



**ATLANTIC HALL**

**CHILD PROTECTION**

**&**

**SAFEGUARDING**

## **MISSION, VISION & VALUES**

### **Our Mission**

'To be the educational institution of choice where children are equipped to take up leadership roles to help shape our changing world'.

### **Our Vision**

'To provide high quality education that produces well-rounded children whose educational advantage and talent will help them adapt easily to the world and excel globally'.

### **Our Values**

#### **PRINCIPAL VALUES**

**Excellence**

**Integrity**

#### **CORE VALUES**

**Godliness**

**Leadership**

**Discipline**

**Diligence**

**Child-centeredness**

**Holistic Learning**

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## 1. Rationale

The Atlantic Hall Educational Trust Council, Board of Governors, management and staff recognize that for our students, 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 students 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 students with the skills they need to stay safe from abuse.
- To educate the students 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.

The Atlantic Hall is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each student's welfare is of paramount importance. We recognize that some children *may* be especially vulnerable to abuse due to individual circumstances and those living in adverse circumstances. We recognize that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging or they attract attention in exceptional behaviour at either end of the continuum. We recognize that some children who have experienced abuse may harm others and require specific monitoring. We will always take a considered and sensitive approach in order that we can support all of our students.

## 2. Guiding Principles: Aims & Objectives

- 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
- 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, students, parents and Board of Trustees 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 policy).
- To ensure all Staff are aware of their responsibilities in relation to safeguarding and child protection,
- To ensure knowledge of what procedures to be followed if they have a cause for concern,
- To know where to go to find additional information regarding safeguarding,
- To be aware of the key indicators relating to child abuse,
- To be fully support the school's commitment to safeguarding and child protection.
- To develop and promote effective holistic working relationships with other agencies such as the Lagos State Department for Social Services, Lagos State Domestic & Sexual Violence Response Team (DSVRT) Police and relevant / applicable Children's Services.
- To ensure that all adults within our school who have access to children or, who have access to information, data or meetings concerning children have been checked as to their suitability via their references and background checks where possible (See 'Safer Recruitment Section')

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.

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.

### **3. Definition of safeguarding**

Safeguarding and promoting the welfare of children is defined in the Department for Education's *Keeping Children Safe in Education* (September 2021) as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

### **4. Purpose of Safeguarding**

Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse or neglect. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children should be treated any less favorably than others in being able to access services which meet their particular needs.

Through PSHE programs, topics and discussions students are encouraged to gain an understanding of what constitutes acceptable or unacceptable behaviour on the part of adults or other students. We support them in developing their own self-confidence and assertiveness, including awareness of the age of consent and abuse of trust. They are informed about this policy and of the various sources of help available at School. Students are also made aware of external sources of support.

We operate our processes with the best interests of the student at their heart. We are proud to operate a culture of safety, equality and protection. Where there is a safeguarding concern, we will try to ensure that the student's wishes and feelings are taken into account when determining what action to take and what services to provide. We manage this by encouraging students to be open and frank about their concerns, and providing support from the safeguarding team or other responsible adults in all child protection matters.

### **5. Legal framework underpinning this policy**

This policy takes full account of the Lagos State Safeguarding & Child Protection Policy which was drawn upon the basis of the Law and guidance that seeks to protect children namely:

1. Convention of the Rights of the Child (1989)
2. African Charter on the Rights & Welfare of the Child (1999)
3. Child's Rights Act (2003)
4. Lagos State Child's Rights Act (2007)
5. Prevention Against Domestic Violence Law (2007)
6. Criminal Law of Lagos State (2011)
7. The Family Court of Lagos State (Civil Procedure) Rules (2012)
8. EO/BRF/005OF2014, Lagos State Sex Offenders Monitoring Programme & Mandated Reporting (2014)

### **6. Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them. 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.

There are however, key people within our school and the Local Authority who have specific responsibilities under child protection procedures.:

#### **a) Governing Body**

The Governing Body ensures that:

- The school has a child protection policy and procedures in place that are in accordance with school policy, and the policy is made available to parents upon request;
- The school operates safe recruitment procedures and makes sure that all reasonable checks are carried out on staff who work with children; the school has procedures for dealing with allegations of abuse against staff that comply with school employment policy and contractual procedures.
- Atlantic Hall has a named individual (Principal) or, Committee for overall Child Protection/Health and Safeguarding who meets with the Designated Officer regularly;
- The Designated Person to take lead responsibility for child protection and reports through the Principal to the Full Governing Body
- Atlantic Hall undertakes to organize relevant training to the full Governing Body annually or as required and that staff undertake appropriate child protection training.
- The school remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Education Committee Chairman is nominated to be responsible for liaising with the Designated Person and HR Manager in the event of allegations of abuse being made against the Principal
- The school reviews their policies and procedures annually and provide information to the Education Committee about them and about how the above duties have been discharged.

**b) Principal**

The Principal ensures that:

- the policies and procedures adopted by the Board of Governors and Trust Council are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- staff and feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

**c) Designated Safeguarding Lead– ‘Designated Person’**

The Senior Member of Staff with Designated Responsibility for Safeguarding and Child Protection ensures that he/she or, the designated officer refers cases of suspected abuse or allegations to the relevant authority

- Acts as a source of support, advice and expertise within the educational establishment;
- Liaises with the Principal to inform him of any issues and ongoing investigations and ensure there is always cover for this role;
- Keeps detailed accurate written records;
- Ensures the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Recognizes how to identify signs of abuse and when it is appropriate to make a referral;
- Has a working knowledge of how the policy operates, the conduct of a child protection case conference and be able to organize and contribute to these;
- Ensures that all staff have access to and understand the school’s child protection policy;
- Ensures that all staff have induction training;
- Obtains access to resources and attend any relevant or refresher training courses at least every two years.
- Liaises with the named Governors for Safeguarding and Child Protection.

