



## CHILD PROTECTION & SAFEGUARDING POLICY

### KEY PERSONNEL:

The Designated Safeguarding Lead for child protection in our school is:

Mrs. Gladys Aghaji  
Deputy Head Teacher Pastoral  
E-mail: [g.aghaji@stsavioursschikoyi.org](mailto:g.aghaji@stsavioursschikoyi.org)

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The deputy Designated Safeguarding Leads for child protection in our school are:

Mrs. Kofoworola Emmanuel  
Acting KS1 Leader  
E-mail: [k.emmanuel@stsavioursschikoyi.org](mailto:k.emmanuel@stsavioursschikoyi.org)

Ms Toju Azuoma  
KS2 Leader  
Email: [t.azuoma@stsavioursschikoyi.org](mailto:t.azuoma@stsavioursschikoyi.org)

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Mr. Craig Heaton  
Head Teacher  
Email: [c.heaton@stsavioursschikoyi.org](mailto:c.heaton@stsavioursschikoyi.org)

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Mrs Enitan Rewane  
BOM responsible for Safeguarding and Child Protection  
Email: [e.rewane@stsavioursschikoyi.org](mailto:e.rewane@stsavioursschikoyi.org)

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

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The Designated Safeguarding Lead can be contacted during school hours by telephoning the School office at +234 0913900113 / +234 0913900114, and they will refer the caller to the Designated Safeguarding Lead. For out-of-hours or out-of-term, contact the Head Teacher.

This policy complies with the Education Regulations (2014), (Independent School Standards) the government guidance 'Working Together to Safeguard Children (July 2018), Keeping Children Safe in Education (Sept 2022), Disqualification under the Childcare Act 2006, 'What to do if you're worried a child is being abused'(March 2015), 'Information Sharing' (July 2018), Multi-agency practice guidelines: Handling cases of Forced Marriage (June 2014), Prevent Duty Guidance for England and Wales (July 2015), and The use of social media for on-line radicalisation (July 2015).

This 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 on an educational visit.

## **1. MANAGEMENT OF SAFEGUARDING**

The safeguarding and welfare of pupils is of fundamental importance to our School. The guidance on 'Keeping Children Safe in Education' defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's 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. The school makes a commitment to act in the best interest of the child.

The Designated Safeguarding Lead's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out safeguarding duties, encourage a culture of listening to pupils and to monitor the effectiveness of policies and procedures in practice. Details of the School's Designated Safeguarding Leads can be found on the cover page. Particular interest will be paid towards children with special educational needs that may be more vulnerable.

If a member of staff or volunteer suspects or discovers that a pupil is the victim of abuse, whether physical, emotional, sexual or as a result of neglect, she/he must immediately inform the School's Designated Safeguarding Lead, except in the case which itself involves a Designated Safeguarding Lead, in which case the matter should be reported directly to the Head Teacher. If the suspicion relates to a member of staff, including a Designated Safeguarding Lead, volunteer, a member of the Board of Management or the Head Teacher, the matter must be dealt with in accordance with the procedures set out on Page 11.

The UNICEF representative for Lagos state, Mr Akinlami is a lawyer focusing on Child Protection rights in Nigeria. The Designated Safeguarding Lead is in contact with Mr Akinlami through a child protection network group and has attended various workshops and seminars on child protection and safeguarding issues in schools. The role is set up as an initiative of UNICEF. Mr Akinlami deals with

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allegations of mistreatment towards children in schools and is the point of contact for concerns relating to a harmed/abused child, a criminal offence against or related to a child or if a child is at risk of being harmed. The contact also offers a confidential advisory service. All referrals go through the Designated Safeguarding Lead.

The School recognises its responsibility to put in place effective procedures to protect the best interests of our children by both detecting and preventing abuse and for ensuring that parents, staff and Board of Management are aware of the School's role in this respect. Unlike the UK, there are no local agencies.

The school therefore uses the service of the local UNICEF agency to discuss any child protection issues. Should there be an occasion where the school needs to refer a child to the above agency, UNICEF's representative will represent the school.

