CHILD PROTECTION & SAFEGUARDING POLICY

KEY PERSONNEL:

The Designated Safeguarding Lead for Child Protection and Safeguarding in our school is:

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The Deputy Designated Safeguarding Leads for Child Protection and Safeguarding in our school are:

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Dr. Olukemi Kwenin
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Mr. Taiwo Akinlami
Local Agency for Child Protection, Lagos state. An initiative of UNICEF

INTRODUCTION

St. Saviour's School Ikoyi takes its responsibility to protect and safeguard the welfare of all children in its care very seriously. This policy applies to all pupils, staff, the Board of Management, volunteers, and visitors to the school. The school recognises its role as an *agent of referral rather than investigation* in safeguarding matters. In line with 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children', safeguarding involves protecting children from maltreatment, preventing harm to their health or development, ensuring safe and effective care, promoting early help and intervention, safeguarding children both online and offline, and taking action to support the best possible outcomes for every child.

POLICY STATEMENT

- This policy applies to St. Saviour's School Ikoyi and has been approved by the Board of Management of the school.
- Where *staff* are referenced in this policy this covers all staff, including support staff, ECA providers and volunteers working with children.
- The policy is addressed to all members of staff and volunteers; is available to parents on request and is published on the school website. It applies wherever staff or volunteers are working with pupils even where this is away from the school, for example at a sports event or on an educational visit.
- Every pupil should feel safe and protected from any form of abuse (including that perpetrated by the use of technology i.e. cyberbullying) which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.
- The school recognises that children with special educational needs and disabilities (SEND) or health issues may be particularly vulnerable to bullying and abuse, and can face additional safeguarding challenges, which may include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
  - these children may be more prone to peer group isolation or bullying.
  - the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
  - communication barriers and difficulties in overcoming these barriers.
  - cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours or the consequences of doing so.
- This policy is in accordance with the Education (Independent School Standards) Regulations (2019); Working Together to Safeguard Children (2023); Keeping Children Safe in Education (2025); Disqualification under the Childcare Act (2006); Multi-agency practice guidelines: Handling cases of Forced Marriage (2014); What to do if you are worried that a child is being abused – Advice for Practitioners (2015); Promoting Children and Young People's Emotional Health and Wellbeing (2015); Preventing and Tackling Bulling (2017); Mental Health and Behaviour in Schools (2018) and the Lagos State Government's Safeguarding and Child-Protection Policy (2016).
- This policy sets out how the school's leaders discharge their responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

PURPOSE OF THE POLICY

The purpose of this Child Protection and Safeguarding Policy is to provide clear guidance and direction to staff and others on expected conduct when dealing with child protection matters, including the reporting of cases or suspected cases of abuse such as neglect, physical abuse, emotional abuse, or sexual abuse.

This policy ensures that:

- Staff are aware of their responsibilities in relation to safeguarding and child protection.
- Staff understand the procedures to follow if they have a concern about a child's welfare.
- Staff know where to access additional information and guidance regarding safeguarding.
- Staff are able to recognise the key indicators of child abuse.
- Staff fully support and uphold the school's commitment to safeguarding and child protection.

This policy also clearly demonstrates the school's commitment to promoting good practice and implementing robust procedures. It ensures that child protection concerns, referrals, and monitoring are handled sensitively, professionally, and in a manner that prioritises the needs and welfare of the child.

AIMS AND OBJECTIVES

- To ensure that children are effectively safeguarded from the potential risk of harm at school and that the safety and well-being of the children is of the highest priority in all aspects of the school's day.
- To help the school maintain its ethos whereby staff, pupils, parents and Board of Management feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To support pupils who may have been abused by encouraging self-esteem through the PSHE curriculum and through use of online resources.
- To provide knowledge to children during ICT lessons about keeping safe online (please refer to our online e-safety policy).

These aims are achieved through four key elements of our policy:

- Prevention – through the teaching and pastoral support provided to pupils, and by creating and maintaining a whole-school culture that promotes a safe and protective environment.
- Procedures – for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the categories of abuse are outlined in Appendix A.
- Support – for children, particularly those who may have experienced abuse or witnessed violence towards others.
- Safer Recruitment – by ensuring that robust recruitment and vetting procedures are followed so that individuals who are unsuitable to work with children are not employed.

Safeguarding in the school is guided by the principles set out in Keeping Children Safe in Education (KCSIE) and the Independent School Standards, which ensure that the welfare, health, and safety of pupils are protected. All concerns, allegations, or suspicions of abuse—whether arising within or outside the school—are taken seriously and addressed promptly. Where

appropriate, such matters will be referred without delay (normally within one day) to relevant external agencies, including the Local Agency for Child Protection (an initiative of UNICEF) or the Police, although some concerns may first be considered through the school's internal safeguarding procedures. In cases where a child may be at risk of serious harm, the Police will be informed immediately.

ROLES AND RESPONSIBILITIES

1) The Board of Management and Head Teacher

Under the direction of the Board of Management, the Head Teacher is responsible for ensuring the effective implementation of safeguarding and child protection across the school. Specifically, the Head Teacher must:

- Appoint a senior member of staff from the Senior Leadership Team as the Designated Safeguarding Lead (DSL), who holds lead responsibility for safeguarding and child protection. While the DSL may delegate certain activities to appropriately trained Deputy Designated Safeguarding Leads (DDSLs), overall responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- Ensure the roles of the DSL and DDSLs are clearly defined in the post holder's job description.
- Provide the DSL with the necessary status, authority, and resources to fulfil their role, including adequate time, funding, training, and ongoing support to advise and assist other staff on matters relating to child welfare and protection.
- Ensure that DSL and DDSLs undertake appropriate training, which is updated at least every two years, and that they refresh their knowledge and skills through updates, meetings, or additional training at least annually.
- Ensure all staff, paid and unpaid, as well as Board members, are aware of who the DSL and DDSLs are, and understand the procedures for reporting safeguarding concerns from induction onwards.
- Require staff to log concerns using the low-level concern or self-referral forms (paper or online) and submit them promptly to the DSL.
- Ensure that the DSL and DDSLs are always available during school hours to discuss safeguarding concerns, and that staff know the course of action if they are not immediately available.
- Nominate a Board member responsible for safeguarding and child protection who has completed appropriate training.
- Ensure all staff and Board members know and understand:
    - the names and roles of the DSL and DDSLs;
    - how to identify signs of abuse and neglect, recognising that children may be at risk inside or outside school, at home, or online;
    - that children may not always feel able or know how to report abuse, exploitation, or neglect, or may not recognise their experiences as harmful;
    - how to pass on and record safeguarding concerns about a pupil;
    - their individual responsibility to remain alert to signs of abuse and exploitation and to refer concerns to the DSL/DDSLs;
    - the meaning and importance of professional curiosity;
    - their responsibility to provide a safe learning environment;

- their role in the early help process;
- the process for making referrals to Local Agency for Child Protection and the Police;
- the safeguarding response to children absent from education, particularly on repeated or prolonged occasions;
- the role of filtering and monitoring and how to report related issues.