**d) Data Manager (Admissions & Examinations Officer)**

The DoAE is responsible for maintaining correct information on students.

**e) Premises Management (HAO- Head of Administration & Operations)**

The **VP Admin** is responsible for maintaining the safety and security of the site and ensuring safe access for all students and ensuring full compliance of the school's 'Health & Safety Policy'.

**f) ICT Management (Appropriate Access)**

The ICT Manager is responsible for maintaining safe systems of internet access, blocking any undesirable (eg pornographic, racist, violent) sites.

**g) All Staff**

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated persons of any concerns

In addition :

- Any child's disclosure, or, concern expressed will be followed up and recorded in line with best practice and school policy
- We have a designated lead member of staff who is trained and assumes responsibility for child protection and safeguarding
- We have one additional member of staff (also trained) who will act in the designated staff's absence
- We have a Board appointed Governor designated to monitor the school's compliance to their responsibility of Child Protection and to monitor overall Safeguarding (see Appendix-c).
- Depending upon their role, all teaching, hostel and administrative staff will undergo basic safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive updated training as required but at least every 2 years, in line with designated good practice.
- All above members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk.
- All temporary staff and regular volunteers (if applicable) having contact with our pupils will be checked where possible and given a copy of this policy or a brief checklist of what to do.
- All **parents/carers** are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures.
- All pupils are made aware of the Child Protection Policy and who they can speak to designated staff in school if they are worried or concerned.
- Our procedures will be regularly reviewed and up-dated and reported on appropriately to the Designated Governor / Board. (Report produced by Designated staff on an annual basis (See Appendix-C).
- All new members of staff will be given a copy of our child protection procedures and receive initial training as part of their induction into the school.
- Child Protection Awareness and updates will be carried out as part of our INSET and Continuing Professional Development (CPD) with all staff annually with a staff discussion and review of the Policy taking place pre-session / early new session each year. (Designated staff & HR Manager holds a Central File of all training dates and details).

**7. Commitment**

Atlantic Hall shall :

- 1) Recognize the role of the designated Safeguarding leader and arrange support and training.
- 2) Ensure the principal and all staff have undertaken safeguarding & child protection training on a yearly cycle
- 3) Ensure every member of staff and Board of Trustee knows: -
  - the names of the designated safeguarding team members and their roles;
  - the need to report to the appropriate local arrangements 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.

- 4) Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse.
- 5) Ensure that parents have an understanding of the responsibility placed on the school and staff by setting out its obligations and policies in the school's website .
- 6) 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.
- Ensure the Designated Safeguarding Lead understands their role and responsibilities which includes working to develop effective links with relevant external agencies and cooperate as required with their enquiries regarding child protection matters including attendance of child protection conferences and seminars.
- 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;
- 7) Ensure that staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.
- 8) 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 DSL. In the absence of either of the above, the matter should be brought to the attention of any member of the Senior Leadership Team.
- 9) The DSL or the Deputy DSL will immediately refer cases of suspected abuse or allegations to the principal in accordance with the procedures set out in this policy.

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

## **8. Safeguarding contact details**

Our Designated Safeguarding Lead (DSL) is Ms Bola Adeniji- [directorofboarding@atlantic-hall.net](mailto:directorofboarding@atlantic-hall.net) .

The Deputy Safeguarding Leads :

Mr Matthew Ayo-Moore - [matthew.olatunde@atlantic-hall.net](mailto:matthew.olatunde@atlantic-hall.net)

Mr Eric Okurame - [okurame.eric@atlantic-hall.net](mailto:okurame.eric@atlantic-hall.net)

They are the first point of contact for any safeguarding matter relating to students or If a student is in immediate danger or at risk of harm. If they are not available, the Principal should be contacted

## **9. Recognizing 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 over protection 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. 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 students and parents receive a copy of the anti-bullying 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 principal 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 recognized as a form of child abuse. It is illegal in Nigeria and a form of child abuse with long-lasting harmful consequences. If teachers or houseparent discover that an act of FGM appears to have been carried out on a girl under 18, they should report such case to the Designated Safeguarding team.

### 7. 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 radicalization. Staff should follow the School’s procedures for unauthorized 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 Designated Safeguarding Lead will monitor unauthorized 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 school- aged 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.

### 8. 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.

## 9. '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 necessary limited to Female Genital Mutilation (FGM) and forced marriage.

## 10. Preventing Radicalization

Radicalization 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 popularize views which terrorists exploit.

## 11. 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.

## 10. Signs & Symptoms 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 categorize 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 behavioral 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 (See Appendix-A)

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.

