

**Rawdah Montessori Primary School
Safeguarding and Child Protection Policy – Part A**

Version: 3.0 (Part A – Policy Framework)

Reviewed: October 2025

Next Review Due: October 2026

Important Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Deputy Head Teacher	(in process of recruitment)
Deputy Designated Safeguarding Lead (DDSL)	Margaret Dillane	margaret@rawdahmontessori.co.uk
Deputy Designated Safeguarding Lead (DDSL)	[Insert Name]	[Insert Email] / [Insert Phone]
Designated Teacher for Looked After Children	[Insert Name]	[Insert Email]
SENDCo / ALNCo		[Insert Email]
Prevent Lead	[Insert Name]	[Insert Email]
Mental Health Lead	[Insert Name]	[Insert Email]

Safeguarding Governor	M Yassar	[Insert Email]
Chair of Governors	Sohaib Tanvir	[Insert Email]
Local Authority Designated Officer (LADO)	Bradford LADO Team	01274 434343 / lado@bradford.gov.uk
Bradford MASH (Multi-Agency Safeguarding Hub)		01274 435600 / childrens.enquiries@bradford.gov.uk
Emergency Duty Team (Out of Hours)		01274 431010
NSPCC Helpline		0808 800 5000 / help@nspcc.org.uk
NSPCC Whistleblowing Helpline		0800 028 0285

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1. Policy Statement and Principles

At Rawdah Montessori Primary School, the safety and welfare of every child is our **paramount priority**. We are guided by our Islamic values of compassion, justice, and respect for all, and by the Montessori principle of nurturing the whole child. We believe that all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, have an equal right to protection from harm.

This policy applies to all staff, governors, volunteers, and visitors to the school. It sets out our commitment to creating a culture of vigilance where safeguarding is everyone's responsibility.

Our Core Safeguarding Principles

- **The welfare of the child is paramount.** All actions will be taken in the best interests of the child.
- **Safeguarding is everyone's responsibility.** Everyone who comes into contact with children and their families has a role to play.

- **A culture of vigilance.** We maintain an attitude of "it could happen here" and encourage professional curiosity.
- **Early intervention.** We act quickly to provide support as soon as problems emerge.
- **Working in partnership.** We will work with other agencies and share information appropriately to ensure children's safety and wellbeing.
- **Accountability and transparency.** Our policies and procedures are clear, accessible, and reviewed regularly.

2. Scope and Application

This policy applies to all adults working in or on behalf of the school, including:

- Teaching and support staff
- Senior leaders and the Headteacher
- Governors and members of the proprietor body
- Volunteers and work experience students
- Contractors and agency staff
- External visitors and speakers

All staff must read and understand **Part One** and **Annex B** of **Keeping Children Safe in Education (KCSIE) 2025** . This is a condition of employment.

3. Legal Framework

This policy is informed by the following key legislation and statutory guidance:

Legislation / Guidance	Relevance
Keeping Children Safe in Education (KCSIE) 2025	Statutory guidance for schools and colleges. All staff must read Part One .
Working Together to Safeguard Children (2023)	Statutory guidance on inter-agency working to safeguard and promote the welfare of children .
Children Act 1989 and 2004	Provides the overarching framework for the care and protection of children.
Education Act 2002 (Section 175)	Places a duty on schools to safeguard and promote the welfare of pupils.
Education (Independent School Standards) Regulations 2014	Requires independent schools to have arrangements to safeguard and promote the welfare of pupils.
Equality Act 2010	Protects individuals from discrimination; schools must not unlawfully discriminate against pupils .
Data Protection Act 2018 / UK GDPR	Governs the handling of personal data, including safeguarding records.
Counter-Terrorism and Security Act 2015 (Prevent Duty)	Places a duty on schools to prevent people from being drawn into terrorism .
Serious Crime Act 2015	Introduced the mandatory duty to report Female Genital Mutilation (FGM) .

Domestic Abuse Act 2021	Recognises children as victims in their own right if they see, hear, or experience the effects of domestic abuse .
Working Together to Improve School Attendance 2024	Guidance to improve and maintain high levels of school attendance

4. Key Definitions

Term	Definition
Safeguarding	The action taken to promote the welfare of children and protect them from harm. This includes: protecting children from maltreatment; preventing impairment of health or development; ensuring children grow up in safe and effective care; and taking action to enable all children to have the best outcomes .
Child Protection	The specific processes undertaken to protect children who are suffering, or are at risk of suffering, significant harm.
Early Help	Providing support as soon as a problem emerges, at any point in a child's life.
Abuse	A form of maltreatment of a child. A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults, or by another child or children .
Staff	All those working for or on behalf of the school, full-time, part-time, temporary, permanent, paid, or voluntary.

Parent	Includes birth parents and other adults in a parenting/carer role (e.g., step-parents, foster carers, adoptive parents).
DSL	Designated Safeguarding Lead – the senior staff member with lead responsibility for safeguarding and child protection.
LADO	Local Authority Designated Officer – oversees and manages allegations against adults who work with children .
MASH	Multi-Agency Safeguarding Hub – the single point of contact for all safeguarding concerns in Bradford .