- Ensure all staff receive appropriate safeguarding and child protection training, including online safety, which covers roles, responsibilities, and expectations in relation to filtering and monitoring.
- Certified training should be updated regularly, at least annually, to maintain relevant skills and knowledge.
- Ensure staff are aware of their duty and feel confident to raise concerns about poor or unsafe practice regarding children. Such concerns should be addressed sensitively and effectively, in accordance with whistle-blowing procedures, including low-level concerns and allegations against staff.
- Ensure that the school's Safer Use of Technology Policy and guidance to parents, staff and children are regularly reviewed and careful consideration is given to the management of pupil mobile devices and degrees of access via the internet.
- Ensure that this policy is publicly available via the school website.

2) School

The school leadership, management and staff, including support staff and ECA providers in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

3) The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for child protection, safeguarding, and the welfare of pupils. If for any reason the DSL is unavailable, the Deputy DSLs or Head Teacher will act in their absence. The DSL can be contacted during school hours through the School Office at +234 0913900113 / +234 0913900114 or via email. In the absence of the Designated Safeguarding Lead, the Deputy Designated Safeguarding Leads (DDSLs) can be contacted.
For matters arising outside of school hours or during school holidays, the Head Teacher should be contacted.

The main responsibilities of the DSL are:

- to take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- to coordinate the child protection procedures for the school.
- to be the first point of contact for/with external agencies in all matters of child protection for the school.
- to manage referrals, liaising and referring all cases of suspected abuse to the Local Agency for Child Protection and other agencies; the DBS (where a person is dismissed due to risk/harm to a child) and/ or the Police (where a crime may have been committed).

- to be the first point of contact for parents, pupils, teaching and non-teaching staff at the school.
- to act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
- to ensure the management and effective and proactive approach to online safety, working closely with the IT Department and other staff, including ensuring and understanding that appropriate filters and monitoring systems are in place to ensure that children are, as far as is practicable, protected from risks posed by negative digital content, contact and conduct and ensure through the PSHE programme and other areas of the curriculum that children are taught how to stay safe online and this is communicated with parents and carers through parent sessions.
- to monitor the keeping, confidentiality and storage of records in relation to child protection; to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions, to request child protection files from the previous school of those pupils joining the school and to ensure that the child protection file of those pupils leaving St. Saviour's School Ikoyi is securely transferred to their new school as soon as possible.
- to receive refresher training in this role every two years and to keep knowledge and skills updated at least annually, undertaking such training as is required in supporting children in need, in the Prevent strategy in identifying children at risk of radicalisation, in record keeping and in promoting a culture of listening to children.
- to encourage a culture of listening to children and prioritising of their wishes and feelings among all staff, ensuring that each member of staff has access to and understands the school's child protection and safeguarding policy and procedures.
- to ensure the child protection policy is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- to liaise with the Head Teacher to keep him informed of all issues and actions unless the Head Teacher is the subject of a complaint. In this situation, the DSL will report this to Designated Safeguarding Governor, or in her absence to Chairperson of the Board of Management.

4) Parents and Carers

The school is committed to working with parents and carers, sharing concerns, and providing support wherever possible. However, the safety and welfare of the pupil remain the school's primary concern. Where appropriate, professional advice will be sought before contacting parents or carers regarding any safeguarding concerns.

5) Child's Voice

We are committed to ensuring that the voice of the child is heard and valued. We actively promote a culture where children feel safe, confident, and empowered to share any concerns they may have. Through our ongoing pastoral work and safeguarding education, we aim to build pupils' resilience and ensure that all pupils understand that our school is a place where speaking up is encouraged, respected, and taken seriously.

Pupils are encouraged to share concerns about their own wellbeing or the wellbeing of others. All concerns raised by pupils are listened to carefully and responded to appropriately by staff.

To ensure that pupils know how and where to seek help, the school implements the following measures:

- Pupils are reminded of the members of the school's Safeguarding Team and how they can speak to them.
- Opportunities for pupil voice are provided through Class Community Time, Student Council and the PASS (Pupil Attitudes to Self and School) survey.
- House Captains and Prefects support younger pupils during break and lunch times.
- The Student Council provides pupils with opportunities to share views and raise issues affecting the school community.
- A buddy system operates to promote supportive relationships across year groups.

MANAGING SAFEGUARDING

1) Prevention

St. Saviour's School Ikoyi recognises that children who have high self-esteem, confidence, supportive friendships, and strong relationships with trusted adults are better protected from harm. The school is therefore committed to creating a safe, inclusive, and nurturing environment where pupils feel valued, respected, and confident to speak about their worries or concerns.

To support this, the school will:

- Establish and maintain a safe, positive, and inclusive school environment where pupils feel secure, both within the physical school setting and in digital contexts, and where they are encouraged to talk and know that they will be listened to.
- Ensure that pupils are aware of trusted adults within the school community whom they can approach if they feel worried, unsafe, or in difficulty, and that their concerns will always be taken seriously and responded to appropriately.
- Provide a broad, balanced, and age-appropriate curriculum that supports pupils' personal, social, and emotional development and takes into account the needs and vulnerabilities of individual pupils, including those who may have experienced abuse and those with special educational needs or disabilities (SEND).
- Integrate opportunities within the curriculum that help pupils develop the knowledge, skills, and confidence needed to recognise risks and stay safe from abuse, harm, or exploitation in all contexts, including online environments.
- Provide online safety education to help pupils understand how to use technology safely, responsibly, and respectfully, and how to recognise and report online risks.
- Offer opportunities within the curriculum and wider school life that help pupils develop the skills to recognise risks, build healthy relationships, and stay safe from abuse, harm, or exploitation in all contexts.
- Encourage pupil voice by providing appropriate opportunities for children to share their views, raise concerns, and contribute to the development of a safe and supportive school environment.

- Maintain strong pastoral care systems that support pupils' wellbeing and provide early support where concerns arise.
- Work in partnership with parents and carers to promote the safety, wellbeing, and healthy development of all pupils.
- Promote a whole-school safeguarding culture, where respect, kindness, inclusion, and responsibility are embedded in everyday practice.

2) Procedures

St. Saviour's School Ikoyi adopts a whole-school approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility. All staff, Board members, volunteers and visitors share an equal responsibility to act to protect children from harm.

