



SAFEGUARDING POLICY

SAFEGUARDING POLICY

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Terminology

Child/Children includes everyone under the age of 18.

Safeguarding providing help and support to meet the needs of children as soon as problems emerge

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Early Help providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Early help Assessment All Early help assessments offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments require consent and should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from early help

assessments may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however, this is not a pre-requisite for making a referral. CAF – Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Wakefield.

EIP Service – Early Intervention and Prevention Service

TEH - Targeted Early Help

TAC/F/S/EY Team around Child/Family/School/Early Years

Staff: refers to all those working for or on behalf of the school, full time, or part time, temporary or permanent, in either a paid or voluntary capacity.

Parent: refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, foster carers, and adoptive parents.

LADO – Local Authority Designated Officer a post in the local authority, to coordinate and manage allegations against staff.

Social Care MASH – Wakefield's children social care/Family services/Integrated Front Door/Multi Agency Safeguarding Hub

CAMHS Child and Adolescent Mental Health Service

WSCP Wakefield Safeguarding Children Partnership.

Signs Of Safety – an approach to family intervention work, used across the Continuum of Need. This has been incorporated into Wakefield Families Together – Connecting Practice Approach now used in Wakefield.

Restorative Approach – using language and skills to reduce conflict and foster relationships to help people reach sustainable solutions to problems. This is the overarching aim of any work and training in Wakefield district.

Continuum of Need – outlines the different levels of support for children and families in Wakefield District.

DSL - Designated Safeguarding Lead. School will have a team of at least two DSLs.

FIM – Future in Mind. Program to help in promoting, protecting, and improving our children and young people's mental health and wellbeing. MHST – Mental Health Support Team

MARF – Multi Agency Referral Form used in Wakefield District

ACES Adverse Childhood Experiences

CiC Child In Care

KCSIE – Keeping Children Safe in Education – Statutory guidance

LEGISLATION

The Children Act 1989 and 2004

Provides the overarching framework for care and protection of children.

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the committee members of maintained schools and further education (FE) colleges to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The same applies through the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009

Working Together to Safeguarding Children (2023) covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of Children. The three safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)

Keeping Children Safe in Education (2024)

Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication includes the guidance on Sexual Violence and Sexual Harassment between children in schools and colleges.

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

All staff should read and confirm understanding of Part One and Annex B (option - Annex A for those not working directly with students), this is emailed to staff to coincide with the annual safeguarding training, and is available online (see link above)

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)

[Protecting children from radicalisation: the prevent duty - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

Information Sharing Guidance 2024

Information sharing advice for safeguarding practitioners;

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners)

Sharing nudes and semi nudes guidance for school/college 2024

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers. To have due regard to the need to prevent people being drawn into terrorism.

Serious Crime Act 2015

Includes the mandatory reporting of FGM.

Equality Act 2010

Schools/Colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics) and within this the Public Sector Equality Duty (PSED) – for state funded schools/colleges.

Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

Part A:

1. Policy Statement and Principles

This policy is part of the school's integrated safeguarding portfolio.

Related Safeguarding Portfolio Policies and Procedures

- Attendance
- Behaviour, Sanctions & Rewards
- Anti-Bullying
- Complaints
- Data Protection & Document Retention
- Discipline & Exclusions
- Health and Safety
- Relationships, Sex and Health Education (RSHE)
- SEND Code of Practice
- Staff Code of Conduct, including low-level concerns
- Death of a Child or Adult Bereavement
- Off-Site Visits
- Uncollected Child / Missing Pupil & Late Collection
- First Aid & Supporting Pupils with Medical Conditions
- Mental Health & Wellbeing
- Whistleblowing
- ICT Acceptable Use
- Recruitment, Selection & Disclosure
- Resolving Issues at Work
- Staff Disciplinary
- Emergency Response Procedures

Safeguarding arrangements are inspected by ISI.

Core Safeguarding Principles

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safeguarding is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- Safer children make more successful learners.
- Representatives of the school community will be involved in policy development and review.

- Policies will be reviewed annually, or sooner if an incident, legislation, or guidance necessitates it.
- The school will work with other agencies and share information appropriately to ensure student safety and wellbeing.
- All actions will be taken in the best interests of the child.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We strive to provide a safe and welcoming environment with a culture of vigilance and an attitude of "It could happen here," where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help, effective support, protection, and justice.

Safeguarding Includes:

- Providing help and support to meet children's needs as soon as problems emerge.
- Protecting children from maltreatment both inside and outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in safe and effective caregiving environments.
- Promoting upbringing with birth parents or, where appropriate, extended family through kinship care.
- Taking action to enable all children to achieve the best outcomes, in line with the Children's Social Care National Framework.

Policy Principles

- The welfare of the child is paramount; all actions will be in their best interests.
- Every child has equal rights to protection, regardless of sex, race, religion/belief, disability, sexual orientation, gender identity, or other characteristics.
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or allegation suggesting risk of harm.
- A culture of vigilance, transparency, openness, and constructive challenge is maintained.
- Appropriate support will be provided to pupils and staff involved in child protection issues.

Policy Aims

- To provide all staff with the information necessary to fulfil child protection responsibilities.
- To ensure consistent, good safeguarding practice across the school.
- To demonstrate the school's commitment to child protection to pupils, parents, and partners.
- To contribute effectively to the school's safeguarding portfolio.

Scope and Alignment

The procedures in this policy apply to all staff and committee members. They align with the West Yorkshire Consortium Inter-Agency Safeguarding and Child Protection Procedures (www.proceduresonline.com), which includes the three statutory safeguarding partners: Police, Local Authority, and Health.

Equality Duty

In line with the Equality Act 2010, the school will:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

2. Safeguarding Legislation and Guidance

Safeguarding Legislation and Guidance

Terminology

Child/Children: Anyone under the age of 18.

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in safe and effective caregiving environments.
- Promoting upbringing with birth parents or, where appropriate, their wider family network through kinship care.
- Taking action to ensure the best possible outcomes for all children, aligned with the Children's Social Care National Framework.

Child Protection: The specific processes undertaken to protect children identified as suffering or at risk of suffering significant harm.

Early Help: Support provided as soon as a problem emerges at any point in a child's life, from the early years through to adolescence. Early help aims to reduce the impact of difficulties by intervening quickly.

Early Help Assessment: A formal method of identifying a child's additional needs and coordinating support across services. These assessments require consent and are designed to prevent the escalation of issues to statutory intervention under the Children Act 1989.

Examples of Early Help assessment tools:

- CAF (Common Assessment Framework)
- Signs of Safety (3-column and scaling)
- Any appropriate Early Help assessment form in Wakefield.

Other Terms:

- EIP Service – Early Intervention and Prevention Service
- TEH – Targeted Early Help

- TAC/F/S/EY – Team Around the Child / Family / School / Early Years
- Staff – All individuals working on behalf of the school, whether full-time, part-time, paid, or voluntary.
- Parent – Includes birth parents and others in a parental role, e.g. step-parents, foster carers, adoptive parents.
- LADO – Local Authority Designated Officer: oversees and manages allegations against staff.
- MASH – Bradford's Multi-Agency Safeguarding Hub (Social Care/Family Services/Integrated Front Door)
- CAMHS – Child and Adolescent Mental Health Services
- DSL – Designated Safeguarding Lead (minimum two per school)
- FIM – Future in Mind (mental health and wellbeing programme)
- MHST – Mental Health Support Team
- MARF – Multi-Agency Referral Form (Bradford District)
- ACES – Adverse Childhood Experiences
- CiC – Child in Care
- KCSIE – Keeping Children Safe in Education (Statutory Guidance)

Key Legislation and Guidance

- The Children Act 1989 and 2004
Provides the statutory framework for the care and protection of children.
- Education Act 2002
Section 175 requires local education authorities and governing bodies to ensure safeguarding duties are fulfilled.
- Independent School Standards (2014)
Requires all independent schools to have appropriate safeguarding arrangements.
- Working Together to Safeguard Children (2023)
Outlines statutory requirements for all agencies involved in safeguarding. Schools are included in local safeguarding arrangements with police, local authority, and health.

👉 Working together to safeguard children – GOV.UK

- Keeping Children Safe in Education (KCSIE 2024)
Statutory guidance for schools and colleges. All staff must read and understand Part One and Annex B (or Annex A for staff not working directly with students).

👉 Keeping children safe in education – GOV.UK

- Prevent Duty Guidance (Counter-Terrorism and Security Act 2015)
Schools must have due regard to preventing individuals from being drawn into terrorism.

👉 Prevent duty guidance – GOV.UK

- Information Sharing Guidance (2024)
For safeguarding practitioners to share information appropriately.

👉 Information sharing advice – GOV.UK

- Sharing Nudes and Semi-Nudes Guidance (2024)
Guidance for schools on managing incidents of youth-produced sexual imagery.

👉 Sharing nudes and semi-nudes – GOV.UK

- Teaching Standards (2012)
Teachers must safeguard children's wellbeing and maintain public trust.
 - Serious Crime Act (2015)
Introduced the mandatory duty to report cases of Female Genital Mutilation (FGM).
 - Equality Act (2010)
Requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations.
 - Statutory Framework for the Early Years Foundation Stage (2024)
Ensures the safeguarding and welfare of children in early years settings.
-

3. Roles and Responsibilities

Key Safeguarding Personnel at Rawdah Montessori

- Designated Safeguarding Lead (DSL):
Headteacher
Email: [Insert email]
- Deputy Designated Safeguarding Leads (DDSLs):
[Insert names and emails]
- Prevent Lead:
[Insert name]
- Senior Mental Health Lead:
[Insert name]
- RSHE Coordinator:
[Insert name]
- Designated Teacher for Looked After Children (LAC):
[Insert name]
- Safeguarding Governor:
[Insert name]
Email: [Insert email]
- Chair of Governors:
[Insert name]
Email: [Insert email]
- Contact Details for the DSL Team:
[Insert details]

General Responsibilities

All staff, regardless of role, have a statutory responsibility to safeguard children. While school staff do not investigate child protection concerns (this is the role of Children's Social Care and the Police), they must report concerns and follow safeguarding procedures as set out in Keeping Children Safe in Education (KCSIE).

An appropriate senior leader from the school's leadership team is appointed as the DSL. This role is explicitly defined in their job description and carries significant authority and responsibility.

The DSL will be provided with:

- Sufficient time, funding, training, resources, and support

- The ability to advise and support colleagues
- The responsibility to participate in strategy discussions, inter-agency meetings, and assessments

Voice of the Child

We will always seek and record the voice of the child and take it into account when making decisions. However, where necessary, their wishes may be overridden if it is in their best interests to do so.

Equality and Diversity

All staff and governors uphold the ethos of the Equality Act (2010). Any incidents of prejudice or discrimination are recorded and addressed immediately.

Deputy Designated Safeguarding Leads

- DDSLs are trained to the same standard as the DSL.
- Their safeguarding responsibilities are explicitly stated in their job descriptions.
- While activities can be delegated to DDSLs, the ultimate responsibility remains with the DSL.

Availability

- During term time, the DSL or a DDSL will always be available during school hours for staff to discuss safeguarding concerns.
- Availability may be in person or via phone, Teams, or Zoom.
- Appropriate cover will be arranged for out-of-hours or out-of-term activities.

DSL Responsibilities

The full responsibilities of the DSL are detailed in:

👉 Annex C, Keeping Children Safe in Education – GOV.UK

Supervision and Support

- The DSL receives regular supervision from the Headteacher.
- All safeguarding team members have access to external emotional support as needed.

Governance and Oversight

- Governing Body and Headteacher ensure full compliance with all aspects of KCSIE.
- Governors receive a safeguarding report from the DSL team at least twice per year.
- The Safeguarding Governor meets termly with the DSL to review safeguarding matters and sign off action plans.

4. Good Practice Guidelines and Staff Code of Conduct

(Including Safer Working Practice)

To meet and maintain our responsibilities towards pupils, all staff must follow agreed standards of good practice. These expectations form part of the school's Staff Code of Conduct and support the creation of a safe and respectful environment.

