

Rawdah Montessori Primary School Safeguarding and Child Protection Policy – Part B

Version: 3.0 (Part B – Procedures and Guidance)

Reviewed: October 2025

Next Review Due: October 2026

Important Contacts (For Quick Reference)

Service	Contact Details
Bradford MASH (Multi-Agency Safeguarding Hub)	01274 435600 / childrens.enquiries@bradford.gov.uk
Emergency Duty Team (Out of Hours)	01274 431010
Local Authority Designated Officer (LADO)	01274 434343 / lado@bradford.gov.uk
Police (Emergency)	999
Police (Non-Emergency)	101
Prevent Team (Bradford)	01274 434361 / prevent@bradford.gov.uk
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Helpline	0800 028 0285
Forced Marriage Unit	020 7008 0151 / fmu@fcdo.gov.uk
Modern Slavery Helpline	0800 0121 700
CEOP (Child Exploitation and Online Protection)	www.ceop.police.uk

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1. Categories and Definitions of Abuse

The four main categories of abuse are defined in **Keeping Children Safe in Education (KCSIE) 2025** and **Working Together to Safeguard Children (2023)**.

Category	Definition
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently

Category	Definition
Sexual Abuse	<p>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, though it may occur alone.</p> <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure</p>

Category	Definition
	access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2. Indicators of Abuse and Neglect

All staff should be alert to the following indicators and report any concerns to the DSL immediately.

Possible Physical Indicators

- Unexplained or unusual injuries, particularly if recurrent.
- Injuries that are not consistent with the explanation given.
- Injuries in unusual places (e.g., on the back, ears, face, or soft tissue).
- Bruises that reflect hand marks or implement shapes.
- Burns or scalds with clear outlines.
- Bite marks.
- Female Genital Mutilation (FGM).
- Poor growth or failure to thrive.
- Poor hygiene or consistently unwashed appearance.
- Inadequately clothed or inappropriately dressed for the weather.

- Untreated medical or dental problems.
- Frequent or unexplained absences from school.
- Frequent complaints of pain or fatigue.

Possible Behavioural Indicators

- Significant changes in behaviour or mood.
- Withdrawal, anxiety, or depression.
- Aggression or anger directed at others.
- Fear of going home or reluctance to be with certain people.
- Sexualised behaviour or language inappropriate for their age.
- Running away or going missing from home or school.
- Self-harm or talk of self-harm.
- Reluctance to change for PE or to use school toilets.
- Excessive friendliness or attachment to strangers.
- Regressive behaviour (e.g., bedwetting in a previously toilet-trained child).
- Poor concentration or engagement in school.
- Disclosing abuse directly or indirectly.

Remember: No single indicator is conclusive. A combination of signs, or a gut feeling that something is wrong, should always be shared with the DSL.

3. Responding to a Disclosure

If a child discloses abuse, it is important to **listen, reassure, and report**. Do not investigate.

DO:

- **Stay calm** and listen carefully to what the child says.
- **Reassure** the child that they have done the right thing by telling you.
- **Tell the child** that you will need to pass the information on to keep them safe.
- **Use open questions** if clarification is needed (e.g., "Tell me more about that.").
- **Record** the exact words used by the child as soon as possible.
- **Report** the disclosure immediately to the DSL.

DO NOT:

- **Promise to keep secrets.** Explain that you must share information to help.
- **Express shock, panic, or disbelief.** Stay neutral and calm.
- **Ask leading questions** (e.g., "Did he hit you?").
- **Investigate** or pressure the child for details.
- **Contact the alleged abuser** or the child's family without first speaking to the DSL.
- **Delay reporting.**

4. Recording Concerns

All safeguarding concerns must be recorded promptly, factually, and accurately.

What to Record

- Date and time of the observation/disclosure.
- Date and time of the record.
- Full name and date of birth of the child.
- A clear, factual description of the concern or what was said (use the child's own words).
- Any visible injuries (describe size, shape, position – do not photograph).
- Names of any witnesses.
- Your name and signature.
- What you did next (e.g., reported to DSL).