The Board of Management ensure the School complies with its legislative duties, has regard to the DfE guidance Keeping Children Safe in Education (Sept 2022) and that the School's safeguarding arrangements are in line with the procedures and practice stated in the British Overseas Standards. The Governing Body has nominated one of its members to manage child protection and safeguarding of children in St Saviour's School Ikoyi.

## **2. RATIONALE**

St. Saviour's School Ikoyi recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school will therefore:

- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- Prevent impairment of children's health or development.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities, which equip pupils with the skills they need to stay safe from abuse.
- To educate the pupils how to keep themselves safe through the PSHE curriculum
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues.

## **3. AIMS & 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 programme 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).

Keeping Children Safe in Education provides that the inspection of independent schools will ensure that the Independent School Standards which concerns the welfare, health and safety of children is met. Every complaint or suspicion of abuse from within or outside the school will be taken seriously and in all proper circumstances will be referred to an external agency such as the Local Agency for Child Protection (An initiative of UNICEF) or Police authority without delay (within one day) or investigation within the School. In cases of serious harm, the police will be informed from the outset.

#### **4. PURPOSE OF THIS POLICY**

The purpose of this child protection and safeguarding policy is to have clear guidelines and provide direction to staff and others about expected behaviour when dealing with child protection issues, reporting cases or suspected cases of abuse including neglect, physical abuse, emotional abuse or sexual abuse

- Staff will be aware of their responsibilities in relation to safeguarding and child protection,
- They will know what procedures should be followed if they have a cause for concern,
- know where to go to find additional information regarding safeguarding,
- Be aware of the key indicators relating to child abuse,
- Fully support the school's commitment to safeguarding and child protection.
- This policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

#### **5. INTRODUCTION**

St. Saviour's School Ikoyi takes seriously its responsibility to protect and safeguard the welfare of children in its care. There are three main elements to our child protection policy:

- Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- Support to pupils who may have been abused.

This policy applies to all pupils, staff, Board of Management, volunteers and visitors to St. Saviour's School Ikoyi. This school recognises it is an agent of referral and not of investigation.



## 6. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are however, key people within our school and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

It is the role of the Designated Safeguarding Lead (DSL) to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals in accordance with school procedures. If for any reason the DSL is unavailable, the Deputy DSLs or Head Teacher will act in their absence. Additionally, it is the role of the DSL to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The Board of Management (*see appendix- C*) and School Leadership Team are responsible for ensuring that the school follows safer recruitment procedures and make it clear that staff who have lived or worked in the UK will be subject to an enhanced DBS (*see appendix- C*) disclosure and a barred list check and similar checks will be made on all other staff with local police or embassies from countries where they lived or worked, including Nigeria. Please also refer to the school's policy on Recruitment, Selection & Disclosure.

The DSL and the Deputy DSL provide an annual report for the Board of Management detailing any changes to the policy and procedures and training undertaken by all staff and other relevant issues. All staff have received training on Child protection in Education Level 2 to date.

## 7. PROCEDURES

St. Saviour's school Ikoji will:

- a) Ensure it has a designated senior member of staff, who has undertaken the appropriate training (Level 3);
- b) Recognise the role of the designated person and arrange support and training.
- c) Ensure the Head and all staff have undertaken training on a 2 yearly cycle with updates held every September/October.
- d) Ensure every member of staff and Board of Management knows: - • the names of the designated people and their roles;
  - the need to report to the appropriate local arrangements (*see Appendix-C*) within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
  - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed by the locally agreed inter agency procedures and how to take forward those concerns when a designated person is not available.