The school fosters a culture of vigilance, professional curiosity and respectful challenge. All staff understand that safeguarding is not limited to child protection but includes behaviour, attendance, mental health, online safety and early help.

2.1) Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children.
- Records should include:
  - a clear and comprehensive summary of the concern;
  - the child's wishes and feelings;
  - details of how the concern was followed up and resolved;
  - note of any action taken, decisions reached and the outcome.
  - a record of any discussion/communication with parents, other agencies etc
- Ensure paper or electronic records are stored safely.
- Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools.
- The DSL will consider whether it would be appropriate to share information with the new school in advance of a child leaving.
- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

What to do if a child tells you they have been abused by someone:

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- You must not promise confidentiality.
- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child.
- You must report orally to the school's designated person for child protection immediately.
- Make a note of the discussion (see *Appendix D*), as soon as is reasonably practicable (but within that same school day) to pass on to the school's Designated Safeguarding Lead (DSL). The note which should be clear in its use of terminology should record the time,

date; place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings.

- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment and implementing child protection plans where necessary.
  This written record must be recorded in the Child Protection book by the Designated Safeguarding Lead and kept in a safe and locked location.

Children and Families should be involved in the Recording Process

- Children (depending on their age and understanding) and their families must be routinely involved in the process of gathering and recording information about them. They should feel they are part of the recording process.
- They should be asked to provide information, express their own views and wishes, and contribute to assessments, reports and to the formulation of plans in respect of services they may receive.
- Information should be accurate.

The Practitioner primarily involved should complete the Record (see *Appendix D*)

- The practitioner primarily involved, that is the person who directly observes or witnesses the event that is being recorded or who has participated in the meeting/conversation, should complete the record.
- Where this is not possible and records are completed or updated by other people, it must be clear from the record which person provided the information being recorded. Preferably the person with first-hand knowledge should read and sign the record as well as stating their post title. There must be clear differentiation between opinion and fact.
- Records of decisions must show who has made the decision and the reasons for which it has been made.

All Relevant Information must be Recorded (see *Appendix D*)

- Every case file or electronic record must be completed with information about the individual's full name, address, date of birth, ethnicity, religion, any reference or identification number, any risk assessment, a transfer/closing summary (where appropriate) and, in the case of paper files, volume number.

Records must be Legible, Signed and Dated and must be completed in Accordance with Instructions

- Those completing computerised records must show their name, post title and the time and date when the recording was completed. The sequence of the recording must also be noted.
- Paper records should be typed or clearly handwritten and all records must be signed, dated and the person's post title stated.
- Forms must be completed in all fields as indicated signed and dated. (see *Appendix D*)

- It must be possible to distinguish the name and post title or status of the person completing the record. If there is any doubt of the identity of the writer from a signature, the name should be printed.

Timescales for Recording

- Records should be completed contemporaneously or as soon as practicable after the event occurs and should be updated as information becomes available or as decisions or actions are taken.
- Where records are made or updated late or after the event, the fact must be stated in the record, and the date and time of the entry should be included.

Records must be written in Plain English and Prejudice must be avoided

- Records must be written concisely, in plain English, avoiding statements that are judgmental or speculative, and focusing instead on facts about the needs, strengths, and objectives of individuals.
- Entries to case records should be written in a way which is sensitive to differences of diverse ethnic and religious backgrounds and lifestyles.
- Use of technical or professional terms and abbreviations must be kept to a minimum; and if there is likely to be any doubt of their meaning, they must be defined or explained.

Records must be Accurate and Adequate

- Care must be taken to ensure that information contained in records is relevant and accurate and is sufficient to meet legislative responsibilities and the requirements of these procedures.
- Every effort must be made to ensure records are factually correct.
- Records must distinguish clearly between facts, opinions, assessments, judgments and decisions.
- Records must also distinguish between first-hand information and information obtained from third parties.

Records should be Kept Securely

- All records must be kept securely. This includes electronic records which should be password protected, and the transfer of information across agencies.
- Paper records will be kept in folders with all documents firmly affixed to prevent their loss.

Steps or Actions Taken

- Once an allegation has been referred to the Designated Safeguarding Lead, a detailed enquiry into the details then follows with the pupil.
- The parents of the child/children involved are notified to come into school to meet with the DSL or Deputy DSLs
- Depending on the seriousness of the allegation, either the Head Teacher will become involved or the child is monitored for a fortnightly basis
- In extreme cases or frequent occurrences, the DSL will involve the Local agency for Child Protection.

2.2) Professional Confidentiality and Information Sharing

Confidentiality is an important principle that must be clearly understood by all staff and adults working with children, particularly in the context of safeguarding and child protection. The purpose of confidentiality in this context is solely to protect and benefit the child.

- Staff must never promise a pupil complete confidentiality or agree to keep a secret. Where there is a safeguarding or child protection concern, the matter must be reported to the Designated Safeguarding Lead (DSL) and may require investigation by the appropriate authorities.
- Information regarding individual child protection cases will be shared with staff strictly on a "need to know" basis, to enable them to carry out their safeguarding responsibilities effectively.
- Any information received in this way must be treated with the utmost confidentiality and not shared further unless required as part of professional safeguarding procedures.

2.3) Attendances at Child Protection Meetings

It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at, or provides a report for, any child protection meeting concerning pupils on the school roll or previously known to the school. Staff attending such meetings must be fully briefed on any relevant issues or concerns and be prepared to contribute to decisions regarding the child's registration and safeguarding plan.

When a child is placed on the Child Protection Register, the DSL must ensure that the child's attendance, welfare, and overall presentation at school are closely monitored. If the school is part of the child's core group, the DSL should ensure that:

- The school is represented at all meetings.
- Records of attendance and matters discussed are accurately maintained.
- All concerns about the child's welfare are discussed and recorded appropriately.

If a child is considered to be at further risk of significant harm, the DSL must immediately inform the child's key worker (e.g., parent, class teacher, or facilitator), document that this has been done, and record the agreed actions to safeguard the child.

3) Support

St. Saviour's School Ikoyi is committed to providing effective support for all pupils, particularly those who are vulnerable or at risk. This includes children in the Early Years, Year 1, and those with SEND. The school ensures a safe, nurturing, and inclusive environment and provides timely interventions, guidance, and pastoral care to meet each child's individual needs.

3.1) Supporting Children at Risk

St. Saviour's School Ikoyi recognises that children who have experienced abuse, neglect, or who have witnessed violence may find it difficult to develop a positive sense of self-worth or feel secure in the world around them. For some children, the school may be the only stable, predictable, and supportive environment in their lives. Despite this, pupils at risk may still display challenging, defiant, or withdrawn behaviours.