Where to Record

- Records are kept on the school's secure safeguarding system (or in a locked file if paper-based).
- Safeguarding records are kept separately from academic records.
- Records are confidential and shared only on a need-to-know basis.

5. Making a Referral to MASH

If a child is at risk of significant harm, the DSL (or a deputy) will make a referral to **Bradford MASH**.

When to Refer

- A child discloses abuse.
- There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- Concerns are escalating despite Early Help intervention.
- There is an immediate risk to a child's safety.

How to Refer

1. **Telephone** Bradford MASH on **01274 435600** for urgent referrals.
2. Follow up with a written referral using the **Multi-Agency Referral Form (MARF)** within 24 hours.
3. If the child is in immediate danger, call the **Police on 999** first, then inform MASH.

The DSL will confirm receipt of the referral and liaise with social care as needed. If no action is taken, the DSL will consider escalating the concern.

6. Notifying Parents

In most cases, parents will be informed when a concern is raised about their child. However, the decision to inform parents rests with the DSL, in consultation with social care or the police.

When Parents May NOT Be Informed

- If doing so would place the child at greater risk of harm.
- If the allegation involves a parent or family member.
- In cases of suspected FGM, forced marriage, or radicalisation.
- If informing parents could lead to the destruction of evidence.
- If advised not to do so by the police or social care.

7. Early Help

Early Help is support provided as soon as a problem emerges. It is a voluntary process that requires parental consent.

- If a child would benefit from Early Help, the DSL will discuss this with the family.
- An **Early Help Assessment (EHA)** may be completed to identify needs and coordinate support.
- The school may work with other agencies through a **Team Around the Family (TAF)** meeting.
- If the situation does not improve, or if concerns escalate, a referral to MASH may be necessary.

8. Children Missing Education (CME)

Children who are missing from education are at significant risk of harm. The school will:

- Monitor attendance daily and follow up on unexplained absences.
- Report any child who is missing from education (i.e., not on roll and not receiving education elsewhere) to the **Bradford CME Officer**.
- If a child is absent and there are safeguarding concerns, the DSL will consider a referral to MASH.

✉ **Bradford CME Officer:** 01274 437123 / cme@bradford.gov.uk

9. Children with SEND

Children with special educational needs and disabilities (SEND) are more vulnerable to abuse. Staff should be aware that:

- Signs of abuse may be misinterpreted as being related to the child's disability.
- Communication difficulties may make it harder for the child to disclose.
- Children with SEND may be more likely to be bullied or exploited.
- The school will make **reasonable adjustments** to ensure that safeguarding processes are accessible to all children.

10. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity.

Indicators of CSE

- Going missing from home or school.
- Unexplained gifts, money, or new possessions.
- Associating with older individuals or groups.
- Secretive use of mobile phones or social media.
- Changes in behaviour, mood, or appearance.
- Sexually transmitted infections or pregnancy.
- Disclosure of sexual assault.

Action

Report any concerns to the DSL immediately. The DSL will use the **Exploitation Risk Assessment Tool (ERAT)** and may refer to MASH or the **Bradford Exploitation Hub**.

11. Child Criminal Exploitation (CCE) and County Lines

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce a child into criminal activity. This may involve **County Lines** – the trafficking of drugs and money across regions using children.

Indicators of CCE

- Going missing from home or school.
- Unexplained travel, particularly to unfamiliar areas.
- Increased aggression or secrecy.
- Possession of multiple mobile phones or weapons.
- Unexplained money or new possessions.
- Fear of certain people or places.
- Injuries or signs of physical assault.

Action

Report any concerns to the DSL immediately. The DSL will use the **Exploitation Risk Assessment Tool (ERAT)** and may refer to MASH or the police.