#### **A Possible signs of physical abuse**

1. Unexplained pattern of absences which may serve to hide bruises or other physical injuries
2. Unexplained injuries or burns, particularly if they are recurrent
3. Refusal to discuss injuries
4. Improbable explanation for injuries
5. Untreated injuries or lingering illness not attended to
6. Disclosure of punishment which appears to be excessive
7. Shrinking from physical contact
8. Fear of returning home or of parents being contacted
9. Fear of undressing
10. Fear of medical help
11. Aggression / bullying
12. Running away from home
13. Significant changes in behaviour with no apparent explanation
14. Deterioration in work

#### **B Possible signs of emotional abuse**

1. Change in personality
2. Continual self-deprecation
3. Fear of new situations
4. Inappropriate emotional responses to painful situations
5. Self-harm or mutilation
6. Drug / solvent abuse
7. 'Neurotic' behaviour – obsessive rocking, thumb- sucking etc
8. Social isolation – does not join in and has few friends
9. Desperate attention seeking behaviour
10. Eating problems, including over-eating and lack of appetite
11. Depression, withdrawal

#### **C Possible signs of neglect**

1. Constant hunger
2. Poor personal hygiene
3. Inappropriate clothing
4. Frequent lateness or non-attendance at school
5. Untreated medical problems
6. Low self-esteem
7. Poor social relationships
8. Compulsive stealing or scrounging
9. Constant tiredness
10. Weight loss

#### **D Possible signs of sexual abuse**

1. Bruises, scratches, burns or bite marks on body
2. Scratches, abrasions or persistent infections in the anal or genital regions
3. Pregnancy – particularly in the case of young adolescents who are evasive concerning the identification of the father
4. Sexual awareness inappropriate to the child's age shown in drawings, vocabulary, games etc
5. Frequent public masturbation

6. Attempts to teach other children about sexual behaviour
7. Refusing to stay with certain people or go to certain places
8. Aggressiveness, anger, anxiety, fearfulness
9. Withdrawal from friends

#### **E Possible signs in older children**

1. Promiscuity, prostitution, provocative sexual behaviour
2. Self-injury, self-destructive behaviour, self-harm attempts
3. Eating disorders
4. Tiredness, lethargy, listlessness
5. Over-compliant behaviour
6. Sleep disturbances
7. Unexplained gifts of money
8. Depression
9. Changes in behaviour

#### **F Possible signs of grooming**

The signs of grooming are not always obvious. Groomers will go to great lengths not to be identified. Some actions associated with those grooming children in schools may include:

- 1) meeting students secretly, or without seeking authorization from house parents
- 2) collusive behaviour designed to cultivate dependency, such as:
  - a. unprofessional conversations about other members of staff
  - b. breaking School Rules over providing students with alcohol and
  - c. 'friending' pupils on social media platforms, contrary to School policy.
- 3) Students who are being groomed at School or elsewhere may:
  - a. be very secretive, including about what they are doing online.
  - b. have unexplained absences.
  - c. have older friends or girlfriends.
  - d. go to unusual places to meet friends.
  - e. have new belongings such as clothes or mobile phones that they can't or won't explain.
  - f. have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age may be observed.

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.

#### **.Concern reporting process (See Appendix-A)**

- A student may wish to talk to you at any point - if this involves safeguarding, you must be prepared to listen immediately.
- Do not ask the student to come back later or to make an appointment.

- The student has chosen you - you are in a position of trust
- Listen carefully to what they say.
- Do not show shock or disbelief.
- Take it seriously
- Tell the student that they have done the right thing by speaking out.
- **Do not promise confidentiality** - you have a duty to refer. You can, however, state that information will only be shared with the people who need to know.
- Alleviate guilt- the student is not to blame and they did the right thing in coming to you
- Do not ask leading questions (e.g. 'did X do this to you?') or interrogate them.
- Do not criticize the alleged perpetrator.
- Do not ask the student to repeat the matter to another member of staff. Explain that you need to talk to the DSL.
- Do not investigate the matter yourself.
- Immediately contact the School DSL/ADSL or the principal as appropriate.

## 12. Child at risk:

### 12a CONCERN ABOUT A STUDENT

#### Student at risk of immediate harm

If you believe that a student is in immediate danger or at risk of harm, you should make an immediate referral to the Police. **Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of you becoming aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police. If anyone other than the DSL/ADSL makes a referral, you should inform the DSL as soon as possible that a referral has been made. You should challenge any inaction and follow this up with the DSL as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Specific concerns about immediate harm may arise where students are engaged in close one-to-one teaching, for instance in games coaching, individual music lessons, drama or in one-to-one situations with other School staff.

#### Student at risk of radicalization

We are fully committed to safeguarding and promoting the welfare of all our students. Every member of staff recognizes that safeguarding against radicalization and extremism is no different to safeguarding against any other vulnerability in today's society. Radicalization refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the prevent strategy as vocal or active opposition to fundamental social values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Signs of radicalization: There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. It can happen in many different ways and settings. Background factors may contribute to vulnerability and are often combined with influences such as family, friends or online, and with particular needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalization of young people. As with managing other safeguarding risks, you should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. You should use your professional judgement in identifying students who might be at risk of radicalization and act proportionately.

We recognize that some students may be in danger of being drawn into terrorism or other forms of extremism and carry out appropriate risk assessments. This may involve consultation with local partners, such as the police, the Lagos State Ministry of Education and the Child to Child network about the potential risk in the local area. Such risk assessment is discussed with the Principal and the DSL/ADSL to ensure our safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism.

We take appropriate measures to ensure that visiting speakers are vetted and that they are always accompanied while on School premises. Students are encouraged to critically assess the information they receive and oversight ensures that the ideas disseminated are aligned with the values of the School

Internet: Suitable filtering is provided and periodically reviewed to keep students safe from terrorist and extremist material when accessing the internet in School. Procedures: If you are concerned that a student may be exposed to radicalization the normal referral processes apply i.e. you should discuss your concerns with the DSL/ADSL, who will follow the safeguarding procedures outlined in this policy.