The school is committed to supporting these children through a holistic and proactive approach, including:

- Providing activities and lessons which are designed to build self-esteem, resilience, and self-motivation, ensuring pupils develop confidence in themselves and their abilities.
- Creating a secure, respectful, and inclusive environment where all pupils and adults feel valued, supported, and listened to.
- Implementing consistent, school-wide policies that ensure pupils understand which behaviours are unacceptable while reinforcing that they are still valued and respected.
- Maintaining regular liaison with external professionals and agencies, including social services, health providers, and specialist SEND services, to support pupils and their families.
- Developing constructive and supportive relationships with parents and carers, whenever it is in the child's best interests, to promote safety and wellbeing.
- Ensuring all staff are knowledgeable, responsive, and trained to recognise and respond to safeguarding concerns appropriately.
- Paying particular attention to Early Years, Year 1, and SEND pupils, recognising that these groups may require additional support and tailored strategies to ensure their safety, inclusion, and emotional wellbeing.
- Being particularly vigilant for children with behavioural difficulties, mental or emotional needs.
- Recognising that children living in situations of domestic violence, drug or alcohol misuse, or other adverse circumstances may require extra support or protection.

3.2) Early Help / Early Intervention

Early help means providing support as soon as a problem emerges at any point in a child's life. St. Saviour's School Ikoyi promotes early identification and support to prevent issues from escalating.

This includes:

- Staff being trained to recognise early signs of distress, neglect, or vulnerability, and knowing how to refer concerns promptly.
- Implementing targeted support plans, interventions, or referrals in collaboration with parents, carers, and external agencies.
- Providing pastoral support, mentoring, or counselling where appropriate, particularly for vulnerable groups such as Early Years, Year 1, and SEND pupils.
- Regularly reviewing and monitoring the effectiveness of interventions to ensure timely adjustments are made to meet the child's evolving needs.
- Encouraging a whole-school culture of vigilance, where all staff take responsibility for early identification and support of pupils at risk.

3.3) Child-on-Child Abuse

St. Saviour's School Ikoyi recognises that some pupils may experience or display harmful behaviour towards their peers. While the school may be a stable and safe environment for children at risk, pupils may still exhibit challenging, withdrawn, or abusive behaviours. Any incidents of child-on-child abuse are treated as safeguarding concerns and will be managed using the same procedures as all other child protection matters.

Child-on-child abuse can take many forms, including but not limited to:

- Bullying (including cyberbullying)
- Online abuse
- Gender-based abuse
- Sexting or sharing nude or semi-nude images
- Sexual violence or sexual harassment
- Upskirting
- Initiation/hazing-type violence
- Abusive behaviour within intimate relationships

The school takes all harmful behaviour seriously and will intervene promptly. Lessons, assemblies, and pastoral activities are used to help children understand, in an age-appropriate way, what constitutes abuse and to encourage them to report behaviour that makes them feel unsafe or uncomfortable.

When disclosures occur, all children involved—whether victim or alleged perpetrator—are treated as being at risk. Support is provided to every child, recognising that alleged perpetrators may themselves be vulnerable. Particular attention is given to children with special educational needs (SEN) and disabilities, who are supported by the SEN Coordinator and through staff trained to respond sensitively.

All incidents must be reported to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding procedures. Staff are expected to adopt a listening and supportive role, ensuring children feel heard and safe. For further guidance on managing behaviour, please refer to the Behaviour Policy, which complements this safeguarding framework.

3.4) Mental Health and Emotional Wellbeing

All staff at St. Saviour's School Ikoyi recognise that mental health difficulties can sometimes indicate that a child has experienced or is at risk of abuse, neglect, or exploitation. While staff will not attempt to diagnose mental health conditions, any concerns should be reported immediately to the Designated Safeguarding Lead (DSL), who will determine appropriate support, monitoring, or referral to external services.

The school supports children's emotional and mental wellbeing through multiple avenues:

- Wellbeing Week programs held termly and organised by the DSL, which focus on resilience, self-esteem, and strategies for maintaining positive mental health.
- Delivery of the PSHE curriculum, which provides structured lessons and activities designed to promote self-awareness, emotional literacy, healthy relationships, and coping strategies.
- Opportunities for pupils to discuss feelings and concerns in a safe, supportive environment, helping them develop the skills to manage challenges and build positive mental health.

3.5) Sexual Violence and Sexual Harassment Between Children

St. Saviour's School Ikoyi follows the guidance set out in Part 5 of Keeping Children Safe in Education (2025) regarding sexual violence and sexual harassment between pupils.

The school has a zero-tolerance approach and such behaviour is never dismissed as "banter" or "part of growing up". All reports of sexual violence or harassment will be taken seriously, recorded accurately, and risk-assessed immediately by the Designated Safeguarding Lead (DSL).

The school ensures that:

- All children involved, including alleged victims and perpetrators, are treated as being at risk and receive appropriate support.
- Staff respond sensitively, promptly, and professionally to disclosures or concerns.
- Incidents are managed in line with the school's safeguarding procedures and, where appropriate, external agencies are involved to protect children and prevent further harm.
- Ongoing monitoring, support, and pastoral care are provided to all affected pupils to safeguard their wellbeing and development.

3.6) Children Frequently Absent from Education

St. Saviour's School recognises that frequent or unexplained absences may indicate safeguarding concerns, including neglect, abuse, or other vulnerabilities. Staff are alert to patterns of absence and are required to:

- Monitor attendance daily and identify children who are frequently absent.
- Follow up promptly with parents or carers to understand reasons for absence.
- Record all communications and actions regarding attendance concerns.
- Refer concerns to the Designated Safeguarding Lead (DSL) if absence patterns suggest risk of harm or neglect.
- Work collaboratively with external agencies, such as the local authority, to safeguard children at risk due to persistent absence.

For further information, refer to the school's Missing Pupil Policy which is available on the school's website.

3.7) School Phone and Photography Policy Statement

At St. Saviour's School Ikoyi, parents are permitted to take photographs and record videos of school events, assemblies, birthdays, and other celebrations. However, to safeguard pupils:

- Drivers, strangers, and unauthorised individuals are strictly prohibited from recording or taking photographs on school premises.
- Visitors must obtain approval from the Head Teacher before recording or photographing any school activity.
- Parents are expected to exercise discretion and respect when uploading or sharing photos and videos online. They should seek permission from other parents if their children appear in the images or recordings, particularly when sharing via social media platforms such as Facebook, Twitter, or Instagram.

This statement is aligned with and supported by the school's:

- Photography and Video Policy
- Social Media Policy

3.8) Training and Support for Staff

At St. Saviour's School Ikoyi, all staff are provided with comprehensive safeguarding training and ongoing support to ensure they can fulfil their responsibilities effectively and in line with statutory requirements.