12. Serious Violence and Knife Crime

Children can be both victims and perpetrators of serious violence. Staff should be alert to:

- Association with gangs or organised groups.
- Carrying weapons (including knives).
- Unexplained injuries or fights.
- Glorification of violence online or in music.
- Truancy, exclusion, or changes in friendship groups.

Any concern should be reported to the DSL, who may refer to MASH, the police, or the Youth Offending Team.

13. Radicalisation and the Prevent Duty

The school has a statutory duty to prevent children from being drawn into terrorism. This is known as the **Prevent Duty**.

Indicators of Radicalisation

- Changes in behaviour or peer group.
- Expressing extreme views or using hate speech.
- Fixation on "us vs them" narratives.
- Accessing extremist websites or materials.
- Glorifying violence or martyrdom.
- Secretive use of technology.

Action

Report any concerns to the DSL immediately. The DSL may complete a **Prevent referral** and/or refer to the **Bradford Prevent Team** (01274 434361).

14. Female Genital Mutilation (FGM)

FGM is illegal in the UK. It involves the partial or total removal of external female genitalia for non-medical reasons.

Mandatory Reporting Duty

All teachers have a legal duty to report to the police if they discover (either through disclosure or visual evidence) that a girl under 18 has undergone FGM.

- The report must be made **immediately** to the police (call 101).
- The teacher must also inform the DSL.
- The DSL will also make a referral to MASH.

Indicators of Risk

- Known history of FGM in the family/community.
- A girl being taken abroad for extended periods.
- Withdrawal from PSHE or PE.

- Talking about a "special ceremony" or "becoming a woman."
- Pain, difficulty sitting, or frequent urinary infections.

15. Forced Marriage and Honour-Based Abuse

A forced marriage is where one or both individuals do not consent to the marriage, and pressure or abuse is used to force them into it. This is illegal in the UK.

Indicators

- Family talking about a trip abroad.
- Child expressing fear of family reactions.
- Signs of self-harm, depression, or being closely monitored.
- Removal from education or restriction from activities.

Action

- **Do not** approach the family or the child without advice.
- Report immediately to the DSL.
- The DSL will seek advice from MASH and/or the **Forced Marriage Unit** (020 7008 0151).

16. Domestic Abuse

Children are recognised as victims of domestic abuse if they see, hear, or experience the effects of abuse. The **Domestic Abuse Act 2021** recognises this.

Operation Encompass

Rawdah Montessori is part of **Operation Encompass**. This means that the police will inform the DSL (confidentially) if a child has been involved in or present at a domestic abuse incident. This allows the school to offer silent, immediate support.

Indicators

- Anxiety, aggression, or withdrawal.
- Difficulty concentrating.
- Physical symptoms (headaches, tummy aches).
- Protective behaviour towards siblings or parent.

17. Peer-on-Peer Abuse (including Sexual Violence and Harassment)

Peer-on-peer abuse occurs when children harm other children. This includes:

- **Sexual violence:** Rape, assault by penetration, or sexual assault.
- **Sexual harassment:** Sexual comments, jokes, or online activity.
- **Physical abuse:** Hitting, kicking, or violence.
- **Emotional abuse:** Bullying, excluding, or spreading rumours.
- **Online abuse:** Sharing nudes, cyberbullying, or grooming.
- **Upskirting:** Taking a picture under someone's clothing without consent (a criminal offence).

Key Principles

- Abuse is abuse – it should never be dismissed as "banter" or "part of growing up."
- The victim should be supported and reassured.
- The alleged perpetrator may also need support and may themselves be a victim of abuse.
- A risk assessment will be completed in all cases of sexual violence or harassment.

Action

All concerns must be reported to the DSL immediately. The DSL will:

- Listen to both parties (separately).
- Record all information.
- Liaise with MASH and/or the police as appropriate.
- Develop a safety plan for all involved.