5. Roles and Responsibilities

The Governing Body / Proprietor

The Governing Body has overall strategic responsibility for ensuring that safeguarding arrangements are effective. They will:

- Ensure the school complies with its duties under KCSIE and other statutory guidance .
- Appoint a **Designated Safeguarding Lead (DSL)** who is a member of the senior leadership team.
- Ensure the DSL has adequate time, funding, training, and resources.
- Ensure that all staff receive appropriate safeguarding training.
- Ensure that the school has a clear **Staff Code of Conduct** and procedures for managing allegations against staff.
- Review the Single Central Record (SCR) and safeguarding policies at least annually.

The Deputy Headteacher

The Deputy Headteacher is the **Designated Safeguarding Lead (DSL)** and has overall operational responsibility for safeguarding. They will:

- Ensure that this policy is implemented effectively.
- Ensure that all staff are aware of their responsibilities.
- Liaise with local authority partners (MASH, LADO, Prevent Team) as required.
- Ensure that safeguarding records are kept securely and in line with data protection requirements.
- Report to the Governing Body on safeguarding matters.

The Designated Safeguarding Lead (DSL) Team

The DSL team (the Headteacher and at least two Deputy DSLs) has lead responsibility for all safeguarding and child protection matters. Their responsibilities include:

- Managing referrals to MASH, the police, and other agencies.
- Providing advice and support to staff.
- Maintaining accurate and secure safeguarding records.
- Ensuring that all staff receive appropriate safeguarding training.
- Liaising with the Headteacher and governors on safeguarding issues.

All Staff

All staff have a statutory responsibility to safeguard children. They must:

- Read and understand Part One of KCSIE 2025.
- Report any concern about a child's welfare immediately to the DSL (or deputy in their absence).
- Report any concern about a colleague's behaviour or conduct in line with the **Low-Level Concerns** or **Allegations** procedures.
- Maintain a professional attitude and appropriate boundaries with children at all times.
- Complete all required safeguarding training.
- Staff responsibilities – staff are responsible for reporting themselves as low level concerns if required.
- **Self-referral** indicates an open culture to safeguarding

6. A Culture of Vigilance: "It Could Happen Here"

At Rawdah Montessori, we foster a culture where all staff are alert to the signs of abuse and neglect and feel confident to act on their concerns. We recognise that abuse, neglect, and safeguarding threats can occur anywhere, and we maintain an attitude of **"it could happen here."**

Staff are encouraged to exercise **professional curiosity** – to ask questions and explore concerns rather than dismissing them. Any concern, no matter how small, must be reported to the DSL.

7. Staff Code of Conduct and Safer Working Practice

All staff are expected to maintain high standards of professional conduct and to model respectful, safe behaviour at all times. The school's **Staff Code of Conduct** sets out expectations regarding:

- Professional boundaries with pupils.
- Physical contact and intimate care.
- Communication with pupils (including online).
- Use of social media and personal devices.
- Dress code and behaviour on site.

Staff must be aware that breaches of the Code of Conduct may lead to disciplinary action and, in some cases, referral to the LADO or the Disclosure and Barring Service (DBS).

8. Children Who May Be Particularly Vulnerable

Some children are at increased risk of abuse due to their circumstances. Staff must be particularly alert to the needs of children who:

- Have special educational needs or disabilities (SEND).
- Are Looked After or Previously Looked After.
- Are young carers.

- Are from minority ethnic backgrounds or have English as an Additional Language (EAL).
- Identify as LGBTQ+ or are questioning their gender identity.
- Have a social worker or are subject to a Child Protection Plan.
- Are persistently absent from education.
- Are at risk of exploitation (CSE, CCE, county lines).
- Are at risk of radicalisation.
- Are living in challenging family circumstances (e.g., domestic abuse, parental mental health, substance misuse).

Staff should be aware that these vulnerabilities can increase the risk of harm and should be taken into account when assessing concerns.

9. Early Help

Early Help means providing support as soon as a problem emerges. It can be crucial in preventing issues from escalating. Any staff member may identify that a child or family would benefit from early help.

If staff have a concern about a child's welfare, they should:

1. Discuss the concern with the DSL.
2. The DSL will consider whether an **Early Help Assessment (EHA)** is appropriate.

3. Where an EHA is undertaken, it must be done with the consent of the family.
4. If the situation does not improve, or if the child is at risk of harm, a referral to **Bradford MASH** will be made.

10. Partnership with Parents and Families

We recognise that parents are a child's first educators and that effective safeguarding relies on strong partnerships with families. We will:

- Communicate openly and honestly with parents about our safeguarding responsibilities.
- Inform parents when a concern is raised about their child, unless doing so would place the child at increased risk.
- Work collaboratively with parents to support their child's welfare.
- Provide parents with clear information about how to raise concerns.

11. Confidentiality and Information Sharing

- All safeguarding information will be treated as confidential and shared only on a **strictly need-to-know basis**.
- Staff must **never promise a child confidentiality**. They must explain that they will need to share information to keep the child safe.
- The school will share information with statutory agencies (e.g., MASH, police) where necessary to safeguard a child, with or without parental consent, in line with UK GDPR and the Data Protection Act 2018 .

- Good information sharing is essential for effective safeguarding. Staff should not be deterred from sharing information due to concerns about data protection.

12. Online Safety

Online safety is an integral part of safeguarding. The school recognises the range of risks children may face online, including:

- **Content:** Exposure to harmful or inappropriate material.
- **Contact:** Grooming, exploitation, or abuse via online platforms.
- **Conduct:** Cyberbullying, sexting, or sharing of nudes/semi-nudes.
- **Commerce:** Financial risks, scams, or gambling.

The school has robust filtering and monitoring systems in place to protect pupils. All concerns about online safety must be reported to the DSL immediately.

Online safety is embedded in the curriculum, and pupils are taught how to stay safe online, report concerns, and manage their digital footprint.

For full details, see the separate Social Media and ICT Policy.

13. Safeguarding in the Curriculum (RSHE)

We use the curriculum to teach children how to keep themselves safe. Our Relationships, Sex and Health Education (RSHE) programme is age-appropriate and includes:

- Healthy relationships and consent.
- Recognising and reporting abuse (including online).
- Body autonomy and personal boundaries (e.g., NSPCC PANTS campaign).
- Mental health and emotional wellbeing.
- British values, including democracy, tolerance, and mutual respect.

All pupils are reminded of how to report concerns and who they can talk to.

14. Site Security and Shared Site Arrangements (Greensville Trust)

The safety of pupils, staff, and visitors is supported by robust site security measures.

- All visitors must sign in at reception and wear a visitor badge.
- External doors and gates are kept secure during the school day.
- The school operates a clear procedure for the collection of children.
- Any suspicious activity or unauthorised persons should be reported to the DSL or Headteacher immediately.

As the school shares premises with **Greensville Trust**, the following arrangements are in place:

- The Trust operates a **24-hour security team** and building-wide CCTV.
- The main building sign-in system is managed by the Trust.
- The school's DSL will liaise with the Trust's security team in the event of an incident.
- Any concerns about building-wide security should be reported to the Headteacher, who will escalate to the Trust.

For full details, see the separate Access and Security Policy and Lockdown Procedure Policy.

15. Staff Training and Induction

All staff receive safeguarding training as follows:

Training Type	Frequency	Audience
Safeguarding Induction	On appointment	All new staff
KCSIE Part One and Annex B	Annually (at start of academic year)	All staff
Whole-School Safeguarding Training	Every year	All staff
Regular Safeguarding Updates	Every week	All staff
DSL Training	Every 2 years	DSL and DDSLs
Prevent Duty Training	Every 2 years	All staff
Safer Working Practice	Every 2 years	All staff
Online Safety Training	Annually	All staff
Safer Recruitment Training	Every 3-5 years	All involved in recruitment
Governor Safeguarding Training	Every 2 years	All governors

All training is recorded, and staff must confirm their understanding of key policies in writing.

16. Safer Recruitment

We are committed to safer recruitment practices to ensure that all staff, volunteers, and governors are suitable to work with children.

- All appointments are subject to an **enhanced DBS check** with barred list check.
- References are obtained and verified before appointment.
- At least one member of every interview panel has completed accredited **Safer Recruitment training**.
- The school maintains a **Single Central Record (SCR)** of all pre-employment checks.

For full details, see the separate Safer Recruitment Policy.

17. Allegations and Low-Level Concerns Against Staff

The school has clear procedures for managing allegations and low-level concerns about staff, volunteers, and contractors.

Allegations

An allegation is a concern that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.

- Behaved in a way that may indicate they are unsuitable to work with children (transferable risk) .

Any such allegation must be reported immediately to the **Headteacher**. If the allegation is about the Headteacher, it must be reported to the **Chair of Governors**. The school will consult with the **LADO** within one working day.

Low-Level Concerns

A low-level concern is any concern – no matter how small – that an adult has acted in a way that is inconsistent with the Staff Code of Conduct, or that otherwise raises doubt about their suitability to work with children. This includes conduct outside of work.

All low-level concerns must be reported to the Headteacher, who will record them and, where appropriate, take action. A pattern of low-level concerns may trigger the allegations procedure.

18. Whistleblowing

All staff have a duty to raise concerns about poor or unsafe practice, or potential failures in the school's safeguarding arrangements. Staff should feel confident that they can do so without fear of reprisal.

- Concerns should be raised internally with the **Headteacher** in the first instance.
- If the concern is about the Headteacher, it should be raised with the **Chair of Governors**.
- If staff feel unable to raise concerns internally, they may contact the **NSPCC Whistleblowing Helpline** (0800 028 0285) or the **LADO** directly.

For full details, see the separate Whistleblowing Policy.

19. Monitoring and Review

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following:

- A significant safeguarding incident.
- Changes to legislation or statutory guidance (e.g., KCSIE updates).
- A recommendation from an external audit or inspection.
- Changes to the school's context (e.g., premises, staffing).

The DSL will provide termly safeguarding reports to the Governing Body, including data on concerns, referrals, and training.

Review of Policy Dates

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