- Notify the DSL if - a pupil on the Child Protection Register is excluded either for a fixed term or permanently and if there is an unexplained absence of a pupil on the Child Protection Register of more than two days' duration from school (or one day following a weekend);
- e) Ensure that members of staff are aware of the need to be alert to signs of abuse (*see appendix A and B*) and know how to respond to a pupil who may disclose abuse.
- f) Ensure that parents have an understanding of the responsibility placed on the school and staff by setting out its obligations in the parent's handbook.
- g) Provide training for staff so that they know:
  - Their personal responsibility;
  - The agreed local procedures
  - The need to be vigilant in identifying cases of abuse; and
  - How to support a child who discloses abuse
- h) Ensure the Designated Safeguarding Lead understands their role and responsibilities including:
  - Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences.
  - Keep written records of concerns about children (noting the date, event and action taken) even where there is no need to refer the matter to DSL immediately;
  - Ensure that all records are kept secure and in locked locations;
  - Designate a governor for child protection (DSL) who will oversee the school's child protection policy and practice.
- i) Ensure that staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However; the Head Teacher will ensure they are aware of the school's policy and the identity of the DSL.
- j) Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the DSL or in their absence, the Deputy DSLs. In the absence of either of the above, the matter should be brought to the attention of any member of the Senior Leadership Team.
- k) The DSL or the Deputy DSLs will immediately refer cases of suspected abuse or allegations to the Head Teacher in accordance with the procedures set out in this policy.
- l) A statement is in the St. Saviours Parent's Handbook that will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

Any deficiencies or weaknesses in Child Protection arrangements are remedied without delay.

## 8. GUIDANCE

Safeguarding is Everyone's Responsibility.



Child protection and Safeguarding is the responsibility of all adults and especially those working with children. This includes both teaching and non-teaching staff.

## 9. CASE RECORDING –STEPS TO TAKE MAKING REFERRALS OF A 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.

#### 10. WHAT STEPS ARE 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 DSL
- 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.

#### 11. TRAINING AND SUPPORT

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads have undertaken Level 3 Child Protection and Safeguarding training (refreshed every two years) to ensure they are wellinformed on issues relating to safeguarding and child abuse in an educational context and to be able to assess the risk of children being drawn into terrorism, including being drawn into supporting the extremist ideas that are part of terrorist ideology.

The Head Teacher, Deputy Head Teacher Academic and Deputy Head Teacher Pastoral, SENCO and the Key Stage Leaders have also undergone Level 3 Child Protection online training and will continue to refresh their training every 2 years.

All other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. This is kept up to date by refresher training of at least every two years or at when the need arises (e.g. prevent). The school has access to Educare online training materials which allow all staff to undertake Child Protection in Education courses (Level 2) along as well as other safeguarding courses run for new recruits by the Designated Safeguarding Lead.

All new members of staff will undertake safeguarding training with the Designated Safeguarding Lead during the induction period and will complete online safeguarding training at Level 2. All new staff are provided with induction training that includes:

- The school's child protection policy, including information about the identity and role of the DSL(s)



- The staff code of conduct/behaviour policy including whistleblowing procedure and the acceptable use of technology policy
- Copies of the above documents should be provided to all staff during induction.

Regular staff training will include matters such as recognising and responding to signs of abuse and neglect, lines of reporting within school, online safety and anti-radicalisation strategies, where appropriate.

Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities. Support will be available for staff from the Head Teacher in the first instance, and from members of the Board (*see Appendix-C*) and School's Leadership Team where there are concerns about queries about child protection.

The security team provided by a contractor will also receive Child Protection and Safeguarding training every 2 years delivered by the Designated Safeguarding Lead along with any new security staff on induction.

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of our staff induction and are referred to in the staff handbook, code of conduct and behaviour policy.

## 12. SCHOOL PHONE/PHOTOGRAPHY POLICY STATEMENT

Parents are allowed to record videos and take pictures of school events, birthdays, assemblies etc. We PROHIBIT drivers and strangers in doing so as part of our *Child Protection Policy*. Additionally, visitors to school must have the Head Teacher's approval to record videos and take pictures. Parents must use their discretion when uploading these pictures/videos onto the internet and sharing these files via the web and also request permission from other parents if their children are captured in the same photo/video (e.g. Facebook, Twitter, Instagram etc.)



