordinary discipline, but safeguarding cases, referrals, records, allegations and risk decisions remain within the AGMS safeguarding route. This policy and the AGMS site-wide safeguarding manual must be read together. If either appears inconsistent on an urgent safety issue, immediate protection and statutory agency advice take priority, and the DSL records the discrepancy for correction.

Appendix I. Current safeguarding appointments, vacancies and cover

The following controlled register is completed by the overall AGMS DSL and made available to all staff in the approved format. “VACANT / TO BE CONFIRMED” means no named appointment has been verified for this policy version; it must never be interpreted as confirmation that a role is staffed. Interim cover is recorded separately and checked against the teaching timetable.

Overall AGMS DSL: Hafiz Jabir Khalifa — secure direct contact: [insert approved contact].

Madrasah male Deputy DSL: VACANT / TO BE CONFIRMED — appointed name, training date and contact: [complete]. Interim responsible contact for affected sessions: [complete].

Madrasah female Deputy DSL: VACANT / TO BE CONFIRMED — appointed name, training date and contact: [complete]. Interim responsible contact for affected sessions: [complete].

Independent AGMS contact where the overall DSL is implicated: [name, role, secure contact — complete].

Staff should use the most recently published, verified contact/cover register; a missing entry must be escalated to the overall AGMS DSL immediately.

Appendix J. Continuing-student safeguarding transition record

Learner and current programme: _____ Date of review: _____

Learner date of birth / anticipated transition: _____ Review lead: _____

Existing support or safeguarding concerns (restricted case reference only): _____

Learner’s wishes and preferred communication / consent arrangements: _____

Reasonable adjustments, health and accessibility considerations: _____

Any involvement of children’s services, adult social care, health professionals or advocate: _____

Safety plan, risk owner, referral / transition actions, due dates and responsible person: _____

Date reviewed with overall AGMS DSL and next review due: _____

The transition record is stored within restricted safeguarding records, not a general academic file.

Authoritative references and review sources

Department for Education, *Out-of-school settings: safeguarding guidance for providers* (last updated 9 February 2026)	**https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice**
Department for Education, *Keeping children safe in education 2026* (September 2026; used as good-practice benchmark where applicable)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Department for Education, *Working together to safeguard children 2026*	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Charity Commission, *Safeguarding and protecting people for charities and trustees* (updated 8 October 2026)	https://www.gov.uk/guidance/safeguarding-and-protecting-people-for-charities-and-trustees
Coventry City Council, *Children and Family Initial Response / child safeguarding contacts*	https://www.coventry.gov.uk/earlyyearssafeguarding
Coventry City Council, *Local Authority Designated Officer*	https://www.coventry.gov.uk/coventry-local-safeguarding-children-board/local-authority-designated-officer-lado
Coventry City Council, *Adult safeguarding reporting*	https://www.coventry.gov.uk/coventry-safeguarding-adults-board/coventry-safeguarding-adults-board-1/2
DBS, *Regulated activity: removal of the supervision exemption (1 September 2026)*	https://www.gov.uk/government/publications/working-or-volunteering-in-regulated-activity-with-children/regulated-activity-removal-of-the-supervision-exemption-comes-into-force-1-september-2026
Care Act 2014, section 42 — safeguarding adults at risk	https://www.legislation.gov.uk/ukpga/2014/23/section/42
Care and support statutory guidance — adults safeguarding, including transition	https://www.gov.uk/government/publications/care-act-2014-supporting-implementation/care-and-support-statutory-guidance
Coventry Safeguarding Adults Board — report an adult safeguarding concern	https://www.coventry.gov.uk/coventry-safeguarding-adults-board/coventry-safeguarding-adults-board-1/2
Mental Capacity Act 2005 — general provisions	https://www.legislation.gov.uk/ukpga/2005/9
Working Together to Safeguard Children 2026 — official publication	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

DOCUMENT CONTROL NOTE

This is the Madrasah-specific safeguarding policy text. AGMS must record its formal approval/effective date and populate the appointment, independent escalation and secure-reporting fields before circulation as a controlled policy. The text does not assert that particular deputy appointments, training checks or digital systems have already been completed.