Good Practice Includes:

- Treating all pupils with respect.
- Being alert to changes in pupil behaviour and signs of abuse or neglect.
- Recognising that challenging behaviour or mental health concerns may be indicators of abuse.
- Setting a positive example through appropriate conduct, both in person and online.
- Reporting any concerns or low-level concerns about other staff or oneself.
- Involving pupils in decisions that affect them.
- Promoting respectful, safe, and inclusive behaviour; always challenging inappropriate, sexual, or discriminatory language or behaviour.
- Avoiding language or behaviour that could appear overly familiar or favour certain pupils.
- Avoiding any conduct that could give rise to suspicions of anything other than a professional relationship.
- Not taking photos of pupils on personal devices.
- Understanding and following the school's safeguarding policy and related guidance, such as on bullying, attendance, behaviour, and online conduct.
- Asking for a pupil's permission before initiating physical contact (e.g. assistance during PE, dressing, or first aid).
- Maintaining professional standards in all conversations and interactions with pupils.
- Avoiding sexualised or derogatory language — even as jokes.
- Being aware of professional boundaries when interacting with staff in the presence of students.
- Recognising that personal, family, or lifestyle circumstances of pupils may increase risk.
- Using reasonable force only as a last resort and in accordance with school procedures.
- Handling pupil infatuations transparently and sensitively by informing appropriate managers.
- Reporting concerns about a pupil's safety or welfare to the DSL — or directly to police or children's social care if necessary.
- Following school rules regarding communication with pupils, including not contacting them via personal social media.

- Avoiding unnecessary 1:1 time with pupils; where required, ensuring such time is risk assessed and appropriately managed.
- Refraining from sharing excessive personal information with pupils.

Transporting Students

- Staff should not transport students in personal vehicles unless essential.
- Where this is necessary:
 - The arrangement must be recorded and agreed.
 - Staff must have business insurance.
 - Pupils must sit in the back seat with seatbelts fastened.
 - Other staff and parents should be informed of departure and arrival times.

Reminders and Training

- All staff must be familiar with Rawdah Montessori's Staff Code of Conduct, available on Teams.
- Staff receive Safer Working Practice training every two years, alongside regular updates from the Headteacher.
- This includes reference to:
 - 👉 Safer Working Practices in Education Guidance (2022)

5. Abuse of Position of Trust

All staff at Rawdah Montessori are made aware that inappropriate behaviour towards pupils is unacceptable and that professional conduct must be beyond reproach at all times.

Key Principles

- Disciplinary action — and in some cases, legal action — may be taken if professional standards are not upheld.
- Under the Sexual Offences Act 2003, it is a criminal offence for an adult (18+) in a position of trust to engage in a sexual relationship with a person under 18, even if that relationship is consensual.
- This means that any sexual activity between school staff and pupils under 18 is a criminal offence, even if the pupil is above the legal age of consent.

Zero Tolerance Policy

- Any sexual relationship between a staff member and any student, even if the student is over 18, is considered unacceptable and will result in disciplinary action.

6. Children Who May Be Particularly Vulnerable

Some children are at increased risk of abuse due to various factors. These include prejudice and discrimination, social isolation, communication difficulties, and reluctance by some adults to acknowledge that abuse can occur.

To ensure equal protection for all pupils, special consideration will be given to children who:

- Have a disability.
- Have special educational needs (SEN), whether or not they have an Education, Health, and Care (EHC) plan.
- Are from Black, Asian, or Minority Ethnic (BAME) backgrounds.
- Are young carers.
- Are bereaved.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement, county lines activity, or serious violence (e.g., knife crime).
- Are frequently missing from home or care.
- Are at risk of modern slavery, trafficking, criminal or sexual exploitation.
- Are at risk of radicalisation.
- Are viewing problematic or inappropriate online content, including violence, or are forming inappropriate online relationships.
- Live in challenging family circumstances such as domestic abuse, adult mental health concerns, or substance misuse.
- Are misusing drugs or alcohol themselves.
- Are suffering from mental ill health.
- Identify as LGBTQ+ or are gender questioning.
- Are currently in care or have recently returned home from care.
- Are privately fostered.
- Have a parent or carer in custody.
- Are persistently absent or missing education, or are not receiving full-time education.
- Have experienced multiple suspensions or are at risk of permanent exclusion.

Note: This list is not exhaustive but highlights key groups who may require additional safeguarding consideration.

Children with Disabilities and/or SEND

Children with disabilities or special educational needs are statistically 3 to 4 times more likely to experience abuse. Staff are trained to be alert to the specific barriers in recognising signs of abuse in this group, including:

- The potential for signs such as changes in behaviour, mood, or injury to be misattributed to their condition.
- An over-empathising attitude towards parents/carers, which can hinder acting in the child's best interest.
- Increased vulnerability to peer isolation or prejudice-based bullying.
- Communication difficulties that make disclosure or expressing distress more challenging.

Staff are mindful of these risks and ensure extra time, support, and sensitivity when working with pupils with SEND. Restraint is used only when absolutely necessary, and its potential impact is carefully considered.

Children with a Social Worker

We recognise that children with a social worker have often experienced trauma, which can affect their learning, behaviour, and emotional wellbeing.

To support them effectively, DSLs will:

- Share appropriate safeguarding and welfare information with teachers and senior leaders.
- Ensure that staff are aware of these children and their needs.
- Monitor their attendance, attainment, and academic progress.
- Promote high aspirations and ensure any required support or adjustments are in place.
- Recognise the impact of Adverse Childhood Experiences (ACEs) and act with sensitivity and insight.

7. Emotional Health and Wellbeing

(Including Suicide or Death of a Student)

Mental health is defined by the World Health Organization as:

“A state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.”

In an average classroom, five students are likely to be living with a diagnosable mental health condition. Many more may be struggling with emotional wellbeing.

Our Approach

- All staff are trained to understand that mental health difficulties can be an indicator of safeguarding concerns, including abuse or neglect.
- While only qualified professionals can diagnose mental health disorders, school staff are well placed to identify early warning signs.
- If concerns arise, staff will speak with relevant colleagues — including the DSL — and ensure timely support.
- Medical emergencies are treated as such and responded to immediately.
- Referrals to CAMHS (Child and Adolescent Mental Health Services) are coordinated through the safeguarding and pastoral teams.

Individual Care Plans

Where appropriate, care plans are drawn up in collaboration with:

- The pupil
- Parents/carers
- Health professionals

Plans may include:

- A description of the pupil's condition and any special requirements.
- Required medication and side effects.
- Emergency contacts and procedures.
- The school's role in supporting the pupil.

Senior Mental Health Lead

Our designated Senior Mental Health Lead is:
[Insert Name]

Our Wellbeing Commitment

We recognise the impact of COVID-19 and other global or local events on mental health. At Rawdah Montessori, we aim to:

- Promote positive mental health across the school.
- Offer responsive, tailored support during high-stress times (e.g. exams, transitions, or following critical incidents).

Possible Warning Signs of Mental Health Issues

Staff are trained to look out for the following (non-exhaustive list):

- Repeated or unexplained physical injuries
- Significant changes in eating or sleeping habits
- Social withdrawal or increased isolation
- Mood swings or changes in activity levels
- Decline in academic performance
- Talk or jokes about self-harm or suicide
- Substance misuse or risk-taking behaviours
- Feelings of hopelessness or worthlessness
- Wearing long sleeves in warm weather, appearing unkempt, or excessively concerned with appearance
- Secretive behaviour
- Avoiding PE or communal changing
- Persistent lateness or unexplained absence
- Frequent physical complaints (e.g., nausea, pain) with no medical explanation

Building strong relationships helps staff detect even subtle behavioural changes.

Our Whole-School Approach

We prioritise a culture of empathy, openness, and listening. When speaking with pupils about their mental health, staff:

- Take a non-judgemental and supportive approach.
- Avoid giving immediate advice; instead, focus on listening and understanding.
- Refer safeguarding concerns to the DSL or Senior Mental Health Lead as needed.

What We Do



- Gather and listen to the voice of the child through child-centred approaches.
- Provide timely, targeted support internally or through external agencies.
- Signpost pupils to multiple sources of help.
- Collaborate with stakeholders, including parents and services.
- Continuously assess, monitor, and review pupil needs.
- Maintain accurate records and share information appropriately.
- Train our pastoral and safeguarding teams using local and national resources.
- Ensure access to an independent listener for all pupils.
- Embed mental health education throughout the RSHE curriculum.

Suicide (Suspected)

Our Position

Suicide is the leading cause of death in children and young people in the UK. Sadly, schools may face this reality at some point.

We are working towards compliance with:

- 'Building a Suicide Safer School/College' by Papyrus
 [Papyrus Schools Guide PDF](#)
- Samaritans' Step-by-Step Guidance
 [Samaritans Step-by-Step Resources](#)

School Preparedness

We have:

- Developed staff-facing guidance booklets (e.g. Ackwell guidance).
- Posted WSCP guidance on staffroom notice boards.
- Informed staff of how to raise concerns about pupil wellbeing.

For local support, we may contact:

- The Educational Psychology Service
- MASH / Social Care in the event of a serious incident

Refer to the Death of a Child or Adult Bereavement Policy (available on Teams) for additional guidance.

Issues

This section addresses a range of complex safeguarding issues. These matters often overlap and must be addressed consistently, proactively, and with sensitivity.

For local safeguarding procedures:

👉 [West Yorkshire Policies & Procedures](#)

For full guidance on current issues, refer to Part 1 and Annex B of

👉 [Keeping Children Safe in Education \(KCSIE\)](#)

Our Commitment

- Deliver a robust, sequential RSHE programme to educate students on safety, respect, and boundaries.
- Follow safeguarding procedures and consult with external agencies where necessary.
- Ensure that all students are aware of how to report concerns.
- Maintain a zero-tolerance approach to abuse, harassment, and inappropriate behaviour.
- Create a safe, trusting environment where students feel able to report abuse.

When to Report to Police

We follow national guidance when considering police involvement:

👉 [NPCC Guidance – When to Call Police](#)

If the police speak with a student as part of a suspected crime, an Appropriate Adult (usually a parent) must be present.

Online Safety

- Online platforms are frequently used to facilitate abuse (e.g. bullying, grooming, sexual harassment, CCE, CSE, radicalisation).
- Filters and monitoring systems are in place to restrict harmful content.
- Online safety is regularly taught to students and reviewed with staff.
(See later section: Online Safety)

Encouraging Reporting

Children may feel unable to disclose abuse. We:

- Promote safe, open communication.
- Encourage professional curiosity among staff.
- Regularly remind students how to report concerns.
- Display reporting guidance on the Safeguarding Noticeboard.

Child-on-Child Abuse

Includes (but is not limited to):

- Sharing nudes/semi-nudes
- Bullying (including racist, sexual, or prejudice-based)
- Sexual assault or harassment
- Physical violence
- Hazing/initiations

All incidents will be taken seriously, documented, and dealt with under relevant policies (e.g. safeguarding, behaviour, anti-bullying). A risk assessment will be completed when necessary.

Abuse will never be dismissed as “banter,” “just having a laugh,” or “part of growing up.”

8. Sexual Violence and Harassment

These behaviours can occur:

- Between any sexes and at any age (primary to post-16)
- Online or in-person
- As a single incident or repeated behaviour
- In one-on-one situations or as group dynamics

Sexual Violence includes:

- Rape
- Assault by penetration
- Sexual assault

Sexual Harassment includes:

- Lewd or sexual comments/jokes
- Sexualised online content or images
- Inappropriate physical contact
- Upskirting (a criminal offence)

Such behaviours are often driven by wider societal factors, including sexist language, stereotypes, and peer norms.

We challenge all inappropriate behaviour — no matter how “minor” it may appear — as it can escalate into more serious harm.

Our Response:

We will:

- Never tolerate or normalise sexual harassment or violence.
- Avoid dismissing incidents as “boys being boys” or “part of growing up”.
- Educate pupils through our RSHE curriculum on consent, respect, and healthy relationships.
- Record and act on all reports or concerns.
- Support both victim and alleged perpetrator, recognising that either may also be vulnerable or a victim of abuse themselves.

Where appropriate:

- Seek advice from social care or police.
- Work collaboratively with families.
- Use risk assessments and safety plans to protect all students involved.

Students with Additional Needs

Children with SEND are up to three times more likely to experience abuse. We:

- Provide additional support with communication and access to advocacy.
- Involve the SENCO and DSL in all relevant cases.

LGBTQ+ and Gender Questioning Students

These students may be particularly vulnerable to abuse and discrimination.

We support them through:


- Visits from external organisations (e.g. Spectrum)
- Peer mentoring and student role models
- Access to our Wellbeing Hub and designated staff
- Pastoral care and RSHE discussions
- Inclusive school ethos and policies

Victim Support

- Victims are never blamed or shamed for reporting abuse.
- Language used will reflect the individual's identity; we are sensitive to how students perceive terms like "victim" or "perpetrator".
- Support may be provided by internal pastoral teams and/or external agencies.
- Sanctions, where appropriate, will be issued alongside support to address root causes.

Useful Resources & Support

- National Harmful Sexual Behaviour Support Service:
👉 [SWGfL Support Service](#)
- Hazelhurst Sexual Assault Referral Centre (SARC):
👉 [Hazelhurst Centre](#)
- KCRASAC – Support for ages 8+:
👉 [KCRASAC](#)

- NSPCC Report Abuse in Education Helpline:
 0800 136 663

9. Online Safety

(Including Filtering and Monitoring)

Digital devices and online platforms are a part of daily life for most pupils. While these technologies offer opportunities for learning and connection, they also carry risks of harm.

Key Risks Include:

- Harmful or abusive communications
- Grooming or exploitation
- Exposure to inappropriate content
- Online radicalisation
- Sharing of nudes/semi-nudes
- Cyberbullying
- Financial scams or commercial manipulation

These risks may emerge through:

- Social media
- Messaging apps
- Gaming platforms
- Online forums
- Offline sharing via tools like AirDrop

Our Safeguarding Measures

- A comprehensive Online Safety Policy is in place and regularly reviewed.
- DSLs are responsible for responding to all online safety concerns (e.g. cyberbullying, image sharing).
- Online incidents are treated with the same seriousness as in-person incidents and addressed through safeguarding, behaviour, and anti-bullying procedures.
- Students are educated on online safety continuously through the PSHE/RSHE curriculum.

Inappropriate online behaviour will not be tolerated or minimised.

Education and Awareness

We provide online safety education to:

- Pupils – through RSHE lessons, assemblies, and special events
- Parents – via newsletters, workshops, and resources
- Staff – through induction and ongoing training
- Governors – where relevant to their responsibilities

We encourage a culture of responsible digital citizenship.

Four Key Risk Categories

1. Content – Exposure to harmful material (e.g. pornography, fake news, hate speech, self-harm content, extremist views).
2. Contact – Harmful interactions with others (e.g. grooming, online abuse, exploitation).
3. Conduct – Risky or harmful personal behaviour (e.g. sexting, bullying, unsafe sharing).
4. Commerce – Financial risks (e.g. gambling, scams, in-game spending, phishing).

Mobile Device Use

- Mobile phones, smartwatches, and similar devices are banned during the school day unless permitted by a teacher.
- Boarders may access devices after school hours under supervision.
- These restrictions help reduce access to unmonitored 4G/5G content.

Parental Involvement

We support families by:

- Sending regular digital safety newsletters
- Offering parental engagement sessions
- Providing resources and signposting for apps, games, and new technologies
- Encouraging home use of filters and monitoring tools

We do not highlight or publicise dangerous online challenges to avoid amplifying them, but we reinforce general online safety principles when needed.

Filtering and Monitoring

We balance safety with learning by operating a managed, monitored system, rather than a fully locked-down one.

We follow DfE standards:

👉 Meeting Digital and Technology Standards – GOV.UK

Filtering and Monitoring Responsibilities:

- SLT Lead ():
 - Procures systems
 - Logs decisions on blocked/allowed content
 - Reviews system effectiveness
 - Oversees reports, training, and compliance
- DSL and IT Staff:
 - Coordinate safeguarding and technical oversight
 - Act on alerts and reports
 - Review and audit systems (including mobile and guest access)
- Safeguarding Governor (Yassar):
 - Supports oversight using UK Safer Internet Centre guidance

Key Filtering and Monitoring Standards:

- Annual reviews are documented
- Harmful content is effectively blocked, including in community languages
- Monitoring is tailored to school needs
- Staff are aware of what to report and how to escalate concerns

👉 Appropriate Filtering and Monitoring – UK Safer Internet Centre

External Speakers

When external visitors support online safety education:

- We follow guidance from:
 - 👉 Using External Visitors – GOV.UK
-

Assessment Tools

We have completed a self-assessment using:

👉 [360safe – Online Safety Review Tool](#)

Incident Response

Any online incident involving safeguarding (e.g. image sharing, harmful communications) will be:

- Referred to the DSL team immediately
- Logged and risk-assessed
- Managed in line with the Sharing Nudes and Semi-Nudes guidance

👉 Sharing Nudes and Semi-Nudes – GOV.UK

Students and families will be supported. We will not view, store, or forward indecent images.

If applicable, staff will be directed to:

👉 Professionals Online Safety Helpline (POSH)

10. Helping Children to Keep Themselves Safe / RSHE

This section outlines how Rawdah Montessori empowers pupils to understand risk, build healthy relationships, and keep themselves safe — both online and offline.

Our Approach

Children are taught to:

- Understand healthy relationships and respect for others
- Recognise and report abuse and exploitation
- Know that abuse is never their fault
- Understand the importance of consent
- Develop resilience to peer pressure and unsafe behaviour
- Manage risk through education, discussion, and reflection

Curriculum Delivery

Our RSHE programme is sequential, age-appropriate, and aligned with statutory guidance.

👉 Relationships and Sex Education (RSE) and Health Education – GOV.UK

We use:

- Whole-class teaching, small group work, and 1:1 support where necessary
- Contributions from external organisations (e.g. Pol-Ed, Spectrum)
- Child-friendly resources including:
 - NSPCC PANTS programme (Primary)
 - Coram Life Education (Senior School PSHE policies)

RSHE is embedded throughout school life, not limited to specific lessons.

Topics Include:

- Recognising abuse (physical, emotional, sexual, neglect)
- Personal boundaries and body autonomy
- Consent and mutual respect
- Online safety and image sharing (nudes/semi-nudes)
- Bullying and cyberbullying
- Mental health and emotional wellbeing

- Peer pressure and risk-taking behaviours
- British values, including democracy, liberty, and tolerance
- Responding to local safeguarding issues, such as water safety, road safety, or online threats

Empowering Students

We:

- Promote an ethos of respect, openness, and safeguarding awareness
- Encourage pupils to speak to trusted adults when worried
- Provide access to support in person and online
- Share resources via:
 - Safeguarding noticeboards
 - Pastoral and safeguarding team
 - QR-code posters
 - Summer support booklet
 - Regular promotion of Childline

Pupils are reminded that if they disclose harm — to themselves or others — this cannot be kept confidential and will be shared appropriately to protect them.

Capturing Student Voice

- We regularly gather feedback from pupils on RSHE content
- Adjustments are made to ensure the programme remains relevant, inclusive, and impactful

Links Between RSHE and Safeguarding

- The RSHE Lead works closely with the DSL team to support vulnerable pupils and tailor lessons where needed
- Sensitive topics are delivered in a trauma-informed way, especially when safeguarding risks are present

External Resources and Support

We use:

- Pol-Ed (Police & Education partnership)
👉 [Pol-Ed – A Positive Force in Education](#)
- NSPCC Childline and PANTS resources
👉 [Childline](#)
👉 NSPCC PANTS for Schools

11. Support for Those Involved in a Child Protection Issue

Child protection concerns can be distressing and traumatic for pupils, families, and staff. At Rawdah Montessori, we are committed to ensuring that those affected receive appropriate emotional support, practical help, and clear communication.

We Will:

- Take all suspicions, disclosures, and allegations seriously.
- Nominate a link person to coordinate communication and provide regular updates to all parties.
- Appoint a separate link person for any staff member who is the subject of an allegation, to prevent conflict of interest.
- Respond sympathetically to requests from pupils or staff for time out or additional support.
- Maintain confidentiality, sharing information only on a need-to-know basis with relevant individuals and external agencies.
- Store all records securely and in line with data protection and safeguarding protocols.
- Offer access to external helplines, counselling services, or therapeutic support.
- Follow all applicable procedures laid out in:
 - Our Whistleblowing Policy
 - Complaints Procedure
 - Staff Disciplinary Policy
- Cooperate fully with all relevant statutory agencies during any investigation or safeguarding process.

12. Complaints Procedure

At Rawdah Montessori, we value transparency and accountability. We are committed to addressing all concerns and complaints promptly, fairly, and in accordance with policy.

General Complaints

- Our Complaints Procedure should be followed for any concerns not involving safeguarding allegations against staff (see Sections 13 and 14 for those).
- Complaints are handled by:
 - Senior staff
 - The Headteacher
 - Committee members, where escalation is required

A full version of the Complaints Policy is available on the school website.

Record Keeping

- All complaints and concerns are recorded, whether formal or informal.
- Outcomes and actions taken are logged and monitored for trends or escalation.

13. If You Have Concerns About a Colleague or Safeguarding Practice

At Rawdah Montessori, we are committed to maintaining a culture of openness, transparency, and accountability. We recognise that raising concerns about a colleague or practice can be difficult — but the welfare of the child is always paramount.

Staff Responsibilities

All staff must:

- Feel safe and supported to report any concern, however small.
- Understand that they have a duty to raise concerns about:
 - The behaviour of a colleague
 - The safeguarding culture or practices within the school
- Report concerns immediately to the Headteacher.

Concerns about the Headteacher must be reported to the Clerk to the Committee.

Alternative Reporting Options

If a staff member believes that reporting internally may not lead to appropriate action, they may:

- Contact the Local Authority Designated Officer (LADO)
- Report directly to the police
- Call the NSPCC Whistleblowing Helpline
 0800 028 0285
 help@nspcc.org.uk

Recording

- All concerns are formally recorded, regardless of whether they meet the threshold for further action.
- Records are stored securely and reviewed periodically.

Raising concerns — even low-level — is a protective and professional act, not a betrayal of colleague.

14. Allegations and Low-Level Concerns Against Staff

All allegations or concerns about the conduct of staff — including supply staff, volunteers, and contractors — must be treated seriously, sensitively, and in line with statutory guidance.

This section follows Part 4 of Keeping Children Safe in Education (KCSIE).

👉 KCSIE – Part 4

When to Refer to LADO

The Local Authority Designated Officer (LADO) must be consulted within 1 working day if a member of staff is alleged to have:

1. Harmed or may have harmed a child
2. Possibly committed a criminal offence against or related to a child
3. Behaved in a way that indicates they may pose a risk to children
4. Behaved (in or out of school) in a way that may indicate they are unsuitable to work with children (i.e. transferable risk)

Case Management Responsibilities

- Allegations should be reported immediately to the Headteacher, and within 24 hours.
- If the allegation is against the Headteacher, it should be reported to the Chair of Committee Members.
- The Headteacher (or senior leader if absent) will conduct a basic fact-finding assessment to determine whether LADO involvement is necessary.

Investigations should not proceed beyond initial fact-finding until LADO consultation.

Investigation and Record Keeping

- Accurate and detailed records will be maintained at every stage.
- All agencies involved (e.g. supply agencies) will be informed as necessary.
- Referrals may be made to the DBS or Teaching Regulation Agency, depending on investigation outcomes.

False or Malicious Allegations

- It is rare for a child to intentionally fabricate an allegation.
- Misunderstandings do occur, and children may name an innocent party out of fear or confusion.
- Where a pattern of false allegations is identified, a mental health referral (e.g. to CAMHS) may be appropriate.

Fair Process for Staff

We recognise that some professionals pose serious risks — but also that staff must be treated fairly.

- Staff under investigation are entitled to support, regular updates, and access to trade union representation.
- Suspension is not automatic — alternatives will always be considered first.
- Where suspension is necessary, it is a neutral action, not a judgment of guilt.

Confidentiality and Legal Compliance

- Details of allegations are kept strictly confidential.
- It is unlawful to publish material (including online or social media) that may lead to the identification of a staff member under investigation.
- This duty extends to staff, parents, and committee members.

Low-Level Concerns

Low-level concerns are those below the LADO threshold but still raise questions about a staff member's conduct.

Examples Include:

- Being overly familiar with students
- Failing to maintain appropriate boundaries
- Using questionable language or humour

Recording and Monitoring Low-Level Concerns

- All low-level concerns are:
 - Logged in a central, secure file
 - Reviewed regularly by the Headteacher and Senior Deputy Head
- Patterns of behaviour will be monitored and escalated if needed.

Sharing a low-level concern is viewed as a neutral and professional act.

Self-Reporting and Internal Process

- Staff are encouraged to self-refer any conduct — inside or outside of school — that may be perceived as inappropriate.
- The Headteacher (or nominee) will:
 - Speak with the person who raised the concern
 - Gather context
 - Speak with the subject of the concern
 - Determine whether:
 - The behaviour is consistent with the code of conduct
 - It qualifies as a low-level concern
 - It merits LADO advice or meets the threshold for referral

All decisions and rationale are discreetly recorded and shared only on a need-to-know basis.

15. Staff Training and Induction

At Rawdah Montessori, we recognise that effective safeguarding relies on well-trained, confident staff who understand their responsibilities and are able to act swiftly when concerns arise.

Core Training Commitments

All staff (including temporary, site, and volunteer personnel) receive:

- Initial induction in safeguarding
- Regular refresher training, at least every two years
- Ongoing updates through staff bulletins, DSL briefings, and insets

Training includes:

- Recognising signs of abuse and neglect
- Procedures for reporting concerns
- Responsibilities around Early Help
- Guidance on sexual violence and harassment
- Awareness of online safety
- Understanding of the whistleblowing procedure

This applies to all roles — not just teaching staff.

Training Standards

We follow the Bradford Safeguarding Children Partnership advice:

- Full safeguarding training every 2 years
- Safer Working Practice training every 2 years
- DSLs and Headteacher provide interim reminders and updates
- Staff complete and sign to confirm their understanding of:
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - CME (Children Missing Education) procedures
 - Whistleblowing Policy
 - Part 1 and Annex B (or Annex A) of KCSIE

All training is recorded, including:

- Sign-in sheets
- Certificates
- Quiz/test results
- Renewal tracking

Induction for New Staff and Committee Members

New joiners receive a safeguarding induction that covers:

- The school's child protection policy
- Role of the DSL team
- Reporting and recording procedures
- Key safeguarding policies and expectations
- Training on CME and online safety

They must confirm understanding in writing and are tested for comprehension.

Designated Safeguarding Leads (DSLs)

DSLs receive:

- Face-to-face training every two years
- Prevent training
- Access to:
 - Bradford DSL forums
 - WSCP multi-agency training
 - WSCP E-bulletins
 - Domestic abuse and online safety courses
 - Operation Encompass training (where applicable)

DSLs are supported emotionally and professionally to manage the intensity of their role.

Governor and Leadership Training

- All committee members receive strategic safeguarding training every 2 years.
- The DSL team shares regular safeguarding reports and audit outcomes with governors.

- Governors are not involved in case-level details but understand their strategic oversight role.
- The Headteacher and Chair of Governors are encouraged to undertake training on managing allegations against staff and to read Part 4 of KCSIE.

Safer Recruitment Training

Any staff member involved in recruitment will:

- Read Part 3 of KCSIE
- Complete Safer Recruitment Consortium training
(Recommended via Bradford Traded Services)

At least one trained person will sit on every interview panel.

Cybersecurity Training

All staff with IT access and at least one committee member must complete cybersecurity training designed for the education sector.

Third-Party or External Training Providers

Where training is delivered by an external provider, it must:

- Be mapped against local protocols
- Meet minimum standards
- Be approved by DSLs

A compliance checklist is available for reference.

16. Safer Recruitment

At Rawdah Montessori, we are committed to the safest possible recruitment and vetting processes to ensure that those who work with children are suitable, safe, and qualified.

This section is informed by Part 3 of Keeping Children Safe in Education (KCSIE).

👉 KCSIE – Part 3: Safer Recruitment

Key Recruitment Safeguards

We ensure that:

- All applicants complete a comprehensive application form with full employment history and references.
- Gaps in employment are explored and explained.
- References are obtained prior to interview, wherever possible.
- All interviews explore:
 - Motivation to work with children
 - Professional boundaries
 - Attitudes toward behaviour management and safeguarding
- At least one panel member has completed certified Safer Recruitment training.
- A written risk assessment is in place for any candidate with previous safeguarding concerns, even if DBS clearance is obtained.

Pre-Employment Checks

The following checks are conducted before employment begins:

- Enhanced DBS with barred list check
- Identity verification
- Right to work in the UK
- Qualifications check (for relevant roles)
- Overseas checks, including certificate of good conduct, where applicable
- Prohibition from teaching (for teachers)
- Section 128 check (for management positions)
- Medical fitness declaration
- Two satisfactory references, including from the most recent employer

Single Central Record (SCR)

Our Single Central Record includes:

- All staff (including volunteers, supply staff, governors, and contractors)
- All required pre-employment vetting information
- Date of checks and who carried them out

The SCR is:

- Maintained by the admin team
- Regularly audited by the DSL and Safeguarding Governor
- Reviewed for compliance using the latest ISI and KCSIE requirements

Volunteers and Visitors

- Unsupervised volunteers undergo the same vetting as staff.
- Supervised volunteers are risk-assessed individually.
- Visitors are:
 - Required to show ID
 - Escorted on-site unless pre-approved
 - Provided with a safeguarding leaflet
- All contractors and agency staff must provide:
 - Photo ID
 - Evidence of DBS clearance
 - Confirmation of safeguarding training

Staff Transfer and Portability

We do not accept 'portable' DBS checks unless verified through the Update Service and confirmed with the original issuing organisation.

Post-Appointment Induction

All new staff receive:

- Full safeguarding induction
- Copies of key policies
- Access to the DSL team

- Clear expectations regarding professional conduct, low-level concerns, and recording/reporting duties

17. Site Security

At Rawdah Montessori, we take the physical safety of our students, staff, and visitors seriously. Our site security measures support a safe learning environment and help prevent unauthorised access, accidents, or incidents.

Access Control

- All visitors must report to reception and sign in upon arrival.
- Visitors receive a badge and safeguarding information leaflet.
- Staff challenge any unauthorised individuals or those not wearing ID.
- All external gates and entrances remain secured during the school day.

CCTV Monitoring

- CCTV is used in external areas to:
 - Monitor movement
 - Deter trespassing or antisocial behaviour
 - Support safeguarding investigations
- CCTV usage complies with:
 - GDPR
 - Data Protection Act
 - School's CCTV Policy

Security of the Building

- Entry points are checked daily.
- Fire exits are kept unobstructed but secure.
- After-school clubs and evening use are monitored by designated staff.
- Site safety audits are conducted regularly and documented.

Pupil Supervision

- Pupils are supervised at all times, including during breaks and lunchtimes.
- Drop-off and collection procedures are clearly communicated to parents.

Emergency Evacuation and Lockdown

- Regular fire drills and lockdown rehearsals are conducted.
- Staff and pupils are trained on:
 - Evacuation routes
 - Assembly points
 - Communication systems during emergencies
- Emergency procedures are reviewed each term and adjusted as necessary.

18. Extended School and Off-Site Arrangements

At Rawdah Montessori, we recognise that safeguarding extends beyond the school building and standard hours. We apply the same high standards to after-school provision, off-site visits, and alternative arrangements.

After-School and Extra-Curricular Activities

- All after-school activities are risk assessed.
- Activities are supervised by appropriately vetted staff or external providers.
- Registers are taken, and pupil collection procedures are enforced.
- Where clubs are delivered by external providers:
 - We obtain assurance of safeguarding arrangements.
 - The provider is issued with the school's safeguarding policy.
 - A designated contact from the school remains available during all sessions.

Off-Site Visits and Trips

- All trips are thoroughly risk assessed using the school's Educational Visits Policy.
- Each trip includes:
 - A designated Trip Leader
 - Emergency contact arrangements
 - Consideration of medical or SEND needs
- The DSL is consulted if any pupils involved are:
 - Looked After
 - Subject to child protection plans
 - Considered otherwise vulnerable

Alternative Provision

If a pupil is placed with an alternative provider, we ensure:

- The provision is subject to appropriate safeguarding checks
- A clear contract is in place outlining:
 - Staff vetting
 - Safeguarding responsibilities
 - Procedures for managing and reporting concerns
- The school DSL maintains regular contact with the provider
- Attendance, engagement, and progress are monitored

19. Photography and Images

At Rawdah Montessori, we recognise that photography and video can enrich learning and celebrate achievement — but we also understand the potential safeguarding and privacy risks involved.

General Principles

- The welfare of the child is always paramount.
- Images may only be used with explicit parental consent.
- Staff must follow clear guidelines and restrictions when capturing or using images.

Staff Responsibilities

- No personal devices (phones, tablets, cameras) may be used to take photos or videos of pupils.
- Images must only be captured on school-owned devices and stored in designated secure folders.
- All staff must complete consent checks before using pupil images.
- Images must be appropriate, and pupils must be suitably clothed and presented.
- Pupils who are 'looked after' or have specific safeguarding risks are never photographed without explicit, written approval from the DSL and social worker.

Parental Consent

- Consent for photography and media is collected annually.
- Parents/carers can withdraw or modify consent at any time.
- The school maintains an up-to-date list of pupils with restricted consent.

Use of Images

Images may be used for:

- School displays
- Newsletters and bulletins
- School website or official social media (where consent is provided)

External Photography

- Professional photographers (e.g. for school photos) must:
 - Show valid photo ID
 - Provide evidence of a DBS check
 - Sign and follow our Visitor Code of Conduct
- Any external use of images (e.g. press coverage) requires:
 - Additional parental consent
 - DSL oversight

20. Physical Intervention and the Use of Force

Staff may only use physical intervention where it is reasonable, proportionate, and necessary to prevent a child from:

- Hurting themselves or others
- Causing serious damage to property
- Committing an offence
- Disrupting teaching or engaging in serious behavioural incidents

This is in accordance with guidance in:

- Use of Reasonable Force in Schools (DfE)
- Behaviour in Schools (DfE)

Key Safeguards

- Any use of force must be a last resort and be the least restrictive option possible.
- Only staff trained in positive handling techniques should intervene physically, unless an emergency situation arises.
- All incidents involving the use of force must be:
 - Recorded in writing
 - Reported to the DSL
 - Communicated to parents/carers

Monitoring and Oversight

- The DSL will review incidents involving physical restraint to assess:
 - Impact on the pupil involved
 - Any underlying safeguarding concerns
 - Whether further support, review of policy, or additional training is required

We understand that the use of force can be distressing to pupils and staff, and such measures will always be used with sensitivity and accountability.

21. Intimate Care

At Rawdah Montessori, we are committed to ensuring that all children are treated with dignity, respect, and sensitivity, especially when support with personal care is required.

Definition of Intimate Care

Intimate care refers to any personal care that involves:

- Washing
- Dressing
- Toileting
- Support with menstruation
- Changing nappies or soiled clothing

Key Safeguards

- Intimate care is only provided when necessary and appropriate, and is carried out by trained staff.
- A pupil's privacy, dignity, and preferences are respected at all times.
- Whenever possible, two adults are present or nearby during intimate care tasks.
- Staff follow the school's Intimate Care Policy, which includes:
 - Parental consent and input
 - Individual care plans (where applicable)
 - Clear documentation of any incidents

Training and Conduct

- Staff receive training on:
 - Appropriate handling techniques
 - Safeguarding and professional boundaries
 - Procedures for managing disclosures or concerns
- All actions taken are recorded, and any issues are reported to the DSL immediately.

22. First Aid and Supporting Children at School with Medical Conditions

Rawdah Montessori is committed to providing safe and inclusive care for all pupils, including those with medical needs or who may require first aid while on site.

First Aid Provision

- The school has qualified first aiders available at all times.
- First aid boxes are located at strategic points throughout the school.
- All accidents and injuries are:
 - Recorded in the school's accident book or online system
 - Reported to parents/carers
 - Escalated to the DSL if there are any safeguarding concerns

Serious incidents may trigger a referral to HSE (RIDDOR) if required.

Supporting Children with Medical Conditions

We follow statutory guidance from Supporting Pupils at School with Medical Conditions (DfE).

Key actions include:

- Developing Individual Healthcare Plans (IHPs) for pupils with significant or ongoing needs
- Ensuring relevant staff are:
 - Informed about pupils' conditions
 - Trained in the administration of medication or emergency response
- Storing all medication:
 - In a secure, accessible place
 - With clear labels and instructions
 - In line with parental permission and medical guidance

Safeguarding Considerations

- All medical concerns are risk-assessed by the DSL where appropriate.
- Any non-accidental injuries or recurring unexplained symptoms are flagged for further safeguarding investigation.

- Medical room access and record-keeping are monitored for consistency and compliance.

23. Changing Rooms and Other Sports Issues

Rawdah Montessori recognises the importance of safeguarding pupils' privacy, dignity, and safety in settings such as changing rooms, PE lessons, and off-site sports facilities.

Changing Room Supervision

- Staff supervision is risk-assessed and adapted based on:
 - The age and gender of pupils
 - The layout of the facility
 - Any safeguarding concerns or medical needs
- Staff:
 - Do not enter changing areas unless necessary
 - Knock and announce their presence if entry is essential
 - Maintain visual and physical distance when supervising to uphold pupils' privacy

Pupil Guidance

- Pupils are taught:
 - To respect each other's personal space
 - To report any behaviour that makes them feel uncomfortable
 - To change independently, where appropriate
- Pupils with additional needs are supported according to an agreed care plan.

Sports Fixtures and Off-Site Events

- Risk assessments are completed for all sports events and off-site PE activities.
- Safeguarding supervision ratios are maintained.
- Any visiting staff or coaches are subject to:
 - Vetting checks
 - Safeguarding expectations explained in advance
 - Supervision by school staff unless agreed otherwise

24. Special Circumstances (where relevant)

Some pupils may have unique needs or circumstances that require additional safeguarding planning. At Rawdah Montessori, we ensure that all such cases are identified and proactively managed.

Examples of Special Circumstances May Include:

- Children who:
 - Are Looked After or Previously Looked After
 - Have an allocated social worker
 - Are subject to a Child Protection Plan (CPP) or Child in Need Plan (CIN)
 - Are living in temporary accommodation, refuges, or are asylum-seeking
 - Are young carers
 - Have complex health needs
 - Experience frequent transitions (e.g. foster care, school changes)

Support Measures

- A designated key adult (e.g. DSL or pastoral lead) is assigned to oversee each case.
- Multi-agency working is coordinated, including regular contact with:
 - Social workers
 - Virtual School Heads (for LAC)
 - Early Help practitioners
 - Relevant health professionals
- Tailored plans may include:
 - Priority access to pastoral or mental health support
 - Attendance monitoring
 - Safe collection and handover arrangements
 - Adjusted curriculum or RSHE delivery

Staff are reminded to be especially vigilant in identifying safeguarding concerns when working with children who face significant challenges or instability.

25. Remote Learning Safeguarding Considerations

Rawdah Montessori recognises that safeguarding applies equally in online and remote learning environments. Whether during temporary closures, blended learning, or digital enrichment, we maintain our commitment to keeping pupils safe and supported.

Key Safeguards for Online Lessons and Learning Platforms

- All remote learning is delivered via approved platforms with appropriate privacy settings.
- Staff follow the school's Acceptable Use Policy and Online Safety Policy at all times.
- Pupils and parents receive clear guidance on:
 - Online behaviour expectations
 - Reporting concerns
 - How to access technical and pastoral support

Staff Responsibilities

- Online interactions with pupils must:
 - Be transparent and recorded, where possible
 - Avoid 1:1 unsupervised video calls
 - Maintain the same professional boundaries as in the classroom
- Staff are expected to:
 - Wear appropriate dress and conduct sessions in a neutral setting
 - Log any safeguarding concerns through normal channels
 - Inform the DSL if a pupil fails to engage or shows signs of distress

Monitoring and Escalation

- Attendance and engagement in remote learning are monitored.
- Concerns about pupil safety or wellbeing are escalated in the usual way.
- The DSL team remains accessible during remote learning periods for both staff and families.

Vulnerable Learners

- Vulnerable pupils receive:
 - Priority contact from pastoral staff

- Additional in-person support where possible
- Tailored safeguarding arrangements during lockdowns or absences

PART B

1. Abuse – Definitions and Categories

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment; preventing the impairment of their health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, 2023)

At Rawdah Montessori, we adopt the definitions of abuse as outlined in Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children. Abuse is a form of maltreatment and may be inflicted by an adult or another child. Children may be abused by an adult or adults, by another child or children, or through witnessing abuse.

Categories of Abuse

The main categories of abuse are:

1. 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. It can also occur when a parent or carer fabricates symptoms or deliberately induces illness in a child.

2. Emotional Abuse

The persistent emotional maltreatment of a child, such as to cause severe and adverse effects on their emotional development. It may include:

- Conveying to a child they are worthless or unloved
- Inappropriate expectations for their age or development
- Preventing them from expressing emotion
- Witnessing domestic abuse
- Serious bullying (including online)
- Exploiting or corrupting a child

3. Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving physical contact. This can include:

- Grooming, exploitation or coercion
- Non-contact abuse such as exposure to sexual images or voyeurism
- Online sexual abuse or live-streamed abuse

Children may not always understand they are being abused.

4. Neglect

The persistent failure to meet a child's basic physical or emotional needs. It may involve:

- Failing to provide adequate food, clothing or shelter
- Not protecting a child from physical or emotional harm
- Lack of supervision
- Poor access to medical care or treatment
- Neglect can occur during pregnancy, e.g., from maternal substance misuse.

2. Indicators of Abuse and Neglect

It is essential that all staff are alert to possible signs that a child is being abused or neglected. No single sign is definitive — concerns may emerge over time or be triggered by a single disclosure, behaviour, or injury.

General Indicators May Include:

- Unexplained injuries or inconsistent explanations
- Frequent injuries or signs of physical restraint
- Sudden changes in behaviour, academic performance, or attendance
- Fear of going home or reluctance to be with certain individuals
- Unusual sexual knowledge or behaviour
- Withdrawn, anxious, or depressed presentation
- Neglected appearance — poor hygiene, clothing, or dental health
- Excessive attention-seeking or overly compliant behaviour
- Expressions of low self-worth or self-harm
- Running away, staying out late, or associating with unsafe adults
- Disclosure by the child or another person

Staff Responsibilities

- Record and report all concerns promptly using the school's safeguarding system.
- Do not wait for multiple indicators — early reporting can prevent harm.
- Concerns should be discussed immediately with the Designated Safeguarding Lead (DSL).
- The DSL will follow Bradford's Continuum of Need and Risk Identification Tool (CNRI) to determine the appropriate level of intervention or referral.

Note: This tool replaces Wakefield's framework in the original version. You can access Bradford's CNRI tool here:

👉 [Bradford Safeguarding CNRI](#)

3. Partnership Working and Referrals

(Including Early Help and MASH)

At Rawdah Montessori, we work in partnership with Bradford Children's Services, Early Help teams, health professionals, police, and other agencies to safeguard and promote the welfare of children.


Early Help – Bradford

Early Help is the support offered to children and families at the earliest point of identified need, to prevent problems from escalating.

Staff must discuss any emerging concerns with the DSL, who may:

- Contact parents and explore support needs
- Refer to the Bradford Early Help Gateway
- Initiate a Team Around the Family (TAF) meeting
- Complete an Early Help Assessment (EHA)

 Bradford Early Help Gateway:


 01274 432121


 Bradford Early Help


Making a Referral to Children's Social Care (MASH)


If a child is at risk of significant harm, the DSL will refer to Bradford's Multi-Agency Safeguarding Hub (MASH) without delay.

- If the child is in immediate danger, a referral may be made without parental consent.
- Staff should not conduct investigations — just record, report, and support.
- The school may be asked to contribute to strategy meetings, assessments, or child protection conferences.

 MASH (Bradford):

 01274 435600 (Mon–Fri, 8:30am–5pm)

 Emergency Duty Team: 01274 431010 (out of hours)

 childrens.enquiries@bradford.gov.uk

 Bradford MASH Info

Escalation and Professional Challenge

If staff feel that appropriate action is not being taken to protect a child, they must:

- Discuss with the DSL
- Use the Bradford Professional Disagreement and Escalation Policy if necessary
👉 Escalation Policy – Safer Bradford

4. Contextual Safeguarding and Extra-Familial Harm

At Rawdah Montessori, we recognise that children may be at risk of harm beyond the home environment. This includes influences from peers, neighbourhoods, schools, and online spaces.

What Is Contextual Safeguarding?

This approach recognises that traditional safeguarding frameworks (focused on families) may not capture risks from:

- Peer-on-peer abuse
- Gang activity or criminal exploitation
- Online grooming and sexual abuse
- Unsafe public spaces or community environments



These are collectively referred to as extra-familial harms.

Examples Include:

- Sexual exploitation linked to parks, taxi ranks, or hotels
- Criminal exploitation via county lines or gang association
- Peer groups promoting violence, misogyny, or harmful sexual behaviour
- Use of social media to radicalise, exploit, or bully
- Poor adult supervision in shared housing or unsupervised after-school hours

School Safeguarding Actions

- Monitor student groups, friendships, and attendance patterns
- Ensure regular supervision during unstructured times (e.g. break, lunch)
- Encourage children to report any worries about outside threats or groups
- Share intelligence with Bradford's Contextual Safeguarding Team where concerns arise

 Contextual safeguarding concerns can be discussed with Bradford MASH
 01274 435600

 Safer Bradford – Contextual Safeguarding

Staff are reminded: concerns about places, people, or peer groups — even if not directly linked to school — must still be reported to the DSL.

5. Child Criminal Exploitation (CCE) and County Lines

Child Criminal Exploitation (CCE) is a form of abuse where children are manipulated or coerced into criminal activity. One common form is County Lines: the organised trafficking of drugs and money across regions using children and vulnerable people.

What Is County Lines?

- Criminal gangs use mobile phone lines ("county lines") to coordinate drug supply.
- Children may be used to:
 - Transport drugs or cash
 - Stay in "trap houses" or unsafe accommodation
 - Carry weapons
 - Be exposed to violence, intimidation, debt bondage, and sexual abuse

The child may not always see themselves as a victim and may feel loyalty, fear, or dependence toward the exploiter.


Signs a Child May Be Exploited


- Missing from home or school
- Unexplained money, phones, gifts, or travel
- Increased aggression or secrecy
- Frequenting known "hotspot" areas
- Injuries, threats, or involvement with older peers
- Travelling alone to unfamiliar places, particularly on trains or buses

Safeguarding Response

- All concerns are reported to the DSL immediately.
- The DSL may:
 - Refer to MASH or the Police
 - Liaise with Bradford's Exploitation Hub
 - Complete the Exploitation Risk Assessment Tool (ERAT)

 Bradford Exploitation Hub:

 01274 435600

 Exploitation – Safer Bradford

6. Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs when an individual or group coerces, manipulates, or deceives a child into sexual activity in exchange for things the child needs or wants — or as part of abuse through power, threat, or control.

Key Features of CSE

- It can occur online, in person, or both.
- Victims may be groomed through:
 - Flattery, gifts, attention, drugs, or alcohol
 - Promises of love or protection
- Children may not recognise the abuse, believing they are in a consensual relationship.

Indicators of CSE


- Having multiple mobile phones, receiving excessive calls or messages
- Unexplained money, gifts, or clothing
- Misuse of drugs or alcohol
- Frequently missing school or running away
- Older boyfriends/girlfriends or associating with older peers
- Changes in behaviour — anxiety, aggression, depression
- Sexualised language or behaviour beyond age expectations
- Concerns from peers or family members


Safeguarding Response

All staff must report concerns to the DSL. The DSL will:

- Complete a CSE Risk Assessment
- Refer to MASH and/or the Police
- Engage with the Bradford Exploitation Team
- Consider a referral to specialist sexual health or trauma services

 Bradford CSE Services:

 CSE and Exploitation – Safer Bradford

 01274 435600

Victims of CSE often experience long-term trauma. Our response must be non-judgmental, trauma-informed, and based on trust and safety.

7. Serious Violence and Knife Crime

Children can be both victims and perpetrators of serious violence. At Rawdah Montessori, we recognise that exposure to violence — whether directly or through peers — poses significant safeguarding risks.

Key Risks and Indicators

- Carrying weapons, especially knives
- Associations with gangs or organised groups
- Involvement in criminal exploitation or county lines
- Frequent injuries, fights, or unexplained absences
- Presence of violent or misogynistic attitudes
- Glorification of violence online or through music
- Truancy, exclusion, or changes in friendship groups


Preventative Work

We promote protective behaviours through:

- The PSHE/RSHE curriculum
- Positive relationships with staff and families
- Mentoring or key worker support for vulnerable pupils
- Assemblies, workshops, and sessions on:
 - Conflict resolution
 - Personal safety
 - The consequences of knife crime

Safeguarding Actions

- Concerns must be referred to the DSL without delay.
- Where there is risk of harm:
 - The DSL will liaise with Bradford MASH, Police, or the Youth Offending Team.
- Risk assessments and safety plans will be put in place for:
 - Victims
 - Potential perpetrators
 - Other pupils at risk

 Knife Crime Prevention – West Yorkshire Police:

 Knife Crime Campaign

Possession of a weapon in school is a criminal offence and will be treated as a serious safeguarding incident — in line with KCSIE and our Behaviour and Exclusion policies.

8. Children Missing Education (CME) and Absence Monitoring

Children who are not in education or who have high levels of unauthorised absence are at increased risk of safeguarding harm, including neglect, exploitation, or radicalisation.

Definition of CME

A child is considered to be missing education if they are:

- Not on a school roll
- Not receiving suitable education elsewhere (e.g. elective home education or alternative provision)
- Not attending regularly without a valid reason

Attendance Monitoring at Rawdah Montessori

- We maintain daily attendance registers.
- Absences are followed up promptly by the admin and safeguarding team.
- Patterns of concern (e.g. sporadic attendance, frequent illness, sudden drop-off) are escalated to the DSL.
- Families are contacted where absence is unexplained.

Safeguarding Escalation

The DSL may refer to:

- Bradford CME Officer (if a child is believed to be missing education)
- MASH (if the absence raises welfare or protection concerns)
- Early Help or Family Support Services

Children going missing from education can be an indicator of abuse, neglect, trafficking, forced marriage, or involvement in criminal activity.

 CME Officer: 01274 437123

 CME@bradford.gov.uk

9. Elective Home Education (EHE) and Off-Rolling Safeguarding Risks

Parents have a legal right to educate their children at home. However, Elective Home Education (EHE) can sometimes mask safeguarding concerns, especially when used to avoid professional oversight or in response to disputes with schools.

Key Safeguarding Considerations

- Children may be withdrawn from school under the guise of home education when:
 - There are ongoing safeguarding investigations
 - The child has unmet SEND or emotional needs
 - There are conflicts about attendance, behaviour, or exclusions
- There is a risk that the child may receive unsuitable education, or none at all.

Safeguarding Actions





Before removing a child from roll:

- The DSL and Headteacher will:
 - Hold a discussion with parents/carers
 - Liaise with the Local Authority EHE Team
 - Ensure that there are no safeguarding concerns being overlooked
- If there are concerns, the school will make a referral to MASH.

Off-Rolling Warning

“Off-rolling” — the practice of removing a pupil from the school roll inappropriately (e.g. to improve results or attendance figures) — is unlawful.

We are committed to transparent and lawful processes for all off-rolling decisions.

 Bradford Elective Home Education Team:
 EHE – Bradford Council
 electivehomeeducation@bradford.gov.uk
 01274 439393

10. Children with Special Educational Needs and Disabilities (SEND) and Safeguarding

Children with SEND may face additional safeguarding risks due to their communication needs, dependency on adults, or social isolation. They may be:

- Less able to disclose abuse
- More likely to be targeted or bullied
- Assumed to be less at risk due to perceived vulnerability

Key Safeguarding Considerations

Staff must be alert to:

- Changes in behaviour or demeanour
- Injuries that are attributed to a child's condition without appropriate scrutiny
- A child being over-compliant, withdrawn, or fearful
- Disclosures made through behaviour or non-verbal cues

Children with SEND are more likely to experience:

- Peer-on-peer abuse
- Neglect
- Exploitation
- Restrictive or inappropriate care practices

Our Safeguarding Approach

- Every child with SEND has a named key adult for regular emotional check-ins.
- All staff are trained to:
 - Recognise non-verbal signs of distress
 - Understand how SEND needs may mask or mimic safeguarding indicators
- Additional support is offered through:
 - Care plans and EHCP reviews
 - Multi-agency meetings involving social care, SEN services, and health
 - Clear, accessible communication tools for children to express concerns

Safeguarding systems must be adapted — not lowered — to meet the needs of pupils with SEND.

11.Children with a Social Worker and Looked After Children (LAC)

At Rawdah Montessori, we are committed to promoting stability, safety, and achievement for pupils who are:

- Looked After Children (LAC)
- Previously Looked After
- Subject to Child in Need (CIN) or Child Protection Plans (CPP)
- Allocated a social worker due to safeguarding or welfare concerns

Children with a Social Worker (CWSW)

Children with a social worker may experience:

- Disrupted attachments or home life
- Higher rates of absence and exclusion
- Increased risk of exploitation, abuse, or neglect

Our staff prioritise these pupils for:

- Pastoral support
- Additional academic mentoring
- Attendance tracking
- Access to enrichment and opportunities

Even if the child is no longer open to social care, the risk factors may remain.

Looked After and Previously Looked After Children (LAC/PLAC)


These children may face:

- Loss, trauma, or disrupted relationships
- Multiple placements or school moves
- Social and emotional needs that impact learning


Our designated LAC lead:

- Works closely with the child's social worker, carer, and Virtual School Head
- Oversees the Personal Education Plan (PEP)

- Supports transition and stability
- Ensures appropriate use of Pupil Premium Plus funding

 Bradford Virtual School for LAC:

 Virtual School Bradford

 01274 439615

 virtualschool@bradford.gov.uk

12. Young Carers

A young carer is a child or young person under the age of 18 who provides care, assistance, or support to a family member who is ill, disabled, has a mental health condition, or misuses drugs or alcohol.

This care may be practical, emotional, or medical — and it often goes unrecognised by professionals.

Risks for Young Carers

Young carers are at increased risk of:

- Emotional distress and anxiety
- Poor attendance or underachievement
- Social isolation and limited peer relationships
- Taking on adult responsibilities inappropriate for their age
- Missing out on opportunities or interventions

Identifying Young Carers

Indicators may include:

- Tiredness or late arrivals
- Frequent absence
- Mention of responsibilities at home (e.g. giving medication, cooking, translating)
- Avoidance of after-school activities or trips
- Emotional maturity or anxiety beyond age expectations

Support at Rawdah Montessori

- All staff are trained to be alert to early signs.
- Suspected young carers are referred to the DSL, who will:
 - Contact parents (where appropriate)
 - Refer to Bradford Carers' Resource – Young Carers Team
 - Complete an Early Help Assessment if needed

- Consider additional pastoral or practical support in school

 Bradford Young Carers Service:
 Young Carers – Carers' Resource
 01274 449660
 info@carersresource.org

13. Radicalisation and Extremism (Prevent Duty)

All schools have a statutory duty under the Counter-Terrorism and Security Act 2015 to prevent children from being drawn into terrorism. This is known as the Prevent Duty.

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies.

Types of Extremism May Include:

- Far-right or nationalist views
- Religious extremism or fundamentalist beliefs
- Conspiracy theories, anti-democratic rhetoric
- Hateful ideologies such as misogyny or anti-LGBT+ views
- Emerging threats such as incel culture, extreme online forums, or sovereign citizen movements

Warning Signs of Radicalisation

- Sudden change in behaviour or peer group
- Expressing extremist views or using hate speech
- Fixation on "us vs them" narratives
- Accessing extremist websites, forums, or materials
- Secretive use of technology or mobile phones
- Glorifying violence or martyrdom
- Graffiti, drawings, or language reflecting extremist symbols or beliefs

Prevent Safeguarding at Rawdah Montessori

- Staff receive regular Prevent training
- Concerns are reported immediately to the DSL
- Risk assessments are in place for:
 - Speakers
 - Visitors
 - Use of online platforms
- Our curriculum promotes resilience, critical thinking, and respect for diversity


14. Referral Process – Bradford Channel Panel

Where a concern meets the threshold:

- The DSL may refer the child to Channel, a voluntary, confidential programme that supports individuals at risk of radicalisation.
- Bradford's Prevent Coordinator and MASH may also be consulted.

 Bradford Prevent Team:

 prevent@bradford.gov.uk

 01274 434361

 Bradford Prevent Info

15. Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls. It involves the partial or total removal of external female genitalia for non-medical reasons. FGM has no health benefits and can cause lifelong physical and psychological harm.

FGM is illegal in the UK under the Female Genital Mutilation Act 2003.

Mandatory Reporting Duty

All teachers have a legal duty to report to the police if they discover that a girl under 18 has undergone FGM.

- This applies to disclosures made to the teacher directly, not suspicions.
- The report must be made immediately by calling 101 and should also be shared with the DSL.
- The DSL will support the staff member and ensure a safeguarding referral is made to Bradford MASH.

Warning Signs and Risk Factors

- Known history of FGM in the family/community
- A girl being taken abroad for extended periods
- Withdrawal from PSHE or RSHE sessions
- Talking about a "special ceremony" or "becoming a woman"
- Pain, difficulty sitting, or repeated urinary infections
- Fear or anxiety around health checks or PE

Safeguarding Response at Rawdah Montessori

- All staff are trained to recognise the signs of FGM
- Curriculum includes age-appropriate discussions on body safety and abuse
- Any concern or disclosure is referred immediately to the DSL
- The DSL will liaise with:
 - Police (via 101)
 - MASH
 - Health professionals where needed

-  Bradford FGM Pathway:
-  FGM Guidance – Safer Bradford
-  Police: 101
-  MASH: 01274 435600

FGM is a hidden harm — staff must remain vigilant and act immediately on any concern or disclosure.

16. Forced Marriage and Honour-Based Abuse (HBA)

A forced marriage is where one or both individuals do not consent — or cannot consent — to the marriage, and pressure or abuse is used to force them into it. This is different from an arranged marriage, where both parties agree.

Honour-Based Abuse (HBA) refers to violence committed to defend the 'honour' of a family or community, often linked to controlling behaviour, shame, and reputation.

Both are forms of abuse and are illegal in the UK under the Anti-social Behaviour, Crime and Policing Act 2014.

Warning Signs of Forced Marriage or HBA

- Family talking about a trip abroad, especially under vague circumstances
- A child expressing fear of family reactions to behaviour (dating, clothing, independence)
- Signs of self-harm, depression, or being closely monitored by relatives
- Removal from education or restriction from after-school activities
- Sudden decline in performance or engagement
- Disclosure of emotional or physical abuse at home

Safeguarding Response at Rawdah Montessori

- All concerns are reported immediately to the DSL
- The DSL will:
 - Not contact family without assessing risk
 - Refer to Bradford MASH
 - Contact the Police if there is an imminent risk
 - Liaise with the Forced Marriage Unit if appropriate

 Forced Marriage Unit (FMU):

 020 7008 0151

 fmu@fcdo.gov.uk

 Forced Marriage Unit – GOV.UK

 Safer Bradford HBA and Forced Marriage Guidance:

 Honour-Based Abuse – Safer Bradford

Forced marriage and honour-based abuse are child protection concerns — and immediate action must be taken to protect the child.

Children Who Are LGBTQ+ and Safeguarding Considerations

Children and young people who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+) may be more vulnerable to safeguarding risks, including bullying, exclusion, mental health difficulties, and abuse — both at home and in the community.

Key Risks

- Homophobic, biphobic, or transphobic bullying
- Rejection or emotional abuse by family or peers
- Isolation, loneliness, or self-harm and suicidal thoughts
- Targeting online by individuals who exploit vulnerability
- Misuse of identity (e.g., being outed without consent)

Our Approach at Rawdah Montessori

- We promote a school culture of inclusion, safety, and respect.
- The curriculum includes:
 - RSHE content reflecting diverse identities
 - Discussion of healthy relationships, consent, and self-worth
- Staff:
 - Use inclusive language and affirm identity
 - Listen non-judgmentally and validate feelings
 - Monitor for bullying, isolation, or distress
- Any safeguarding concern related to identity or treatment is referred to the DSL.


Support Pathways


The DSL may refer to:

- School counselling or mental health support
- Early Help Services

- Specialist LGBTQ+ youth services in Bradford

 Local Support – Bradford & West LGBTQ+ Youth:

 [Bradford LGBTQ+ Youth – MESMAC](https://www.bradfordlgbtqyouth.co.uk)

 0113 244 4209

 bradford@mesmac.co.uk

All children have the right to feel safe, valued, and understood, regardless of gender identity or sexual orientation.

Domestic Abuse and the Impact on Children

Domestic abuse is any incident or pattern of controlling, coercive, threatening, degrading or violent behaviour between those aged 16 or over who are (or have been) intimate partners or family members.

Children who witness or live in a home where domestic abuse occurs are now legally recognised as victims in their own right under the Domestic Abuse Act 2021.

Forms of Domestic Abuse Include:

- Physical violence
- Emotional or psychological abuse
- Coercive control (e.g. isolating, monitoring, threatening)
- Sexual abuse or exploitation
- Economic abuse (e.g. withholding money, sabotaging employment)
- Technology-facilitated abuse (e.g. stalking via social media, location tracking)

Impact on Children

Children exposed to domestic abuse may:

- Show anxiety, aggression, or withdrawal
- Struggle with concentration and relationships
- Display physical symptoms (e.g. headaches, tummy aches)
- Try to protect siblings or parents, becoming hyper-vigilant
- Imitate abusive behaviour themselves




Safeguarding Response at Rawdah Montessori

- All staff are trained to recognise signs of domestic abuse
- Any concern is reported to the DSL immediately
- The DSL may:
 - Refer to MASH or Early Help
 - Signpost to specialist domestic abuse support services
 - Monitor the child's emotional wellbeing and safety at school

Operation Encompass

Rawdah Montessori is part of Operation Encompass, a police and school partnership where the DSL is informed confidentially if a pupil has experienced a domestic abuse incident.

This allows us to provide silent support the next day and beyond.

 Bradford Domestic Abuse Services:
 [Bradford Survive & Thrive](#)
 0808 2800 999 (24/7 helpline)

17. Peer-on-Peer Abuse and Harmful Sexual Behaviour (HSB)

Peer-on-peer abuse refers to situations where children harm other children. This may be physical, emotional, sexual, or exploitative in nature.

Harmful Sexual Behaviour (HSB) is sexual behaviour that is inappropriate, abusive, or aggressive, which may involve coercion, secrecy, or lack of consent.

This type of abuse must never be dismissed as “just banter,” “part of growing up,” or “boys being boys.”

Forms of Peer-on-Peer Abuse Include:

- Sexual violence (e.g. rape, assault, coercion)
- Sexual harassment (e.g. verbal abuse, sexual comments, online activity)
- Upskirting, image-sharing, or exploitation
- Initiation rituals, hazing, or group pressure
- Physical bullying or emotional coercion
- Teen relationship abuse

Identifying Peer-on-Peer Abuse

Signs may include:

- Withdrawal, anxiety, or a drop in self-esteem
- Avoidance of certain pupils or spaces
- Rumours, isolation, or sudden social changes
- Complaints of touching, sexualised language, or inappropriate messages
- Secretive mobile phone use or deleting messages


Safeguarding Response at Rawdah Montessori

- All staff are trained to recognise, challenge, and report this behaviour.
- Disclosures are taken seriously and passed to the DSL.
- The DSL will:
 - Investigate with sensitivity
 - Record incidents clearly and objectively
 - Refer to MASH or police, where a threshold is met


- Develop safety plans for both the victim and alleged perpetrator
- Ongoing support will include:
 - Pastoral support
 - Restorative approaches, where appropriate
 - Behavioural consequences where harm has occurred

Education and Prevention

- RSHE lessons address:
 - Consent, boundaries, and healthy relationships
 - Gender respect and digital safety
 - How to speak up and report abuse

 Support for Schools – Harmful Sexual Behaviour:

 NSPCC HSB Framework

 Stop It Now – HSB Support

Peer-on-peer abuse is still abuse. We treat all reports seriously, fairly, and in line with safeguarding expectations.

18. Online Safety and Image Sharing

Technology and online platforms are central to children's lives, offering learning, creativity, and connection. However, they also pose significant safeguarding risks, including grooming, bullying, exploitation, and exposure to harmful content.

Risks Include:

- Sexting or sharing of nudes/semi-nudes
- Grooming through social media, gaming, or chat platforms
- Exposure to inappropriate or illegal content (e.g. pornography, self-harm)
- Cyberbullying or harassment
- Addiction to screen time or harmful influencers
- Use of apps that promote anonymity, secrecy, or location tracking

Safeguarding Actions at Rawdah Montessori

- All concerns are reported to the DSL.
- Online safety is embedded in the RSHE curriculum.
- Pupils are taught about:
 - Privacy and consent
 - Respectful behaviour online
 - Reporting unsafe activity
 - Digital footprint and reputation

We follow guidance from:

- UKCIS: Sharing Nudes and Semi-Nudes (2020)
- DfE Filtering and Monitoring Standards
- Keeping Children Safe in Education (KCSIE)

Responding to Image Sharing (Sexting)

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


- The DSL is informed immediately
- Staff do not view, copy, or forward the image

- The DSL follows UKCIS guidance to assess risk and inform parents/police if appropriate
- Support is offered to both the victim and any others affected

 Online Safety Resources:

 [UK Safer Internet Centre](#)

 [ThinkUKnow \(CEOP\)](#)

 [Childnet](#)

 NSPCC Sexting Guidance

Our approach balances child protection with education and support, avoiding criminalisation where possible.

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

At Rawdah Montessori, we understand that children's emotional wellbeing is closely linked to their ability to learn, thrive, and stay safe. Mental health issues can be both a cause and consequence of abuse, neglect, or trauma.

Key Concerns

- Low mood, anxiety, or panic attacks
- Disordered eating
- Self-harm (cutting, burning, head-banging, etc.)
- Suicidal thoughts or ideation
- Expressions of hopelessness, worthlessness, or isolation
- Withdrawal from friends, routines, or interests

Our Approach

- All staff are trained to notice early signs of distress
- Staff report concerns to the DSL and/or Mental Health Lead
- We promote a school culture of:
 - Emotional literacy
 - Positive peer relationships
 - Help-seeking behaviours

Support Systems

- Check-in systems and trusted adults for vulnerable pupils
- Early referrals to:
 - School-based counselling
 - Bradford CAMHS (Child & Adolescent Mental Health Services)
 - Kooth (online counselling support for young people)
- Safety or care plans may be created for children at higher risk


Crisis and Suicide Prevention

If a child discloses suicidal thoughts or presents immediate risk:

- Remain calm and listen non-judgmentally
- Do not promise confidentiality
- Refer to the DSL or Mental Health Lead immediately
- Emergency support is sought where necessary


 Mental Health Support Services:

 [Kooth](#)

 [Bradford CAMHS – MyWellbeing College](#)

 First Response (Bradford Crisis Line): 0800 952 1181 (24/7)

 National Guidance:

 [Papyrus – Suicide Prevention](#)

 [Samaritans Step-by-Step](#)

Talking about suicide does not cause harm — not talking about it might. Every concern must be taken seriously and escalated immediately.

20. Fabricated or Induced Illness (FII)

Fabricated or Induced Illness (FII) is a rare but serious form of child abuse, where a parent or carer exaggerates, fabricates, or deliberately causes symptoms of illness in a child.

This can result in unnecessary medical investigations, procedures, or treatment, and can cause significant physical and emotional harm.

Behaviours Associated with FII May Include:

- Frequent medical appointments with no clear diagnosis
- Discrepancy between reported symptoms and observations in school
- Use of multiple healthcare providers or switching GPs
- Insistence on invasive tests, refusal to accept negative results
- Child reports being well but is described as ill by the parent
- Child is withdrawn from school for alleged health reasons
- Symptoms only present when the parent is with the child

Safeguarding Response

If staff have concerns:

- They must report to the DSL immediately
- Staff must not confront parents or attempt to verify suspicions themselves
- The DSL will:
 - Record a detailed chronology
 - Liaise with school health professionals
 - Consider a referral to Bradford MASH

Concerns must be addressed with caution, confidentiality, and in collaboration with health and safeguarding partners.

 Guidance:

 Fabricated or Induced Illness – RCPCH

 NHS Safeguarding – FII



21. Private Fostering Arrangements

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. Close relatives include grandparents, siblings, uncles/aunts, and step-parents by marriage or civil partnership.

Private fostering is not illegal, but it must be reported to the Local Authority so that appropriate checks and support can be put in place.

Examples of Private Fostering

- A child living with a friend's family due to parental illness or separation
- Teenagers living with the family of a boyfriend or girlfriend
- Children sent to the UK for education or care by overseas parents
- Host families providing long-term arrangements for exchange students


Safeguarding Considerations


- Carers may not be vetted or trained to meet the child's needs
- Children may be isolated or hidden from services
- There may be risks of exploitation, neglect, or abuse
- The child may not have access to education or healthcare

Action Required

- Staff must inform the DSL if they become aware of a possible private fostering situation
- The DSL will:
 - Speak sensitively with the family
 - Refer to Bradford MASH
 - Support compliance with legal requirements

 Bradford Private Fostering Information:

 Private Fostering – Bradford Council

 01274 435600 (MASH)

 fostering@bradford.gov.uk

It is a legal duty to inform the local authority of any private fostering arrangement.

22. Children in the Court System and Child Supervision Orders

Some children may be involved with the family or criminal justice system. Schools have a key role in supporting their wellbeing, safety, and engagement with education during this time.

This includes children:

- Involved in family court proceedings (e.g. custody disputes)
- Named in a Child Arrangements Order, Supervision Order, or Special Guardianship Order
- Who are witnesses, victims, or defendants in criminal cases

Potential Risks

- Emotional stress and anxiety
- Missing school due to court or contact arrangements
- Risk of being used as a pawn in family conflict
- Breach of confidentiality by peers or adults
- Exposure to unsafe individuals (e.g. domestic abusers, gang associates)
- Being pressured to retract statements or lie

Safeguarding Actions at Rawdah Montessori

- The DSL maintains oversight of any child known to be involved in court proceedings
- School staff are:
 - Discreet and sensitive to the child's circumstances
 - Trained not to ask about court cases or pressure disclosure
 - Encouraged to report any change in behaviour or risk to the DSL
- The DSL may:
 - Liaise with the allocated social worker or CAFCASS officer
 - Contribute to court reports or professional meetings
 - Put in place a pastoral or supervision plan if required



Support Resources:



[CAFCASS – Children and Family Court Advisory Service](#)



[Child Law Advice](#)



[Young Witness Service – NSPCC](#)

Court involvement is often distressing for children. Our role is to provide stability, emotional support, and careful monitoring of any safeguarding concerns.

23. Homelessness and Housing Insecurity

Being homeless or at risk of homelessness presents a serious safeguarding concern. It can affect a child's physical and emotional development, mental health, safety, and access to education.

Homelessness includes:





- Families living in temporary accommodation
- Children who have been excluded from the home
- Families facing eviction, overcrowding, or unsafe living conditions

Safeguarding Risks Linked to Homelessness

- Inconsistent school attendance
- Exposure to unsafe environments or adults
- Emotional trauma, distress, or attachment disruption
- Risk of exploitation, especially for older children
- Lack of access to basic needs, sleep, or hygiene

Our School Response

- Staff are alert to signs such as:
 - Poor attendance or frequent moves
 - Disclosures about living arrangements (e.g. hotels, sofa-surfing)
 - Poor hygiene or tiredness
- Concerns are reported to the DSL, who will:
 - Speak to the family where appropriate
 - Refer to Early Help or Bradford Housing Options Service
 - Liaise with social care where safeguarding thresholds are met

 Bradford Housing Options Service:
 01274 435999
 Homelessness Help – Bradford Council
 housingoptions@bradford.gov.uk

Schools are often the first to become aware of housing instability. Early intervention is key to supporting vulnerable children and families.

24. Modern Slavery and Human Trafficking

Modern slavery involves the recruitment, movement, or exploitation of individuals through coercion, deception, or abuse of power. It includes human trafficking, even within UK borders.

Children may be trafficked for:

- Criminal exploitation (e.g. drug running, theft, begging)
- Sexual exploitation
- Domestic servitude or forced labour
- Organ harvesting (rare but severe)

Modern slavery is a criminal offence and a form of child abuse.





Signs a Child May Be a Victim

- False documents, or no access to personal identification
- Appears under control of others — avoids eye contact or speaking
- Gaps in education or sudden disappearance
- Works excessive hours or performs inappropriate tasks
- Avoids explaining where they live or who they are with
- Shows fear, mistrust, or isolation from peers

Safeguarding Actions at Rawdah Montessori

- All staff are trained to spot and report any concerns

- Disclosures or suspicions must be reported to the DSL immediately
- The DSL may:
 - Refer to MASH
 - Contact the Police (especially if the child may be at risk of leaving the area)
 - Refer to the National Referral Mechanism (NRM) to secure specialist support

 Modern Slavery Helplines & Reporting:
 [Modern Slavery Helpline](https://www.modernslaveryhelpline.org/) – 0800 0121 700
 National Referral Mechanism – GOV.UK
 Bradford MASH: 01274 435600

Trafficked children are not criminals. They are victims who need immediate protection, trauma support, and a safe environment.

25. Contextualised Risk: Exploitation in Bradford

At Rawdah Montessori, we understand that safeguarding risks often emerge outside the home — particularly within the local community. In Bradford, known patterns of child exploitation include:




- County Lines and gang-related criminal exploitation
- Sexual exploitation in hotspot locations (e.g. parks, takeaway venues, hotels)
- Online grooming and radicalisation
- Peer group coercion and group-based abuse
- Exploitation by adults targeting vulnerable young people

Local Trends and Hotspots

- Bradford has experienced group-based sexual exploitation (CSE), with known grooming patterns involving older males and vulnerable girls
- Children may be exploited through social media platforms, even without leaving home
- Neighbourhoods, peer groups, and online activity are key risk indicators

Our Safeguarding Responsibilities

- Staff are trained in contextual safeguarding principles
- The DSL works closely with:
 - Bradford MASH
 - Police Exploitation Hub
 - Youth Justice Services
- The school shares relevant intelligence with partners via:
 - Contextual safeguarding mapping
 - Exploitation Risk Assessment Tools (ERAT)
 - Multi-agency strategy meetings

 Bradford Exploitation & Contextual Safeguarding Resources:
 Safer Bradford – Exploitation
 MASH: 01274 435600

We must recognise patterns in our local area, build safe relationships with pupils, and act early to protect them from harm in their wider environment.

Early Intervention and Dealing with Disclosures/Allegations

Early identification of concerns — before they escalate — is vital to safeguarding children. At Rawdah Montessori, all staff understand their role in noticing signs, responding to disclosures, and taking immediate action when a child is at risk.

What is Early Intervention?

Early intervention involves identifying and responding to issues such as:

- Emotional or behavioural concerns
- Low-level neglect or unmet needs
- Emerging family pressures (e.g. housing, finance, parenting)
- Changes in attendance or demeanour

Staff should:

- Record concerns using the school's safeguarding system
- Report to the DSL — even if unsure if it's a safeguarding issue
- Never wait for evidence or confirmation to escalate concerns

If a Child Makes a Disclosure

If a pupil confides in you:

- ✓ Stay calm and listen carefully — let the child speak freely
- ✓ Reassure them they've done the right thing
- ✓ Avoid leading questions or pressing for detail
- ✓ Explain that you will have to pass on the information to keep them safe
- ✓ Report to the DSL immediately and record the disclosure verbatim using the child's own words

What You MUST NOT Do

- ✗ Promise to keep secrets
- ✗ Express shock, panic, or judgment
- ✗ Delay reporting or try to investigate
- ✗ Ask the child to repeat their disclosure to multiple adults

Staff are not investigators — their role is to record, report, and reassure.

Notifying Parents, Recording and Monitoring

Effective safeguarding requires clear communication with families, robust record-keeping, and consistent monitoring of concerns over time.

Notifying Parents/Carers

- In general, parents will be informed if a safeguarding concern arises unless doing so would place the child at increased risk.
- The DSL makes the decision about parental contact in consultation with:
 - Social care
 - Police
 - Other relevant agencies

Examples of when not to inform parents immediately:

- Allegations of abuse involving a parent or close family member
- Concerns relating to forced marriage, FGM, or radicalisation
- Situations where informing parents could lead to intimidation or evidence being destroyed

Recording Safeguarding Concerns

- All safeguarding records are:
 - Factual, accurate, and timely
 - Stored securely and confidentially in line with data protection laws
 - Logged on the school's safeguarding recording system
- Records must include:
 - Date, time, and signature
 - Exact words used by the child
 - Actions taken and who was informed
 - Outcomes or follow-up support

Monitoring Concerns Over Time

The DSL tracks patterns of concern, particularly where:

- A number of low-level issues build up over time

- Concerns are raised across different settings or staff
- A child returns to school after a safeguarding incident

The DSL may escalate a case when:

- A threshold is met for Early Help or referral to MASH
- Risk increases (e.g. a second disclosure, missed appointments, or sudden change in behaviour)

Good safeguarding relies on good records — they protect children, inform decision-making, and may be required in court or multi-agency reviews.

Referrals to Social Care and Police

If a child is at risk of significant harm, or has suffered abuse or neglect, the school has a legal duty to refer the concern to Bradford Children's Social Care or, where necessary, the Police.

Making a Referral to Social Care


The Designated Safeguarding Lead (DSL) is responsible for:

- Deciding whether the threshold for referral is met
- Making timely contact with Bradford Multi-Agency Safeguarding Hub (MASH)
- Sharing all relevant information clearly and professionally
- Confirming the referral in writing within 24 hours

A referral to MASH may result in:

- An initial assessment or strategy discussion
- Allocation of a social worker
- A Section 17 (Child in Need) or Section 47 (Child Protection) investigation

 Bradford MASH (Multi-Agency Safeguarding Hub):

 01274 435600

 childrens.enquiries@bradford.gov.uk

 Safer Bradford – MASH Info

When to Call the Police

Call 999 if a child is at immediate risk of harm.

Use 101 for non-urgent police safeguarding concerns (e.g. FGM disclosure, criminal offences, suspected exploitation).

The DSL will work with police if:

- A crime has been committed
- A child may be removed from the country (e.g. in cases of FGM, forced marriage, trafficking)
- Support is needed via the Police Exploitation Team or Prevent Team

Safeguarding referrals must be made promptly and confidently, with the child's safety as the top priority.

Home Visits, Confidentiality and Information Sharing

Safeguarding often involves visiting families, handling sensitive information, and working with partner agencies. At Rawdah Montessori, we ensure this is done safely, professionally, and in line with legislation.

Home Visits

Occasionally, school staff may need to conduct home visits, for example:

- To check on a child's welfare following prolonged absence
- As part of Early Help or safeguarding planning
- To offer pastoral or reintegration support

Guidelines for staff:

- Visits are agreed in advance with the DSL or SLT
- Staff do not visit alone unless risk assessed
- A record is kept of:
 - Who was seen and what was discussed
 - Any concerns or observations
- Any concerns arising during a home visit are reported to the DSL immediately

Confidentiality

- Safeguarding information is shared on a need-to-know basis only
- Staff are expected to:
 - Never promise confidentiality to a pupil
 - Keep records secure and confidential
 - Refrain from discussing cases with anyone not directly involved

Information Sharing with Other Agencies

We share information with:

- Social workers
- Health professionals
- Police or MASH
- Early Help teams
- Other schools/settings (for transfers)

Sharing is guided by:

- Data Protection Act 2018
- Working Together to Safeguard Children (2018)
- KCSIE 2024

We do not require parental consent to share information if:

- It is in the child's best interest
- There is a risk of harm or serious concern
- A statutory agency has requested the information

Timely and appropriate sharing of safeguarding information can save lives. It should never be delayed due to uncertainty about consent

Local and National Contacts

This list provides key local and national safeguarding contacts for use by school staff, DSLs, and external professionals involved with Rawdah Montessori.

◆ Bradford Safeguarding Contacts

Bradford Children's Social Care – MASH

☎ 01274 435600

✉ childrens.enquiries@bradford.gov.uk

🌐 [Safer Bradford – MASH Info](#)

Emergency Duty Team (Out of Hours)

☎ 01274 431010

Bradford Prevent Team

☎ 01274 434361

✉ prevent@bradford.gov.uk

🌐 [Safer Bradford – Prevent](#)

Local Authority Designated Officer (LADO)

☎ 01274 434343

✉ lado@bradford.gov.uk

Education Safeguarding Team – Bradford Council

✉ safeguardingeducationteam@bradford.gov.uk

◆ Health and Mental Health Support

Bradford CAMHS (Child & Adolescent Mental Health Services)

🌐 [CAMHS Bradford](#)

First Response (Mental Health Crisis Line)

☎ 0800 952 1181 (24/7)

School Nursing Team – Bradford

☎ 01274 221203

◆ Domestic Abuse Support

Bradford Survive & Thrive (Staying Put, Family Action, WomenCentre)

☎ 0808 2800 999 (24/7)

🌐 [Survive & Thrive](#)

◆ National Safeguarding Resources

NSPCC Helpline

☎ 0808 800 5000

🌐 [NSPCC](#)

Childline (For Pupils)

☎ 0800 1111

🌐 [Childline](#)

CEOP (Child Exploitation and Online Protection)

🌐 [CEOP Safety Centre](#)

Forced Marriage Unit

☎ 020 7008 0151

✉ fmu@fcdo.gov.uk

Modern Slavery Helpline

☎ 0800 0121 700

🌐 [Modern Slavery Helpline](#)

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF
31 Oct 2025	Governing Body	Chair: Sohaib Tanvir
	Headteacher	tbc on appointment
Next Review Date	Governing Body	Chair:
31 Oct 2026	Headteacher	