By signing the Admission Acceptance Form or agreeing to the terms and conditions, the parents' consent to the school obtaining and using photographs or images of the pupil for use in the School's promotional material; such as the prospectus, the website or social media; educational purposes as part of the curriculum or extra-curricular activities.

Please note, we would not disclose the home address or contact details of the pupil without the Parents' consent. If the parents do not want the Pupil's photograph or image to appear in any of the School's promotional material they must make sure the pupil knows this and must notify the Head Teacher in writing immediately, requesting an acknowledgement of their letter.

We operate a no mobile phone policy for children in school. The children are not allowed to bring them into school or take them on school trips. No handheld electronic devices and camera devices are permitted on school trips and school overseas events. Staff are encouraged not to use their mobile phones during school hours especially in the classrooms and playgrounds.

### 13. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the DSL and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

### 14. ATTENDANCES AT CHILD PROTECTION MEETINGS

It is the responsibility of the DSL to ensure that the school is represented or a report is submitted to any child protection meeting called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the meetings.

When a child is placed on the Child Protection Register, it is the DSL's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group, then the DSL should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child's welfare should be discussed and recorded at the meeting unless the child is



at further risk of significant harm. In this case the DSL must inform the child's key worker (Parent/Class teacher/facilitator) immediately and then record that they have done so and the actions agreed.

## 15. SUPPORTING PUPILS AT RISK

St. Saviour's School Ikoyi recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn. St. Saviour's School Ikoyi will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and /or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

The policy should be considered alongside other related policies in school. This includes the policy for the teaching of PSCH, the management of pupils' behaviour (Anti-bullying and Behaviour guidance) and our Health and Safety policy.

child to child abuse.

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. We recognise that some children may abuse their peers and any incidents of child to child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. child to child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), online abuse, gender-based abuse, 'sexting' or



sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. In the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk.' This type of abuse is dealt through our safeguarding policy. Please also see our Behaviour Policy for school procedures and how to child will be supported.

Particular emphasis is paid towards children with special educational needs (SEN) and/or disabilities, these children are more vulnerable and are supported by the SEN coordinator. Any safeguarding issues should follow the same procedures as reporting to the Designated Safeguarding Lead. Staff should play a listening role.

## 16. ALLEGATIONS AGAINST STAFF

- Any allegation of abuse against a member of staff will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.
- St. Saviour's School Ikoyi will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- Malicious allegations against staff will be investigated and dealt with by the Head Teacher and, if appropriate, the Board of Management (*see appendix C*).
- Any allegations and dismissal relating to a member of staff (British) or someone that has worked as a Teacher in the UK, will be referred to DBS and/or TRA (Teaching Regulation Agency) for misconduct. This relates to a voluntary report to the UK Disclosure and Barring Service (details in Appendix C) where British citizens are the focus of allegations. The criteria used where the school has ceased to use a person's services because they have caused harm or posed a risk of harm to a child. In Nigeria, any referrals will be made to the Local agency for protection, Lagos state
- TRA referrals: voluntary referrals may be made to the Teaching Regulation Agency (TRA) if the school has concerns regarding British teacher. This will be on the basis that the teacher has been dismissed, as above, for unacceptable professional conduct that may bring the profession into dispute or a conviction, at any time for a relevant offence and it may be appropriate for TRA to consider prohibiting them from teaching in England (see Appendix c).



If you have concerns about a colleague

If staff members have concerns about another staff member or volunteer, then this should be referred to the DSL/ Deputy DSLs or Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Board of Management (*see appendix C*).

Members of staff who, in good faith, draw attention to the attitudes or behaviour of colleagues ('whistleblowing') have a measure of employment protection. Conversely, those who do not report information quickly could put children at risk and bring the School into disrepute, so may face disciplinary action.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. Please also refer to the school's whistleblowing policy.