- The Designated Safeguarding Lead (DSL) and Deputy DSLs have completed Level 2 and Level 3 Safeguarding training, refreshed at least every two years. This equips them to identify and respond to safeguarding concerns, including assessing the risk of children being drawn into terrorism or extremist ideologies, in accordance with The Prevent Duty.
- The Head Teacher, Deputy Head Teachers (Academic and Pastoral), SENCO, and Key Stage Leaders have undertaken Child Protection and Safeguarding Online training, also refreshed every two years, ensuring they remain well-informed about current safeguarding requirements.
- All staff working with children receive appropriate child protection awareness training during induction and refresh their training at least every two years or as needed. Training is delivered through the school's TES/Educare online platform, covering topics such as:
  - Child Protection in Education (Refresher)
  - The Prevent Duty
  - Keeping Children Safe in Education
  - First Aid Training
  - Other relevant safeguarding courses for new recruits, delivered by the DSL
- Induction training for new staff includes:
  - The school's Child Protection Policy, including the identity and role of the DSL(s)
  - The Staff Code of Conduct/Behaviour Policy, including the whistleblowing procedure and acceptable use of technology
  - Access to all relevant safeguarding documentation
- Regular and frequent staff training addresses recognising and responding to signs of abuse and neglect, reporting procedures, online safety, and anti-radicalisation strategies where relevant.
- Temporary staff, volunteers, and contractors (including the school's security team) receive safeguarding briefings and training on induction, and refresher training every two years, ensuring consistent safeguarding standards across all adults working with pupils.
- Staff have ongoing access to advice, guidance, and support regarding appropriate professional boundaries, conduct, and safeguarding concerns. These matters are reinforced through the staff handbook, code of conduct, and behaviour policy.

3.9) Online Safety, including Filtering and Monitoring

The school recognises its responsibility to provide a safe and secure digital environment for all pupils and staff. Online safety is a key aspect of safeguarding, and effective filtering and monitoring systems form an essential part of the school's approach to protecting children from harm. This includes risks such as:

- Exposure to inappropriate or harmful content
- Cyberbullying
- Online grooming
- Radicalisation

In line with statutory guidance, including Keeping Children Safe in Education, the school ensures that appropriate filtering and monitoring systems are in place and are regularly reviewed for effectiveness. These systems are designed to safeguard pupils while supporting teaching and learning.

Staff and pupil awareness

- All staff receive training to understand their role in promoting online safety, including how to identify and report concerns related to online activity.

- Pupils are taught about online safety through a broad and balanced curriculum, enabling them to develop the knowledge, skills, and critical thinking required to stay safe online and behave responsibly when using digital technologies.

Filtering and monitoring systems
The school implements robust, age-appropriate systems which:

- Restrict access to harmful or unsuitable content
- Monitor and log online activity across the school network and devices
- Identify and flag concerning behaviours or safeguarding risks
- Detect attempts to access inappropriate material

All concerns identified through monitoring systems are reported and acted upon promptly in line with safeguarding procedures.

Roles and oversight

- The Designated Safeguarding Lead (DSL) works in collaboration with the IT lead and senior leaders to oversee the effectiveness of filtering and monitoring arrangements.
- Regular reviews of system performance, logs, and alerts are conducted to ensure emerging risks are identified and addressed.

Review and continuous improvement

- Filtering and monitoring systems are reviewed regularly to ensure they remain effective in response to evolving technologies and emerging safeguarding risks.
- The school adopts a proactive approach to online safety, ensuring practice reflects current guidance and best practice.

4) Safer Recruitment
St. Saviour's School is committed to safeguarding and promoting the welfare of children through rigorous recruitment practices. All staff, whether Nigerian or international (primarily from the UK), are recruited in line with statutory safeguarding requirements. Further reference can be made to the Recruitment, Selection and Disclosure Policy.

Key measures include:

- All appointments are subject to enhanced DBS checks (or equivalent overseas checks), verification of identity, right to work, qualifications, and employment history.
- HR personnel and the Designated Safeguarding Governor have completed accredited Safer Recruitment training, ensuring all selection processes prioritise child safety.
- Written references are obtained and scrutinised, with gaps in employment or unexplained career breaks explored before appointment.
- All staff undergo induction on safeguarding policies and procedures, and regular refresher training is mandatory.

4.1) Allegations Against Staff
St. Saviour's School Ikoyi is committed to handling any allegations of abuse against staff fairly, consistently, and with the paramount consideration for the safety and welfare of the child, while also ensuring appropriate support for the member of staff involved.

- In certain circumstances, a member of staff may, without prejudice, be asked to take a period of paid leave pending the outcome of an investigation.

- The school will make every effort to maintain confidentiality and prevent unwanted publicity during the investigation or consideration of any allegation.
- Malicious allegations against staff will be investigated and addressed by the Head Teacher and, where appropriate, the Board of Management (see Appendix C).
- Any allegations, dismissal, or concerns regarding a member of staff who has previously worked in the UK will be referred to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA), as appropriate. This includes voluntary reports where the individual's conduct caused harm or posed a risk of harm to a child.
- In Nigeria, referrals relating to safeguarding concerns will be made to the Local Agency for Child Protection, Lagos State.
- Voluntary referrals to the TRA may be made if a British teacher has been dismissed for unacceptable professional conduct, criminal conviction for a relevant offence, or any behaviour that may bring the profession into disrepute, allowing the TRA to consider prohibiting them from teaching in England (see Appendix C).

If You Have Concerns About a Colleague

- Staff who have concerns about the conduct of another member of staff or volunteer should report them to the DSL, Deputy DSL, or Head Teacher.
- Concerns regarding the Head Teacher should be reported to the Board of Management (see *Appendix C*).
- Staff who raise concerns in good faith through the whistleblowing process are protected under employment law. Conversely, failing to report concerns could place children at risk, compromise the school's safeguarding responsibilities, and result in disciplinary action.
- Staff may feel unsure about reporting concerns, fearing that they may misinterpret a situation or affect a colleague's career. All staff must remember that the welfare of the child is always the top priority.

For further guidance, staff should also refer to the school's Whistleblowing Policy.

4.2) Low-Level Concerns

At St. Saviour's School Ikoyi, low-level concerns refer to behaviours or actions by staff, volunteers, or other adults working with children that do not meet the threshold of abuse or serious harm but may nonetheless fall short of the school's professional standards or expectations. These concerns can include minor breaches of conduct, lapses in professional boundaries, or actions inconsistent with the school's values or safeguarding expectations, such as occasional inappropriate comments or casual disregard for professional boundaries.