### **Student missing from education**

A child going missing from education is a potential indicator of abuse. Attendance is registered and staff are aware of how to deal with situations where students go missing either from School or on a School trip.

We have a thorough attendance monitoring policy and there are clear procedures in place to deal with instances of students going missing from School. The Houseparent & Head of Year is responsible for promptly registering any unexplained absences from his or her divisions, and when it is established that a student cannot be accounted for the missing student procedure should be triggered without delay.

### **Child Exploitation**

**Child Criminal Exploitation (CCE):** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity either in exchange for something the victim needs or wants, and/or for the financial or other advantage for the perpetrator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not have to include physical contact, it can also occur through the use of technology. Indicators that may signal a pupil is at risk from or involved with CCE can include increased absences, a change in friendships or relationships with older individuals, a significant decline in performance, signs of self-harm or a significant change in well-being. Unexplained gifts or new possessions could also indicate that pupils have been approached by, or are involved with, individuals associated with criminal networks or gangs. If you are concerned you should contact a member of the safeguarding team.

**Child Sexual Exploitation (CSE):** involves young people who are sexually abused or coerced into sexual activity in the context of exploitative relationships by a person/person of any age, including another young person. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not have to include physical contact, it can also occur through the use of technology. CSE can affect any child or young person under the age of 18, including 16 and 17-year old who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the young person's immediate knowledge (e.g. through others copying images they have created and posted on social media). Indicators of CCE (above) can also be indicators of CSE as can pupils who have older partners and pupils who suffer from sexually transmitted infections.

**Modern Slavery:** encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Staff should be alert for the signs as students may be at risk during holiday periods or have friends who are vulnerable to this type of exploitation.

### **Peer on peer abuse**

Abuse can take place between students and this type of abuse can be physical, sexual or emotional in nature. This peer on peer abuse can manifest itself in various ways and is most likely to include, but not limited to: bullying, gender-based violence / sexual assaults, sexual harassment, initiations and 'sexting' (also known as youth produced sexual imagery). Peer abuse will not be tolerated; abuse is abuse and must not be passed off as 'banter' or as 'part of growing up'. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. If the threshold does not reach the level to constitute a safeguarding investigation, perpetrators will be dealt with in accordance with our Behaviour Policy.

Children may be particularly vulnerable in a boarding residential settings. All staff should understand that just because there are no reports of peer on peer abuse, that it does not mean it is not happening, it may simply mean that it is not being reported, therefore it is vital that staff report *any* concerns relating to peer on peer abuse to the DSL immediately.

Peer on peer abuse can take the form of harmful sexual behaviour. Through the PSHE programme the School attempts to foster healthy and respectful relationships between students, and between students and students at other Schools – both male and female. You must always take seriously any allegation of sexual misconduct, and follow the procedures outlined in this policy if you are made aware of reports of sexual violence or sexual harassment. You should be aware that rape, assault by penetration or other forms of sexual

assault (including 'upskirting') are crimes and will be reported to the Police. Remember that sharing sexual images of a person under the age of 18 ('sexting') is still illegal even if the culprits are under 18 or if the picture is of themselves. We will at all times follow the guidance outlined in the Department for Education document: Sexual Violence and Sexual Harassment between Children in Schools and Colleges (December 2017).

Much peer on peer abuse takes place online. It can take place wholly online or technology may be used to facilitate offline abuse. Students are regularly reminded of the School's policy on bullying and on cyber - bullying.

**'Upskirting':** is a form of abuse which typically involves taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This behaviour, if witnessed, should be notified to the DSL immediately. It is important to note that whilst the phrase is 'upskirting' it can apply equally to men and women as in addition to skirts it also includes photographs taken of people wearing shorts or trousers.

Peer on peer abuse can manifest itself in many ways both between students within Atlantic Hall or students of other Schools. Some forms of peer on peer abuse are:

**Bullying:** Bullying is any behaviour that is repeated over time and intentionally hurts another student or group of students physically or emotionally. It can occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email) and always involves an imbalance of power. It can cause long lasting psychological effects. Bullying which amounts to peer on peer abuse is bullying of a serious or sexual nature between persons of a similar age which results in or has the potential to cause significant harm.

**Physical abuse:** this includes hitting, kicking, shaking, biting, slapping, or otherwise causing physical harm to another young person.

**Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive or violent behaviour).

**Serious Youth Crime (including sexual assault):** includes crimes of the most serious nature including murder, rape and GBH perpetrated on or between young people under 18.

**Sexting:** this is when someone sends or receives a sexually explicit text, image or video. Pressuring someone into sending a nude or sexually explicit picture (forced sexting) can happen in any relationship and to anyone, whatever their age, gender or sexual preference, but extra vigilance is required in a residential setting. Once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere or be stored indefinitely.

**Sexual harassment:** refers to 'unwanted conduct of a sexual nature' that can occur both online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualized environment. Whilst not intended to be an exhaustive list, sexual harassment by other pupils can include:

- a) Sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and calling someone sexualized names. Sexual "jokes" or taunting. Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes or displaying pictures, photos or drawings of a sexual nature.
- b) Upskirting online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non- consensual sharing of sexual images and videos, sexualized online bullying, unwanted sexual comments and messages and online sexual exploitation, coercion and threats.