## 17 PROCEDURES FOR ADDRESSING LOW-LEVEL CONCERNS AND SELF-REFERRAL

Low-level concerns refer to situations or behaviours that, while not reaching the threshold of serious harm or abuse, may raise concerns about the conduct of staff, volunteers, or other individuals working with children. These concerns can involve minor breaches of conduct, inappropriate behavior, or actions that are not in line with the school's values or child protection expectations. They may include issues like occasional inappropriate comments or minor lapses in professional boundaries.

Self-referral occurs when a staff member, volunteer, or other individual involved in the school community identifies their own behavior as potentially inappropriate or concerns themselves with their own actions. This is an important mechanism to maintain accountability and transparency, where individuals can proactively report concerns or behavior that may be of concern before it escalates.

Procedures for Addressing Low-Level Concerns:

- Staff and volunteers are encouraged to report any low-level concerns immediately to the Designated Safeguarding Lead (DSL) or another designated person, depending on the nature of the concern.
- All low-level concerns must be recorded in writing, which can also be accessed as an online form. The record should include the date, time, details of the concern, and any actions taken.
- The DSL should maintain a log of low-level concerns to identify patterns or emerging issues.
- The DSL or designated person will assess the concern to determine whether it requires further investigation or if it can be resolved with a discussion or other informal action.
- The individual raising the concern may be asked for further clarification or to provide more information.
- If the concern is minor and can be addressed with informal action (e.g., a reminder of expectations or professional boundaries), this will be recorded and monitored.



- For more serious concerns, appropriate action will be taken in line with the school's disciplinary procedures or safeguarding protocol, and the concern may be escalated.
- The individual raising the concern should be informed about what steps will be taken and the outcome of any investigations or actions, where appropriate.
- Regular feedback will be provided to ensure ongoing vigilance and transparency.

#### Procedures for Self-Referral:

- Staff and volunteers are encouraged to come forward if they recognise that their behaviour may have breached the school's safeguarding policies or raised concerns, even if the incident is minor.
- A non-punitive and supportive environment will be created for individuals to self-refer, with an emphasis on self-awareness and accountability.
- Self-referral should be made through the designated safeguarding lead (DSL).
- Staff members can submit a written self-referral (which can be accessed online) or arrange a meeting with the DSL to discuss their concerns.
- The DSL will assess the self-referred concern to determine whether it requires further investigation or resolution.
- If the self-referral is about behaviour that could be better addressed through training or personal reflection, support and guidance will be offered.
- All self-referrals will be treated confidentially and with professionalism. The individual who has self-referred will be reassured that the purpose of the process is to help and support, rather than punish.
- After the self-referral, the DSL will monitor the situation to ensure that corrective actions or reflective practices are effective in preventing future concerns.
- Additional support, such as mentoring or safeguarding training, may be provided if needed.

#### 18.CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

The school has a code of conduct policy for staff and volunteers (See the code of conduct policy) The school has a photography and video policy

#### 19.SAFE SCHOOL - SAFE STAFF

It is essential that high standards of concern and professional responsibility adopted with regards to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

Where the allegation is against the Head Teacher, the Board of Management will take this action.

If for any reason it is decided that a referral to Local Authorities is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison



with the school's HR Advisor. If the allegation is against a British member of staff, there may need to be a referral made to the Disclosure & barring service or the TRA.

## 20.POLICY REVIEW

- The Board of Management or Proprietor undertakes an annual review of the school's safeguarding policy and procedures and of the efficiency with which the related duties have been discharged.
- Ensuring that the list of key contacts on the cover sheet is kept up to date.
- All adults in school will receive a copy of this policy. It will be discussed at least annually at staff meetings.

Policy established and agreed:	September 2011
Policy review cycle:	annual or as UK guidelines applies
Policy reviewed:	March 2025
Date of next review:	March 2026
Member of staff responsible for the policy:	Mrs Gladys Aghaji (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.

#### 7. 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.

#### 8. Children missing from education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff should follow the School's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risks of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The School's procedures are set out in the Missing Pupil Policy.

The Designated Safeguarding Lead will monitor unauthorised absence particularly where children go missing on repeated occasions. The School will fulfil its statutory duty when adding or removing a pupil's name from the admission register outside of the usual transition points i.e., where a compulsory schoolaged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. The School will make reasonable enquiries to establish the whereabouts of the child before deleting their name from the register.

#### 10. 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.

#### 11. '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.

#### 12. 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.

#### 13. 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 of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person. Attention also needs to be made aware of faith abuse, gang and youth violence, gender-based violence, hate, mental health, relationship abuse, sexting and trafficking. These issues will follow the safeguarding procedures in terms of reporting to the Designated Safeguarding Lead

### 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.

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, and cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Fabricated or induced illness
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display



developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

#### 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 **Mrs. Rewane**

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 - 08033620843



## APPENDIX- D

### Recording Form 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			
<p>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.</p>			
<p>Was there an injury? Yes / No</p>			
<p>Did you see it? Yes / No</p>			



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:

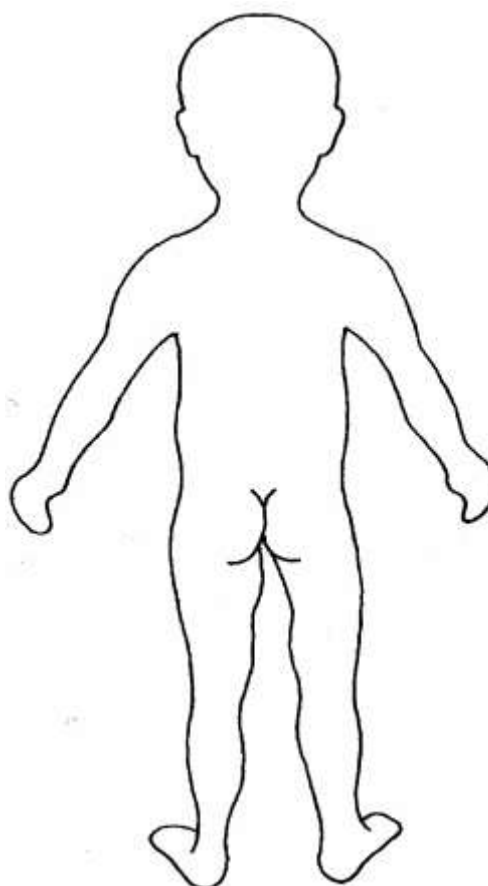
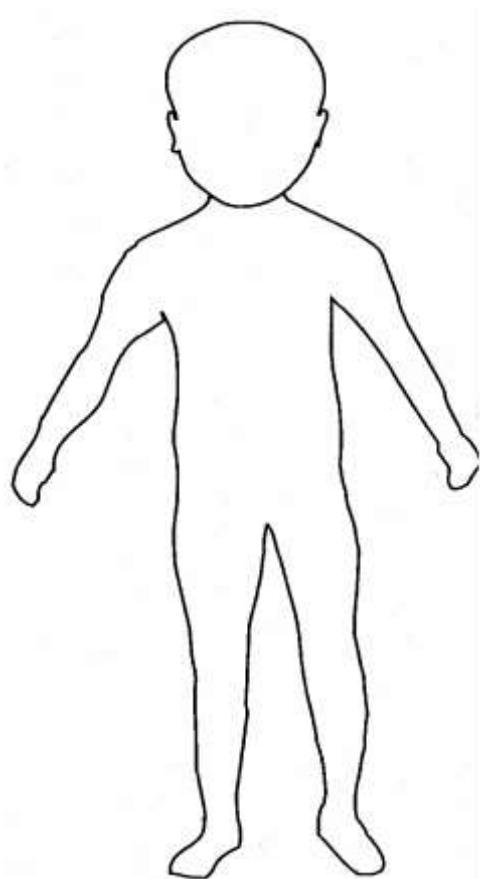
Name of Worker:

Date and time of

Observation:

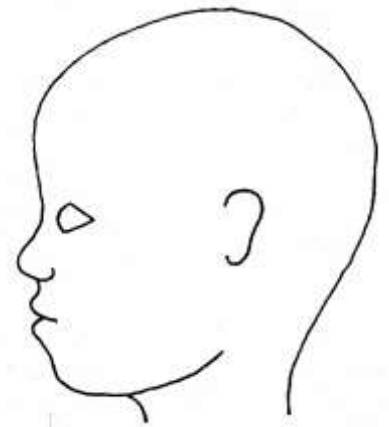
FRONT

BACK

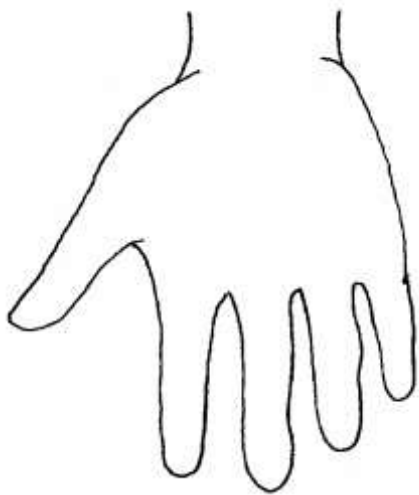




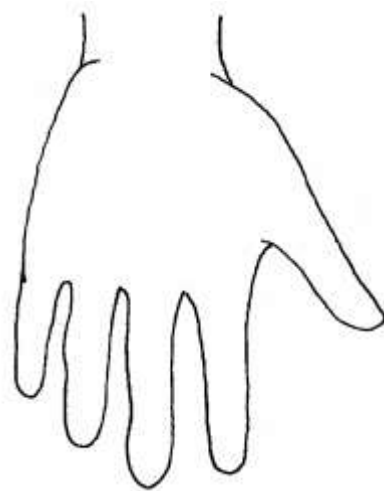
RIGHT



LEFT

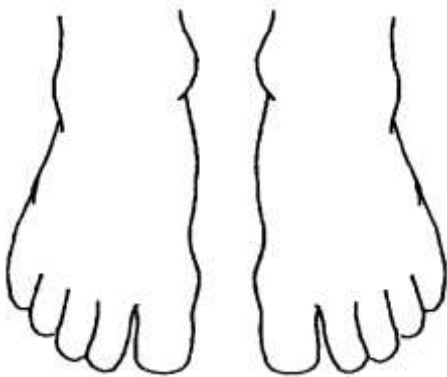


RIGHT



PALM

LEFT





R TOP L

R BOTTOM L



R



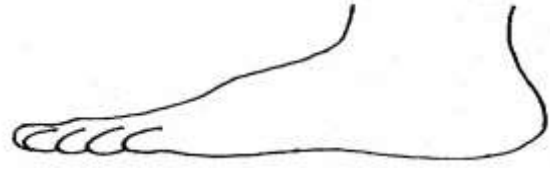
INNER

L



R

OUTER



L



## APPENDIX- E

### Low-Level Concern/ Self-Referral Form

Confidential

Date of Report:

#### Personal Details

- What is the nature of this report?

Low-Level Concern

Self-Referral

- Name of Person Reporting the Concern:

#### Details of the Concern

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

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- Date(s) and Time(s) of the Incident(s) (if applicable):

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- Location of the Incident (if applicable):

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

- Person(s) Concerned About: \_\_\_\_\_
- Witness(es) (if any): \_\_\_\_\_



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Was the Concern Observed or Reported by You?

- ☐ 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

Action Taken (Please outline any immediate actions or conversations that have occurred as a result of this concern):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Impact (If known, please describe the potential impact of the concern on the child/ren or school environment):

- \_\_\_\_\_
- \_\_\_\_\_

Is there a Pattern or Previous Concerns Regarding This Individual?

- ☐ Yes
- ☐ No
- If yes, please provide details of previous concerns or incidents:

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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): \_\_\_\_\_
- 

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 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.