Levels of Concern

1. Low-Level Concern: Behaviour that is concerning but does not meet the threshold of harm, e.g., minor lapses in professional boundaries or inappropriate remarks.
2. Moderate Concern: Behaviour that may indicate repeated disregard for professional expectations or patterns of misconduct, which could escalate if not addressed.
3. Serious Concern: Behaviour that may constitute a safeguarding risk, breach of professional conduct, or potential abuse, requiring immediate referral and formal investigation.

Procedures for Addressing Low-Level Concerns

- Staff and volunteers are encouraged to report low-level concerns promptly to the Designated Safeguarding Lead (DSL) or another designated safeguarding officer, depending on the nature of the concern.
- All low-level concerns must be recorded in writing, either using paper forms or the school's secure online reporting system (see *Appendix E*). Records should include:
  - Date and time of the concern
  - Full details of the behaviour observed or reported
  - Any immediate actions taken
  - Names of individuals involved, where relevant
- The DSL maintains a central log of low-level concerns to track patterns or repeated behaviour that may indicate emerging issues.
- The DSL or designated person will assess the concern to determine whether:
  - It can be addressed through informal action (e.g., reminders about professional expectations or boundaries)
  - It requires further investigation or escalation through formal safeguarding or disciplinary procedures.
- Individuals raising concerns may be asked for further information or clarification to support an accurate assessment.
- If informal action is appropriate, the DSL will record the resolution and monitor the situation to ensure improvement and prevent escalation.
- For more serious concerns, the school will take appropriate action in line with safeguarding protocols or disciplinary procedures, including escalation where necessary.
- The person who is raising the concern will be informed of the steps taken and, where appropriate, the outcomes to maintain transparency and trust.
- Regular review of the low-level concern log will be undertaken to ensure ongoing vigilance, pattern recognition, and continuous improvement in safeguarding practices.

4.3) Self-Referral

Self-referral occurs when a staff member, volunteer, or other member of the school community recognises that their own behaviour may have been inappropriate or could raise safeguarding concerns. This process promotes accountability, transparency, and proactive management of behaviour before issues escalate, supporting a safe school environment for all children.

Procedures for Self-Referral

- Staff and volunteers are encouraged to come forward voluntarily if they believe their behaviour may have breached the school's safeguarding policies or raised concerns, even in minor cases.
- The school provides a non-punitive, supportive environment for self-referral, emphasising self-awareness, accountability, and professional growth.
- Self-referrals should be made directly to the Designated Safeguarding Lead (DSL).
- Individuals may submit a written self-referral (including via the secure online form; see *Appendix E*) or request a meeting with the DSL to discuss the matter in person.
- The DSL will assess the concern to determine whether further investigation is required or whether the matter can be addressed through reflection, training, or guidance.
- Where appropriate, supportive interventions such as mentoring, safeguarding training, or professional development will be offered to ensure positive corrective action.

- All self-referrals will be treated with confidentiality, professionalism, and respect, with the emphasis on support rather than punishment.
- The DSL will monitor outcomes to ensure that corrective actions or reflective practices are effective in preventing recurrence.
- Additional support and guidance will be provided as needed to help the individual maintain appropriate professional conduct and uphold the school's safeguarding standards.

4.4) Code Of Conduct for Staff and Volunteers

The school maintains a Code of Conduct for all staff and volunteers, which sets out the expected professional behaviour, responsibilities, and boundaries when working with children. This code forms part of the school's safeguarding framework and supports staff in maintaining safe and respectful relationships with pupils, colleagues, and the wider school community.

For detailed guidance, please refer to the Staff Code of Conduct and Adult Volunteers and Visitors Policy.

4.5) Safe School - Safe Staff

St. Saviour's School Ikoyi maintains that the same high standards of concern and professional responsibility applied to safeguarding children must also be upheld when allegations are made against staff members.

- Only authorised agencies may investigate allegations of child abuse. While staff may ask children simple, non-leading questions to clarify basic facts, formal interviews and taking statements are strictly prohibited.
- Allegations against the Head Teacher will be managed directly by the Board of Management.
- If it is determined that a referral to the Local Authority is not appropriate, the matter will be addressed following the school's disciplinary procedures in consultation with the school's HR Advisor.
- For allegations involving British staff, referrals may also be made to the Disclosure and Barring Service (DBS) or the Teaching Regulation Agency (TRA) where applicable.

POLICY REVIEW

- The Board of Management or Proprietor will undertake an annual review of the school's safeguarding policy and procedures, including an evaluation of how effectively related duties have been carried out.
- The school will ensure that the list of key contacts on the policy cover sheet is kept accurate and up to date.
- All adults working at the school will receive a copy of the safeguarding policy. Its contents will be discussed at least annually during staff meetings or inset sessions to ensure that all staff are aware of their responsibilities and any updates to procedures.

Policy established and agreed:	September 2011
Policy review cycle:	Annual or as UK guidelines applies
Policy reviewed:	March 2026
Date of next review:	March 2027
Member of staff responsible for the policy:	Ms. Ifedolapo Akinseye (DSL/Deputy Head Pastoral)

APPENDIX A - Recognising Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

1. Physical Abuse

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent or carer fabricates, or induces, the symptoms of an illness in a child.

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening.

Sexual abuse includes grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

4. Neglect

Neglect is persistently failing to meet a child's basic physical and/or psychological needs resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention.

In practical terms, neglect may involve a parent's or carer's failure to:

provide adequate food, clothing and shelter

- protect the child from physical and emotional harm or danger
- supervise the child properly
- make sure the child receives appropriate medical care or treatment. Neglect often happens at the same time as other types of abuse.

5. Bullying & Cyber-bullying (including social media)

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying and cyber-bullying through the likes of social media should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the antibullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head Teacher and the Deputy Head Teacher Academic will consider implementing child protection procedures.

6. Female Genital Mutilation ('FGM')

FGM is the removal or injury of parts of all the external female genitalia, for no medical reason. It causes significant harm and is internationally recognised as a form of child abuse. It is illegal in Nigeria and a form of child abuse with long-lasting harmful consequences. If teachers discover that an act of FGM appears to have been carried out on a girl under 18, they should report such case to the Police. Unless the teacher has a good reason not to, they should consider and discuss with the Designated Safeguarding Officer and involve the Agency for Child protection.

7. Forced Marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

8. 'Honour-Based' Violence

This is a crime or incident which has or may have been committed to protect or defend the honour of the family/and or the community. This can include but is not necessarily limited to Female Genital Mutilation (FGM) and forced marriage.

9. Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. The School and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism. All staff at the school are trained to understand the signs of The Prevent duty. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

10. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex.
- can still be abuse even if the sexual activity appears consensual.

- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
- can take place in person or via technology, or a combination of both.
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example).
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

APPENDIX B - Signs or Indicators of Abuse

General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

Anyone working with children or young people needs to be vigilant to the signs listed below. Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Significant changes in behaviour without explanation
- Deterioration in work
- Poor attendance at school
- Low self esteem
- Withdrawn
- Running away
- Self Harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Aggressiveness, anger, anxiety, tearfulness

1) Physical Abuse

A. Physical indicators may include:

- Bruises/marks – on soft parts of the body e.g. cheeks, forearm (in defence), hips, stomach, upper arms, shoulders and neck
- Bruises/marks that carry the imprint of an implement or hand
- Bruises on any site, of any size, in a pre-mobile baby or a child who is not independently mobile
- Bite marks, burns/scalds
- Unexplained recurrent injuries, burns or bruises
- Untreated injuries

B. Behavioural indicators may include:

- Refusal to discuss injuries or improbable explanations
- Flinching from physical contact
- Acceptance of excessive punishment
- Pattern of absences which may serve to hide bruises or other physical injuries
- Wearing clothes that may cover bruises, particularly in hot weather
- Fear of undressing for PE, for example
- Aggression towards others
- Over compliant behaviour or a 'watchful attitude'

C. Common sites for accidental injury

- Forehead, Forearm, Nose, Hips, Chin, Knees, Spine, Shins, Elbows

D. Common sites for non-accidental injury

- Eyes: bruising/black (particularly both eyes)
- Skull: fracture, bruising/bleeding under skull (from shaking)
- Cheek/side of face: bruising/finger marks

- Mouth: torn frenulum
- Neck: bruising/grasp marks
- Shoulders: bruising/grasp marks
- Chest: bruising/grasp marks
- Upper or inner arms: bruising/grasp marks
- Back, buttocks, thighs: linear bruising (outline of belt/buckles) scalds/burns
- Genitals: bruising
- Knees: grasp marks

2) Emotional Abuse

A. Physical Indicators may include:

- Delays in physical development
- Self-harm
- Sudden speech disorders
- Physical complaints with no medical basis

B. Behavioural Indicators may include:

- Excessively withdrawn
- Delays in intellectual development
- Continual self-deprecation
- Negative statements about self
- Over-reaction to mistakes
- Fearful or anxious about doing something wrong
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour

3) Sexual Abuse

A. Physical Indicators may include:

- Soreness in the genital or anal areas
- Unusual discharge
- Persistent urinary tract infection
- Tiredness, lethargy, listlessness
- Sexually transmitted infections

B. Behavioural Indicators may include:

- Provocative sexual behaviour, overly affectionate
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, language, games etc
- Asking other children to behave sexually or play sexual games
- Sexualises non-sexualised objects or events
- Regression to younger behaviour, e.g. bed wetting, thumb sucking
- Refusing to stay with or avoid being left alone with certain people or go to certain places
- Frequent public masturbation
- Over-compliant behaviour
- Tries to tell about abuse through hints or clues

- Self harm

4) Neglect

A. Physical indicators may include:

- Constant hunger and tiredness
- Underweight or obesity
- Poor personal hygiene
- Inadequate or poor state of clothing
- Poor skin or hair tone
- Not receiving basic health care

B. Behavioural indicators may include:

- Social isolation
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Scavenging and scrounging

APPENDIX C

- DBS - Disclosure and Barring Service PO Box 181 Darlington DL1 9FA

- TRA - Teaching Regulation Agency: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH

- Board of Management authority for Child protection and Safeguarding

- The Board of Management representative responsible for Child protection and Safeguarding is Dr. Olukemi Kwenin (Designated Safeguarding Governor)

- Local Agency
  Contact: Mr. Taiwo Akinlami
  Child Protection Network, Lagos state. An initiative of UNICEF; Network of Child Protection-Focused Individual, NGOs, Government Ministries/ Agencies
  Secretary General: Taiwo Akinlami

APPENDIX D
Recording for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the DSL if they have a safeguarding concern about a child in our school.

Date of the Incident: _____ Date of Reporting: _____

Full name of child	Date of Birth	Year group	Your name and position in school

Nature of concern/disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.
Was there an injury? Yes / No Did you see it? Yes / No
Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size? Yes / No
Was anyone else with you? Who?
Has this happened before? Did you report the previous incident?
Who are you passing this information to? Name: Position:
Your signature: Time: Date:

BODYMAP

(This must be completed at time of observation)

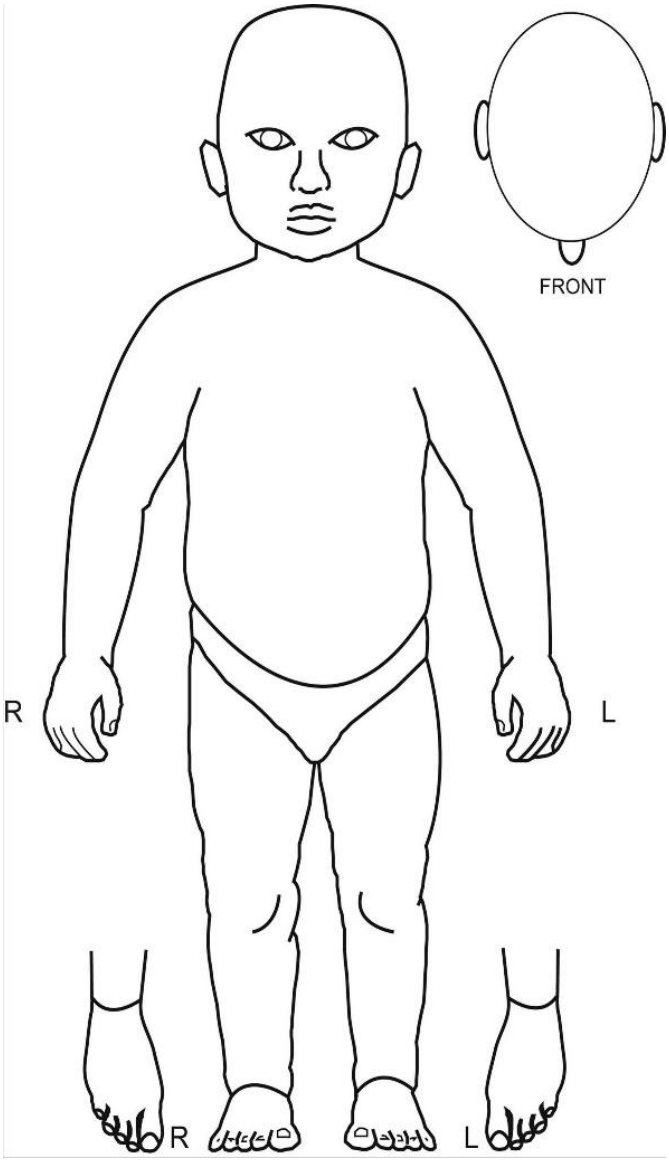
Names for Child: _____ **Date of Birth:** _____