In the case of abuse by a student, or group of students, the key issues identifying the problem as abuse are:

- The frequency, nature and severity of the incidents.
- Whether the victim was coerced by physical force, fear, or by a student or group of students significantly older than them or having power or authority over them.
- Whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

Where an allegation of abuse against one or more students has been made or where you are concerned about peer on peer abuse, the child protection procedures set out in this policy should be followed and the DSL informed. The student(s) accused of abuse and the victim of abuse will both be treated as at risk and a referral will be made to external agencies in respect of either student if that student is suffering or is at risk of harm. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, we will ensure that parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's Guardian will be requested to provide support to the student.

### **Online Safety**

Many of the concerns described above (for example sexual abuse, severe bullying and extremism and radicalization) may occur online. We ensure that the School network is appropriately filtered and students and staff are guided in the acceptable use of our network and the internet in general

Any evidence that a student may be at risk online or indeed being harmed online should be brought to the immediate attention of the DSL so that it can be taken forward as a child protection issue.

Houseparents and teaching Staff receive training relating to online safety as part of their regularly updated safeguarding training as well as within their bespoke annual training sessions for academic and house staff.

In cases of students sexting or sharing pornographic images online, you are reminded that it is illegal to possess, store or distribute an image containing sexual imagery of a child under 18, even if the possessor is under 18 and/or the image shared is of themselves, therefore when taking a disclosure from a student concerning this issue you should avoid viewing or forwarding the image and instead alert the DSL or DDSL to the image's existence.

### **Safeguarding SEND students**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse or neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with special educational needs and disabilities can be dis-proportionally impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

You must always be prepared to support SEND pupils in expressing any concerns they may have and be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

### **Safeguarding and Mental Health**

You should consider that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health issue. However, you are well placed to observe students day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a student that indicates they may be suffering, or at risk of suffering serious harm, you must contact the Designated Safeguarding Lead immediately.

### **Student reporting Honour Based Abuse (HBA)**

Honour based abuse is a general term which includes incidents or crimes which have been committed to protect or defend the 'honour' of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. If any evidence of such practices within a family comes to light you must report the matter to the DSL immediately.

## **Child Abduction**

Child abduction is the unauthorized removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbors, friends and acquaintances); or by strangers. All staff should remain vigilant.

## **Dealing with allegations against a student**

The threshold for dealing with an issue of student behaviour under the safeguarding policy is when there is a reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. We will take advice from the DSL on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all student involved including the student or students accused of abuse. If the matter does not reach the threshold for referral to outside agencies or police, the School may nonetheless take action in relation to the allegation in accordance with its own Behaviour Policy and /or the parent contract.

## **Responding to Disclosure**

Disclosures or information may be received from students, parents or other members of the public (e.g. family friends). School recognizes that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Should students have communication difficulties the school will ensure they are enabled to express themselves to a member of staff with appropriate skills or in whom they trust wherever possible.

**Such information cannot remain confidential** and staff will immediately communicate what they have been told to the designated persons and make a contemporaneous record as soon as possible following the disclosure (See Appendix-A).

## **Timing of Referrals**

As a Boarding School has no legal right to stop the young person from going home at the end of the term / half-term, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.

It is particularly important that any concerns about the Safeguarding and Protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks.

**N.B:** This is in order to safeguard the young person and ensure systems are in place, but also to ensure that relevant staff is available to attend any strategy meetings, conferences or to provide reports.

## **Action A:- Report of concern to a Staff ( Teachers/Houseparent/Counsellor) (See appendix-A)**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated persons in order that s/he can make an informed decision of what to do next.

- Staff will:
- listen to and take seriously any disclosure or information that a child may be at risk of harm
  - ensure that the person disclosing does not have to speak to another member of school staff
  - clarify the information if necessary (carefully & sensitively)
  - keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' (Rather than 'Did x hit you?')
  - try not to show signs of shock, horror or surprise
  - do not express feelings or judgments regarding any person alleged to have harmed the child
  - explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
  - reassure and support the person as far as possible

- explain that only those who 'need to know' will be told but the information does have to be passed onto relevant members of staff
- explain what will happen next and that the person will be involved as appropriate

**Action B:- by the Designated Safeguarding Lead or DSL team member (or other senior person in their absence)**

Following any information raising concern, the senior designated persons **will consider:**

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family (if applicable)
- consulting with appropriate persons e.g. Social Services / Police
- the child's wishes

**Then decide:**

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to the DSVRT/ police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate/beneficial to undertake an assessment (e.g. formal review) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented.

**Action C:- following a child protection referral**

The designated Safeguard Leader or other appropriate member of staff will:

- provide a report for, attend and contribute to any subsequent Child Protection Conference / Investigation
- where possible, share all reports with parents prior to meetings unless this is deemed against the child's best interests
- where a child who is the subject of a child protection concern moves from the school or goes missing, immediately inform the key worker in Children's Services (Lagos State) / DSVRT.

We recognize that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

**Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a SEPARATE 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal and senior designated persons. These records will be copied and may be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection, or, Head of School'

**Supporting the Child and Partnership with Parents**

- School recognizes that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals, we will make every effort to maintain a positive working

relationship with them whilst fulfilling our duties to protect any child.

- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavor always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

#### 12b CONCERNS ABOUT A MEMBER OF STAFF (**Dealing with allegations against teachers, or, other members of staff**) – See Appendix -B

If you are concerned about the behaviour of a colleague towards a student or students you may worry that you have misunderstood the situation or wonder whether a report could jeopardize a colleague’s career.

However, any concern about a member of staff must be raised immediately **regardless of how unlikely it seems that there would be any substance to the concern**. No further action may be necessary but it is important that such information is brought to the School’s attention as soon as possible. You must remember that in all situations **the welfare of the child is paramount**.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures

Reporting concerns about an adult applies when staff have, or are alleged to have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or,
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- We will apply the same principles as in the rest of this document and our Staff Handbook

*‘Allegations of abuse’ must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.’*

#### **When you report a concern of this nature you can expect:**

1. the concern to be taken seriously;
2. your identity to remain confidential (if this is your wish), unless you are later required to act as a witness in court proceedings;
3. to be protected as far as possible from victimization or harassment;
4. for an initial inquiry to take place to identify any action necessary;
5. the Police to be involved if the concern relates to abuse or neglect or the potential commission of a crime;
6. written confirmation that your concerns have been received and is being dealt with; and
7. to be informed of the final outcome where possible, subject to the constraints of confidentiality and legal advice.

If you feel the School is not dealing with a matter in accordance with our procedures, you should follow the Whistleblowing Procedure.

#### **How to raise a concern about an adult ( See Appendix-B)**

1. If you have child protection concerns about the behaviour of a colleague, or about a School practice, which is likely to put students at risk of abuse or other serious harm, you **must** report it immediately, using one of the steps outlined below:
2. **Allegations against staff, volunteers or contractors:** If you are making an allegation or complaint against any member of staff (including the DSL), volunteer or contractor, you should report it immediately to the Principal. The Principal may, if appropriate, liaise with the DSL about an allegation concerning a staff member. **Allegations against the Principal:** If you are making an allegation against the Principal, you should report it to the Governor of Safeguarding – Mrs Osaghae, without notifying the Principal. (See Appendix-C)
3. Allegations against a staff member who is no longer working at the School or no longer teaching will be referred to the police and any relevant authorities.

## **What happens when an allegation has been made?**

1. We will deal with any allegation of inappropriate behaviour that harms, or may cause harm to a student, as an immediate priority.
2. If an allegation is made against anyone working or volunteering at the school, we will not undertake our own investigation into the allegation without prior consultation with the police, so as not to jeopardize statutory investigations. It is important that staff do not carry out their own investigations prior to informing the principal.
3. The Principal will ensure that the individual against whom the allegation has been made is notified as soon as possible and given an explanation of the likely course of action (unless there is an objection from the police). A named representative will be appointed to keep the individual informed of the progress of the case and to arrange appropriate support.
4. Careful consideration will be given to whether the circumstances of the case warrant suspension whilst the allegation is investigated or whether alternative arrangements can be put in place. Alternative accommodation will be arranged (away from students) in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.
5. The Principal will, after consultation with the police, inform the parents and provide regular updates as soon as permissible.
6. Where an allegation is made against a staff member not directly employed by us such as supply staff or agency staff, the Principal will immediately contact the company concerned to discuss the nature, content and context of the allegation, in order that all parties can work together to agree a course of action. We will continue to support any investigation that is required.

## **How an individual will be treated if an allegation is raised against them.**

1. The School's Disciplinary Procedure may apply in the event of an allegation being made.
2. The School will make every effort to maintain confidentiality and guard against unwanted publicity.
3. Allegations found to be malicious will be removed from the personnel record of the individual concerned. In all other cases a written record of the decision will be placed on their file in accordance with KCSIE and a copy provided to the individual concerned. Allegations which are false, malicious, unfounded or unsubstantiated will not be included within the individual's future references.
4. If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to outside agencies may be appropriate.

## **Reporting low level concerns.**

Concerns that do not meet the harm threshold are called low level concerns. Examples of these could be using inappropriate language with pupils, being over-friendly, showing favouritism etc. Low level concerns should still be reported to the DSL in order to encourage an open and transparent culture, enabling the School to identify concerning, problematic or inappropriate behaviour early, to minimize the risk of abuse, and to ensure that adults working in or on behalf of the School are clear about professional boundaries and how to act within those boundaries.

Staff should also feel confident to self-refer a low-level concern if they have found themselves in a situation which could be misinterpreted. All low-level concern reports will be handled sensitively and proportionately with the primary aim to strengthen systems within the School's safeguarding system and to support individuals to correct behaviour at an early stage.

All low-level concerns reported to the DSL will be recorded. The record will include details of the concern, the date of the concern, the context in which the concern arose and the action taken. The name of the individual sharing the concerns will also be noted (although if the reporter wishes to remain anonymous this will be respected as far as possible). All records will be kept confidential.

## **13. Safeguarding Management**

Atlantic Hall follow rigorous procedures to ensure that the welfare, safety and security of students is paramount. These include the following:

## **Providing a Safe and Supportive Environment**

### **1. Safer Recruitment and Selection**

The school pays full regard to ensure that all appropriate measures are applied in relation to everyone who works in the school and who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinizing applicants, verifying references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, ICPC CERTIFICATION /DBS Advanced Check – UK Staff and Disclosure and Barring Service checks where available in other countries. ( See Appendix-C)

Background checks must be carried out on all appointments to the school workforce before the appointment is made

In addition, Atlantic Hall is committed to following Lagos State 'Safer Recruitment of **ALL** Staff who work with children and undertake to ensure that Child Protection Training and specifically will undertake to ensure:

- A minimum of three (3) written Character references, by a family member and any other person that has more than two years of relationship with the candidate will be provided by the candidate. Verification of the said references must be carried out by the school before an offer of employment is made
- A signed commitment to uphold the school's Child Protection Policy is rendered (as a condition of employment)
- A candidate must provide a signed 'Affidavit' of good and appropriate behavior towards their interaction with children
- The school will carry out a background check of the Lagos State Sex Offenders Register to check if an applicant is on the list and if so disbarred from working in Atlantic Hall
- Compliance to the contract is monitored by relevant parties (HR / Director of Boarding)

### **2. Safe Practice**

The school has adopted the UK "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" to support its policy and ensure that staff are safe and aware of behaviours which should be avoided. The school commits to reviews regularly its Staff Code of Conduct Policy (Director of Boarding, HR Manager and School Counsellor) which sets out our requirements for relationships with students and expectations of staff.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made; apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

For full information relating to safe practice refer to detailed Staff Conduct Policy.