18. Online Safety and Image Sharing

Sharing Nudes and Semi-Nudes (Sexting)

If a child shares or is in possession of a nude or semi-nude image:

- **Do not** view, copy, forward, or delete the image.
- **Report** immediately to the DSL.
- The DSL will follow **UKCIS Sharing Nudes and Semi-Nudes Guidance (2020)**.
- The DSL will assess risk and, if appropriate, inform parents and/or the police.

Online Safety Incidents

Any online incident involving safeguarding (e.g., cyberbullying, grooming, exposure to harmful content) must be reported to the DSL.

19. Mental Health, Self-Harm, and Suicide Prevention

Mental health problems can be an indicator of abuse or neglect. Staff should be alert to signs of:

- Low mood, anxiety, or panic attacks.
- Self-harm (cutting, burning, head-banging).
- Disordered eating.
- Suicidal thoughts or ideation.
- Withdrawal from friends or activities.

Action

- Report any concerns to the DSL and/or the **Mental Health Lead**.
- The DSL may refer to **CAMHS, Kooth**, or other support services.
- If a child is at immediate risk of suicide, call **999**.

20. Children in Care (LAC) and Previously Looked After Children

Children in care (Looked After Children – LAC) and previously looked after children are particularly vulnerable. The school has a **Designated Teacher for LAC** who will:

- Work with the child's social worker and carer.
- Oversee the **Personal Education Plan (PEP)** .
- Ensure the child receives appropriate support.

 **Bradford Virtual School for LAC:** 01274 439615 / virtualschool@bradford.gov.uk

21. Children with a Social Worker

Children who have a social worker (whether they are subject to a Child Protection Plan, Child in Need Plan, or are open to Early Help) may require additional support. The DSL will:

- Ensure that relevant staff are aware of the child's circumstances (on a need-to-know basis).
- Monitor attendance, attainment, and wellbeing.
- Liaise with the social worker as appropriate.

22. Private Fostering

A private fostering arrangement is when a child under 16 (or under 18 if disabled) is cared for by someone who is not a parent or close relative for 28 days or more.

- This arrangement must be reported to the Local Authority.
- If staff become aware of a possible private fostering arrangement, they must inform the DSL, who will notify Bradford MASH.

23. Homelessness and Housing Insecurity

Being homeless or at risk of homelessness is a safeguarding concern. Indicators include:

- Poor attendance or frequent moves.
- Disclosures about living in temporary accommodation or sofa-surfing.
- Poor hygiene or tiredness.

The DSL may refer to **Bradford Housing Options Service** (01274 435999).

24. Modern Slavery and Human Trafficking

Modern slavery involves the exploitation of individuals through coercion, deception, or abuse of power. Children may be trafficked for:

- Criminal exploitation (e.g., county lines).
- Sexual exploitation.
- Domestic servitude or forced labour.

Any concerns must be reported to the DSL, who may refer to MASH and/or the **National Referral Mechanism (NRM)**.

25. Contextual Safeguarding (Bradford-Specific)

Safeguarding risks often emerge outside the home. In Bradford, known risks include:

- County Lines and gang-related exploitation.
- CSE in hotspot locations (e.g., parks, hotels, takeaways).
- Online grooming and radicalisation.
- Peer group coercion.

Staff should be alert to these local patterns and share any relevant intelligence with the DSL.

26. Fabricated or Induced Illness (FII)

FII is a rare but serious form of abuse where a parent or carer exaggerates, fabricates, or deliberately causes illness in a child.

Indicators

- Frequent medical appointments with no clear diagnosis.
- Discrepancy between reported symptoms and observations in school.
- Symptoms only present when the parent is with the child.
- Child is withdrawn from school for alleged health reasons.

Action

Report concerns to the DSL immediately. Do not confront parents.

27. Children in the Court System

Children involved in court proceedings (e.g., family court, criminal court) may be experiencing stress and anxiety. Staff should be sensitive and discreet. The DSL will monitor the child's wellbeing.