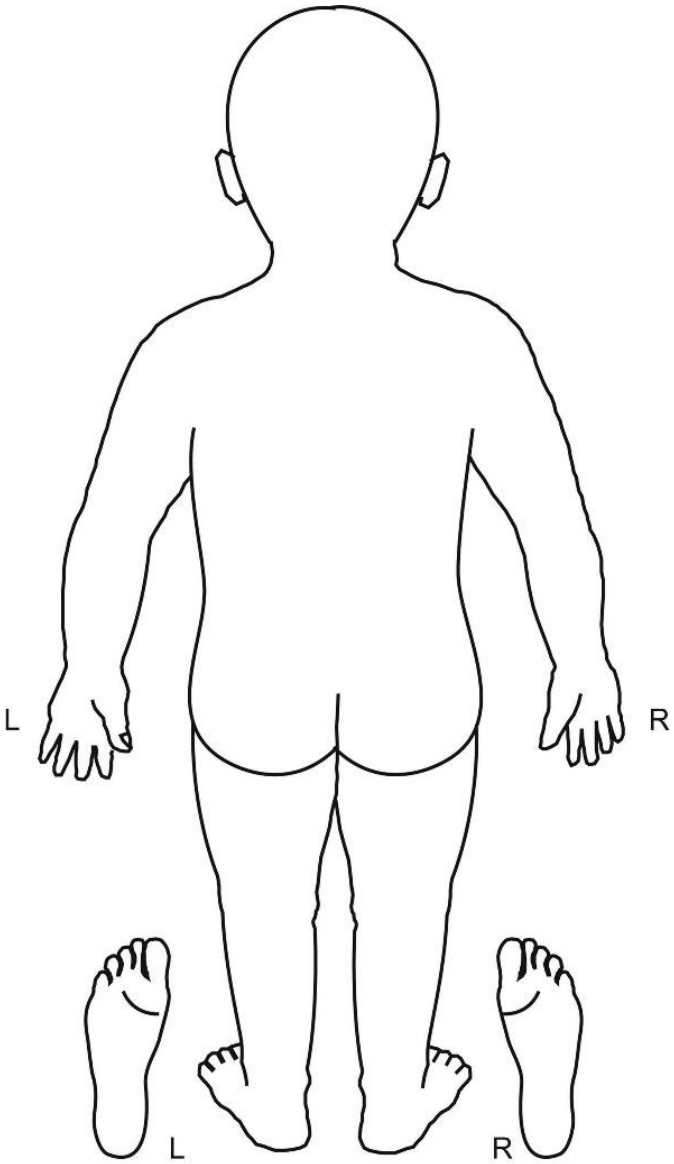
Name of Observer: _____

Date and Time skin markings/injuries observed: _____

Date and Time Information was recorded: _____

Name: _____ **Signature:** _____





APPENDIX E

LOW-LEVEL CONCERN/SELF-REFERRAL FORM

CONFIDENTIAL

Instructions for Reporting:

1. Please complete the form as fully and accurately as possible, providing as much detail as you can.
2. Submit the completed form directly to the Designated Safeguarding Lead (DSL) or the designated safeguarding officer within your school.
3. If you feel that the concern requires immediate attention, please ensure that you escalate the matter directly to the DSL.

Personal Details

1) Date of report: _____

2) Name of Person Reporting the Concern: _____

3) What is the nature of this report? (Tick where applicable)

❑ Low-level Concern

❑ Self-referral

Details of the Concern

4) Description of the Concern (Please provide a clear description of the behaviour or situation that is of concern. Include any specific actions, language or behaviours observed or you wish to self-refer):

_____

_____

_____

_____

5) Date(s) and Time(s) of the Incident(s):

_____

_____

6) Location of the Incident:

_____

_____

7) Individuals Involved (Please provide names of those involved in the incident, including the person the concern is about, and any witnesses):

1. Person(s) Concerned About
2. Witness(es) (if any)

_____

_____

8) Was the Concern Observed or Reported by You? (Tick where appropriate)

❑ I observed the concern

❑ The concern was reported to me by someone else

❑ I am reporting a concern that I overheard or became aware of

9) Action Taken (Please outline any immediate actions or conversations that have occurred because of this concern):

_____

_____

_____

_____

10) Impact (If known, please describe the potential impact of the concern on the child/ren or school environment, e.g was the child injured, crying, etc.):

_____

_____

_____

_____

11) Is there a pattern or previous concern regarding this Individual?

❑ Yes

❑ No

❑ If yes, please provide details of previous concerns or incidents:

_____

_____

12) Additional Comments or Information: (Please add any other relevant details that might assist in assessing or addressing the concern.)

_____

_____

_____

For Office Use Only

• Date Received: _____

• Designated Safeguarding Lead (DSL) or Relevant Person Handling Concern:

_____

• Action Taken: _____

• Follow-Up Date (if applicable): _____

APPENDIX F
INCIDENT / CONCERN FORM

1) Basic Details

- Date of Incident: _____
- Time of Incident: _____
- Reported by (Name & Role): _____

2) Child(ren) Involved

Name	Class	Age	Gender

3) Type of Concern (Tick as appropriate)
☐ Behaviour Incident
☐ Bullying
☐ Child-on-Child Abuse
☐ Safeguarding Concern
☐ Injury/Accident
☐ Online Safety
☐ Other: _____

4) Location of Incident
(e.g. classroom, playground, corridor, bus, online, etc.)
_____

5) Description of Incident / Concern
(Provide a clear, factual account. Include what was seen/heard. Avoid opinions.)
_____
_____
_____
_____

6) Immediate Action Taken
(e.g. first aid, separation of pupils, reassurance given, senior staff informed)
_____
_____

7) Witnesses (if any)

Name	Role/Class

8) Outcome / Follow-Up Actions

(e.g. sanctions, parent contact, referral to DSL, monitoring, restorative conversation)

_____

_____

_____

9) Safeguarding Consideration

- Has this been reported to the DSL/Deputy DSL? ☐ Yes ☐ No
- Name of DSL/Deputy DSL: _____
- Date/Time Reported: _____

10) Risk Level (if applicable)

☐ Low (monitor)

☐ Medium (intervention required)

☐ High (immediate safeguarding action)

11) Signature

- Staff Signature: _____
- Date: _____

DSL / Senior Leadership Use Only

- Action Taken: _____
- External Agencies Involved: ☐ Yes ☐ No
- Case Closed: ☐ Yes ☐ No
- Signed: _____ Date: _____