### **3. Safeguarding Information for students**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have senior members of staff with responsibility for child protection and know who they are. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

School's arrangements for consulting with and listening to students are; the tutor system, school prefecture, peer support schemes, mentoring and counselling services.

Ensuring students are aware of these arrangements and the staff involved. Awareness orientation forms a major part of the Induction programme for the New Intake. This is followed up in tutor time, assemblies, weekly bulletins, PSHE and Daily Notices

#### **4. Partnership with Parents**

The school shares a common purpose and partnership with parents to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Action by Senior Designated Person).

We encourage parents to discuss any concerns they may have with the relevant pastoral team members e.g. Tutor, Head of Year, SLT and Counselling services. We make parents aware of our policy via the school brochure, prospectus, PTA and newsletters. Parents are made aware that they can view this policy on request or on the website.

#### **5. Partnerships with others**

The school recognizes that it is essential to establish positive and effective working relationships with other agencies as and where they exist and are practicable e.g. Lagos State DSVRT, Social (Children's) Services, Police, Health Personnel. These relationships are continually nurtured and developed.

Further information is available upon request from the Director of Boarding

#### **6. School Training and Staff Induction**

The school's member of staff with designated responsibility for child protection undertake FULL child protection training and also training in inter-agency working (where available).

The Principal and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities to support child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. (Designated Staff and HR Manager hold a Central File of all training dates and details).

#### **7. Support, Advice and Guidance for Staff**

Staff will be supported by the Designated Safeguarding Lead (See Appendix-C). The designated senior person will be supported by the SLT and the Designated Governor – (See Appendix-C)

#### **8. Related School Practice and Policies**

'Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population'.

#### **9. Domestic Violence**

Domestic Violence is a safeguarding and Child protection issue. Any child or young person who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma and is likely to be at risk of emotional damage and or physical injury.

Allegations of domestic violence or the risk of or witnessing of such incidents will be monitored under our Child Protection Procedures and the Police may become involved if the evidence would suggest that the student was at risk of serious harm.

## **10. Kidnapping / Illegal Removal of a Child**

This is a safeguarding and CP issue. Atlantic Hall will ensure:

- All staff needs to be aware of any signs that would indicate a pupil is concerned that they may be taken away.
- There are close checks on requests for holidays abroad or requests for leave of absence
- There is close monitoring of Attendance and reasons for absence.
- All concerns regarding the possibility of a child being illegally removed from school / home will be referred to the Child protection Officer, CLT who may refer the matter to the police / Social Services Department.
- The school has in place a clear system for requesting proof in order to check the validity of parents/guardians who has parental responsibility in line with information held and legal guidance (where required).

## **12. Health and Safety**

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. (See Appendix- D & E section 1&2)

Atlantic Hall ensures the safety of its environment for pupils through:

- controlling access to the site - a single entry/ exit access point, for visitors supervised by reception staff
- ensuring that we comply with Health and Safety requirements for all on-site activities
- requiring risk assessments before allowing any trips, visits or work experience placements
- vigilant monitoring to guard against intruders, antisocial behaviour and drug and alcohol misuse on site
- curriculum activities and social areas compliant with Health and Safety Requirements
- work experience arrangements that include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities
- visitors have their identity checked, vehicle recorded and checked upon entry and departure. Their visit purpose and movement on campus is monitored
- visitors being met at reception and escorted into the school
- a record of staff and visitors signing in/ out
- supervision of students at break and lunchtimes

## **13. Confidentiality**

Atlantic Hall pays due regard to 'Information Sharing Safeguarding':

However, personal information about children and families held by agencies should not normally be disclosed without the consent of the subject. The law permits, however, the disclosure of confidential information necessary to safeguard the child or act in their best interests.

## **14. Student Information**

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorized to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child
- Name and contact detail of G.P / Pediatrician.
- Any other factors which may impact on the safety and welfare of the child

- The school will collate, store and agree access to this information

#### **14. Monitoring and evaluation:**

- All students at risk and with Child Protection Plans are monitored on a weekly basis at school based Pastoral Monitoring meetings where appropriate.
- All students at risk and with School Based Child Protection Plans are monitored by the designated Named Person, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate.
- The designated Named Person meets the Principal every two weeks and more frequently where necessary to monitor individual cases.
- The designated Named Person provides the designated Committee / Board member with a briefing paper every year (or term if relevant) and discusses reviewed and updated information more frequently where appropriate.
- All staff regularly receives updated Child Protection information and training.
- All adults working on a temporary or casual basis are required to read and sign updated staff conduct policy before working with students.
- Staff leading residential trips are given a briefing on CP procedure as disclosures are more likely in these types of situations.

#### **15. Whistleblowing:**

You should always feel able to raise concerns about poor or unsafe practices and potential failures in our safeguarding regime. If you have concerns that we are not dealing with a child protection matter in accordance with our stated procedures, you should raise it under the School's Whistleblowing Policy. There will be no retribution or disciplinary action taken against you for making such a report provided that it is done in good faith. Malicious allegations may be considered as a disciplinary offence.

**Policy Reviewed:** December, 2025

**Next Policy Review:** December, 2026



**ATLANTIC HALL SCHOOL**  
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 Student in our school.

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

Nature of concern/disclosure	
Please include where you were when the student made a disclosure, what you saw, who else was there, what did the student say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Which part of the body is the injury located and its approximate size? Y	
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:	
Action Taken by DSL	

Remember:  
ask "open" questions and not leading questions, that is, a question which suggests its own answer. listen

Carefully and keep an open mind. Do not take a decision as to whether or not the alleged abuse or neglect has taken place.

Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.

**APPENDIX-B**



**ATLANTIC HALL SCHOOL**

**SAFEGUARDING CONCERN FORM (For Staff use)**

NAME (Optional)					
Date		Time		Day	

Concern (Provide as much detail as possible)
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**(FOR DSL USE ONLY)**

Further action required	Date of action	Action taken by

Date given to DSL		Time given to DSL	
Name of DSL		DSL Signature	

## **APPENDIX – C**

DBS - Disclosure and Barring Service PO Box 181 Darlington DL1 9FA (UK employment check)

The Board of Governor representative responsible for Child protection and Safeguarding is Mrs Osaghae  
Safeguarding Child protection and mental health team:

The Designated Safeguarding Lead (DSL) - Ms Bola Adeniji

Deputy DSL- Mr Matthew Ayo Moore

Deputy DSL- Mr Eric Okurame

Head Mental Health Officer- Mr Akinjogbin

School Counsellor – Dr Jaja

APPENDIX-D



ATLANTIC HALL SCHOOL

Accident Reporting Form

1. Name of supervising teacher/staff/senior student: \_\_\_\_\_
2. Date filed: \_\_\_\_\_
3. Date of accident occurrence: \_\_\_\_\_ Time: \_\_\_\_\_
4. Accident location: \_\_\_\_\_
5. Name of the injured staff/student: \_\_\_\_\_
6. Victim's address: \_\_\_\_\_
7. Nature of injury: \_\_\_\_\_
8. Brief description of accident (including the activity which the victim was carrying out):  
\_\_\_\_\_  
\_\_\_\_\_

9. Witness's name (state his/her association with the injured): \_\_\_\_\_

10. Emergency procedure taken: \_\_\_\_\_

11. Notification of parents or guardian (indicate the person notified): \_\_\_\_\_

12. Type of medical attention received (if any): \_\_\_\_\_

13. Where did the victim receive medical attention (school sick bay or the school's affiliated hospital)?

14. Who gave the immediate medical attention – School Nurse or private physician?

15. How can this type of accident be prevented in future?

Reporter's signature/date: \_\_\_\_\_ / \_\_\_\_\_

**APPENDIX-E(Section 1)**



**ATLANTIC HALL SCHOOL**

**School Incident Analysis Form**

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_ Incident type: Injury Disease Fatality

Near-miss

Location of the incident: \_\_\_\_\_

\_\_\_\_\_

Reporter's name: \_\_\_\_\_

Victim's name: \_\_\_\_\_ Sex: \_\_\_\_\_

Victim's class/department: \_\_\_\_\_

Victim's hostel/home address: \_\_\_\_\_

Activity at the time of incident: \_\_\_\_\_

\_\_\_\_\_

Who witnessed the incident? \_\_\_\_\_

**Appendix E Section 2: Part of the body injured or affected (tick as appropriate)**

Skull	Jaw	Abdomen	Shoulder	Wrist	Knee	Foot	Eye	Neck
Back	Upper arm	Hand	Thigh	Toe	Nose	Spine	Pelvis	Elbow
Finger	Lower leg	Ankle	Mouth	Chest	Forearm	Hip	Others	

**Nature of incident (tick as appropriate)**

Puncture	Bruise	Amputation	M/sprain	Trauma	Laceration	Dislocation	Burn	Insect bite
Fracture	Abrasion	Respiratory	Foreign body	Irritation	Heat stress	Cold stress	Hearing loss	Infection
Others								

**Condition/Action that led to the incident (tick as appropriate)**

<b>Unsafe conditions:</b>			
Congested classroom	Congested hostel	Defective basketball court	Defective football field
Defective electrical wiring	Defective bed	Defective electrical appliance	Defective sporting kit
Poor weather condition	Collapsed wall	Carelessly stored chemicals	Defective machinery
Unsafe school policy	Poor housekeeping	Poor floor surface	Others:

**Unsafe Acts (action or inaction that contributed to the incident)**

Improper use of material	Use of drug/alcohol	Horseplay	Policy violation
Performing unauthorized task	Poor lifting	Running/rushing/acting in a haste	Use of unsafe tool
Use of unsafe equipment	Use of unsafe learning aid	Others	

**Probable recurrence (tick as appropriate)**

Major	Occasional	Frequent
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**Loss severity potential (tick as appropriate)**

Major	Serious	Minor
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**Preventive measure (what corrective actions are being taken or are planned to prevent recurrence)**

Improved enforcement	Improved housekeeping	School safety policy review
Improved facility maintenance	Training/awareness creation	Improved counselling
Improved supervision	Carry out activity risk assessment	Improved mentoring
Improved illumination	Improved material handling	Replacement of unsafe teaching aids

**Who should be responsible for corrective action?**

**Name:**

**Date:**

**Signature**