28. Young Carers

A young carer is a child who provides care to a family member who is ill, disabled, or misuses drugs or alcohol. They may be at risk of:

- Emotional distress.
- Poor attendance or underachievement.
- Social isolation.

The DSL may refer to **Bradford Young Carers Service** (01274 449660).

29. Children Who Are LGBTQ+

Children who identify as LGBTQ+ may be more vulnerable to bullying, isolation, and abuse. Staff should:

- Use inclusive language.
- Listen non-judgmentally.
- Report any concerns about bullying or wellbeing to the DSL.

30. Child-on-Child Abuse (Overview)

All staff should understand that children can abuse other children. This can take many forms and should never be tolerated or dismissed as "banter." All incidents must be reported to the DSL.

31. Harmful Sexual Behaviour (HSB)

HSB is sexual behaviour that is inappropriate, abusive, or aggressive. The school uses the **Brook Traffic Light Tool** to assess behaviour and determine the appropriate response.

32. Upskirting

Upskirting is a criminal offence. It involves taking a picture under a person's clothing without their consent. Any incident must be reported to the DSL and may be referred to the police.

33. Sharing Nudes and Semi-Nudes

Follow the **UKCIS Sharing Nudes and Semi-Nudes Guidance (2020)**. Staff must not view or share the image. The DSL will assess risk and liaise with parents and/or police as appropriate.

34. Child-on-Child Sexual Violence and Harassment

In all cases, the school will:

- Take the incident seriously.
- Support the victim.
- Assess the risk posed by the alleged perpetrator.
- Refer to MASH and/or the police where appropriate.
- Develop a safety plan.

35. Managing Allegations Against Staff (Summary)

- Any allegation that a member of staff has harmed a child must be reported immediately to the Headteacher.
- If the allegation is about the Headteacher, report to the Chair of Governors.
- The school will consult the **LADO** within one working day.
- The staff member may be suspended (as a neutral act) while the investigation is conducted.
- A record will be kept of all allegations and outcomes.

36. Local and National Contacts

Bradford Contacts

Service	Contact Details
MASH (Multi-Agency Safeguarding Hub)	01274 435600 / childrens.enquiries@bradford.gov.uk
Emergency Duty Team (Out of Hours)	01274 431010
LADO	01274 434343 / lado@bradford.gov.uk
Prevent Team	01274 434361 / prevent@bradford.gov.uk
Bradford CME Officer	01274 437123 / cme@bradford.gov.uk
Bradford Virtual School (LAC)	01274 439615 / virtualschool@bradford.gov.uk
Bradford Young Carers Service	01274 449660 / info@carersresource.org
Bradford Housing Options	01274 435999 / housingoptions@bradford.gov.uk

National Contacts

Service	Contact Details
NSPCC Helpline	0808 800 5000 / help@nspcc.org.uk

NSPCC Whistleblowing Helpline	0800 028 0285
Childline	0800 1111 / www.childline.org.uk
CEOP	www.ceop.police.uk
Forced Marriage Unit	020 7008 0151 / fmu@fcdo.gov.uk
Modern Slavery Helpline	0800 0121 700 / www.modernslaveryhelpline.org
Police (Non-Emergency)	101
Police (Emergency)	999

Appendix – Quick Reference Flowchart

If you are concerned about a child's welfare:

1. **Record** the concern (factually, using the child's words).
2. **Report** immediately to the DSL (or deputy in their absence).
3. **Do not** investigate further.

The DSL will:

- Assess the concern.
- Provide support and advice.
- Decide on next steps (Early Help, referral to MASH, monitoring).

If a child is at immediate risk of harm:

- Call **999** for the police.
- Inform the DSL as soon as possible.

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
Oct 2025	Governing Body	Chair: Sohaib Tanvir
Next Review Due:		
Oct 2026	Governing Body	Chair:
	Headteacher	Headteacher: