

Whole School Safeguarding Policy

This policy is available on our school website and is available upon request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This is a core policy that forms part of the induction for all staff.

It is a requirement that all members of staff have access to this policy and sign to confirm they have read and understood its contents. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2025).

Date written: September 2020

Date agreed and ratified by Governing Body: 30th September 2020

Date of last review: August 2025

Member of Staff Responsible: Mr Brad Sailes (DSL)

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Contents

		Page no.
	<u>What to do if you have a welfare concern flow chart</u>	4
1	<u>Introduction and Ethos</u>	5
2	<u>Definition of Safeguarding</u>	7
3	<u>Key Responsibilities</u>	8
	<u>3.1 Designated Safeguarding Lead (DSL)</u>	9
	<u>3.2 Members of Staff</u>	10
	<u>3.3 Children and Young People</u>	11
	<u>3.4 Parents and Carers</u>	11
4	<u>Recognition and Types of Abuse and Neglect</u>	12
5	<u>Specific Safeguarding Issues</u>	14
	<u>5.1 Child-on-Child Abuse</u>	14
	<u>5.2 Mental Health</u>	15
	<u>5.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation</u>	16
	<u>5.4 Serious Violence</u>	17
	<u>5.5 Children Absent from Education (CAE)</u>	17
	<u>5.6 Domestic Abuse</u>	18
	<u>5.7 So called 'Honour based violence' (FGM, Forced Marriage and Breast Ironing)</u>	18
	<u>5.8 Preventing Radicalisation</u>	20
6	<u>Safeguarding and Child Protection</u>	21
7	<u>Record Keeping</u>	23
	<u>7.1 Incident/Welfare concern forms are kept</u>	24
	<u>7.2 Child Protection file</u>	24
8	<u>Confidentiality and Information Sharing</u>	25
9	<u>Complaints</u>	25
10	<u>Staff Induction, Awareness and Training</u>	26
11	<u>Safe Working Practice</u>	27
12	<u>Staff Supervision and Support</u>	28
13	<u>Safer Recruitment</u>	28

14	Allegations Against Members of Staff and Volunteers	29
	14.1 Whistle Blowing	31
15	Safeguarding Children with Special Educational Needs and Disabilities	31
16	Online Safety	32
17	Curriculum and Staying Safe	33
18	The Use of School Premises by Other Organisations	34
19	Security	34
20	Monitoring and Review	35
21	Local Support	35
	Appendix 1 - Definitions of Forms of abuse/ Specific Safeguarding Issues	37
	Appendix 2 – Related Safeguarding Policies	42
	Appendix 3 – Procedure for dealing with disclosures	43
	Appendix 4 - Extra Familial Harm - Contextual safeguarding	45
	Appendix 5 – When to call the police?	46

What to do if you have a welfare concern in Banana Island School

Why are you concerned?

- For example,
 - Allegation/ child shares a concern or worry
 - Indicators of abuse or neglect

Immediately record your concerns

- Follow the school's procedure using disclosure slip/form.
 - Reassure the child
 - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
 - Use the child's own words
 - Sign and date your records

Inform the Designated Safeguarding Lead: Mr Brad Sailes

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the multi-agency Child Protection Referral form devised by the Lagos State Domestic and Sexual violence team.
- If the child is **at imminent risk of harm** call the police (closest family support unit) - 112
- If the child is **NOT** at imminent risk then a referral will be to (MAF/Early Help Assessment)
- If unsure then consult CPU (08096777389)

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures

Record decision making and action taken in the pupil's Child Protection/safeguarding file

Monitor - Be clear about:

- What action you have taken at the time of reporting the concerns.
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

Introduction and Ethos

- Banana Island School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Banana Island School recognises our statutory responsibility to safeguard and promote the welfare of all children.
- Banana Island School recognises the importance of providing an ethos and environment within the school that will help children to be safe and feel safe. In our school, children are respected and encouraged to talk openly.
- Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage. Our school may be the only secure, stable and predictable element in their lives.

Banana Island School will endeavour to support the welfare and safety of all students through:

- Ensuring that the child's welfare is of paramount importance.
- Protecting children and young people at our school from maltreatment and exploitation.
- Ensuring that children's mental and physical health or development is not impaired.
- Ensuring all staff can recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Ensuring that children and young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Providing children, a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (Relationships and Sex Education) to help students stay safe, recognise when they don't feel safe and identify who they might/can talk to.
- Work with parents to ensure that parents understand the school's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.

- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- As a school, we ensure all staff have the knowledge and understanding to embed safeguarding through systems so that safeguarding is a robust element of our school.
- Ensuring all steps are taken to maintain site security and students' physical safety
- The voice of the child is evident in case files and informs school policy developments.
- Ensuring that the school practices safer recruitment processes in checking the suitability of staff, supply staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our school.
- Working with a commitment to safeguarding/child protection in a multi-agency environment and developing effective and supportive co-operation with other agencies.

This policy should be read in conjunction with:

- 'Keeping children safe in education' (revised for September 2025) – statutory guidance for schools and colleges from the Department for Education, setting out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children.
- 'Safeguarding Child Protection Reporting Process for Schools in Lagos State' - this document describes the local management systems and arrangements in place to create and maintain a safe environment for all children.
- 'Working together to safeguard children' 2023 – Statutory guidance on multi-agency working to help, support and protect children.
- "What to do if worried a child is being abused" (March 2015) - Guidance to help practitioners identify the signs of child abuse and neglect and

understand what action to take.

- 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.' This advice is for practitioners and senior managers. It helps them decide when and how to share personal information legally and professionally
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Definition of Safeguarding

- 'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interest of the child. (*Keeping Children Safe in Education September 2025*)

Safeguarding children is defined in Keeping Children Safe in Education 2025 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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
- taking action to enable all children to have the best outcomes.

The Governing Body has the strategic responsibility to ensure compliance with the relevant policies, a robust safeguarding culture across the school, receive termly safeguarding reports from the DSL which including trends, attendance, online safety, staff concerns and low-level concerns, an annual safeguarding audit and annual policy review as well as safe recruitment

procedures which include online and overseas checks, effective oversight of filtering and monitoring systems, regular safeguarding training for the governors and oversight of schoolsafeguardingandchild protection systems.

- The Designated Safeguarding Leads / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body; Maintaining digital and paper child protection records, oversight of Early Help, referrals, attendance monitoring, and contextual risks, Oversight of filtering and monitoring reports and concerns, Liaison with Lagos State multi-agency safeguarding teams (CPU, DSV, FSU, Police), ensuring staff receive termly safeguarding updates, Supporting mental health monitoring and early identification, Ensuring effective transition of Child Protection files to new schools, Ensuring children's voices inform decisions.
- The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight.
- The Designated Safeguarding Leads / Headteacher will ensure they consider the potential criminal aspects of child protection concerns and seek consultation with the police in addition to following local safeguarding procedures. For further guidance see Annex 5.

Key Responsibilities

- The Governing Body, Proprietor and staff have read and will follow [Keeping Children Safe in Education 2025](#).
- Banana Island School's designated safeguarding governor is **Ms Doherty, Folasade** who will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL is suitably supported in their role and ensure that the DSL understands they have the responsibility in leading safeguarding and child protection across the school.
- The Governing Body should ensure that the DSL has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The Designated Safeguarding Lead/Deputy Designated

Safeguarding Lead receives appropriate and regular supervision from the senior leadership team or external services.

Designated Safeguarding Lead (DSL)

- The Designated Safeguarding lead will carry out their roles in accordance with [Keeping Children Safe in Education 2025](#). And in liaison with the local multi-agency safeguarding teams.
- The school has appointed Mr Brad Sailes as the Designated Safeguarding Lead (DSL). As headteacher, he is also a member of the leadership team. The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.
- The Designated Safeguarding Lead and any deputies will undergo appropriate training to provide them with the knowledge and skills required to carry out their role. The DSL and the deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (e-bulletins, conferences, local meetings, other training etc.) at regular intervals and at least termly, to keep up with any developments relevant to their role.
- The school has appointed an additional staff member to deputise for the DSL, Mrs Ahimie, who has attended appropriate training which enables her to fulfil this role. Mrs Ahimie will be the Deputy Designated Safeguarding Lead with responsibility for the EYFS section of the school. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead, and this responsibility will not be delegated.
- Both the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have undertaken Safeguarding Level 3 Advance Training (November 2025)
- It is the role of the DSL to:
 - Be the main contact point for all school staff to discuss any safeguarding concerns.

- Manage and maintain the confidential paper/electronic case management systems to record cause for concerns on students to ensure the quality of information is accurate, proportionate and timely, also that assessment/referrals are made appropriately.
- Coordinate safeguarding action for individual children
 - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority who looks after the child (with the DSL liaising closely with the designated teacher).
- To liaise with other agencies and staff in line with *Working Together to Safeguard Children 2023*. As required, represent and liaise appropriately with other professionals and ensure the school is represented at multi-agency safeguarding meetings (including child protection conferences).
- Ensure all staff have access to and understand this school's child protection policy and procedures, especially new, part-time time and supply staff.
- Help promote educational outcomes of 'vulnerable' children by sharing information about welfare, safeguarding and child protection issues with teachers and leaders. Have a particular focus on children with social workers.
 - Ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Support teaching staff to identify challenges they may face and the academic support and adjustments that could be made
- Act as a source of support, advice and expertise for all staff during and outside term time for staff in the school to be able to discuss any safeguarding concerns.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all this will assist with measures the school may put in place to protect them.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within [Keeping Children Safe in Education 2025](#)

Members of Staff

▪ Required KCSIE Reading for Staff

All staff will read and understand Part 1 of *Keeping Children Safe in Education (2025)* as part of their induction and ongoing safeguarding duties, and sign to say they have read this. Staff who work directly with children – including teachers, teaching assistants, pastoral staff, Early Years staff, the SENCo, the DSL and DDSL, and members of the senior leadership team – will also read and understand Annex B, which provides additional detail on safeguarding responsibilities and specific forms of harm. Staff sign to say they have read Part 1 and Annex B and this is maintained on the school's safeguarding training log/SCR. All staff also have a responsibility to:

- Provide a safe environment in which children can learn
- Maintain an attitude of '*it could happen here*' where safeguarding is concerned and to always act in the best interests of the child
- Know the names of the DSL team and understand their role.
- Identify and recognise children who may need early help, who are suffering or are likely to suffer significant harm
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- Report concerns immediately to the DSL/Deputy DSL
- Record concerns accurately using the school's Child Protection system.

All members of staff at Banana Island School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time, liaise with relevant professionals such as the DSL.

- To protect confidentiality, safeguarding information about individual children is shared on a need-to-know basis only.
- Understand and comply with this policy and understand other safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime. (This may include accessing the school's whistleblowing policy).

Children and Young People

- Children and young people (pupils) have a right to:
 - Contribute to the development of school safeguarding policies.
 - Seek help from a trusted adult and feel listened to.
 - Learn how to keep themselves safe by recognising when they are at risk and how to get help when they need it, including online.

Parents and Carers

- Parents/carers have a responsibility to:
 - Work in partnership with the school to safeguard and promote the welfare of child/ren and understand Banana Island School's statutory responsibilities in this area.
 - Read and adhere to the relevant school/policies and procedures.
 - Talk to their children about safeguarding issues & support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm.
 - Seek help and support from the school or other appropriate agencies.
- 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' right to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to safeguard a child/ren.

The welfare and safety of children, however, are the responsibility of all staff in school and **ANY** concern for a student's welfare **MUST** be reported to the Designated Safeguarding Lead.

4. Recognition and Types of Abuse and Neglect

- As a school, we are aware that abuse, neglect and safeguarding issues are rarely individual events that can be covered by one definition or label.
- Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or a deputy).

- All staff in the school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse: causing physical harm to a child, including hitting, shaking, throwing, poisoning, burning or scalding or fabricating/inducing illness
 - Emotional abuse: Persistent emotional maltreatment affecting a child's emotional development, such as humiliation, threats, intimidation or making them feel worthless.
 - Sexual abuse: Forcing, pressuring or enticing a child to take part in sexual activities, whether physical contact or non-contact (e.g, grooming, exposing them to sexual content)
 - Neglect: Persistent failure to meet a child's basic physical, emotional or educational needs, including inadequate supervision, clothing, nutrition or medical care.

Definitions and possible indicators and signs of abuse are found in Part 1 of the the KCSIE 2025. Staff should also refer to [Part 1 Keeping Children Safe in Education 2025](#) and [Whattodo if you are worried a child is being abused](#)

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. Further information on Contextual safeguarding can be found in Appendix 4 of this document.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviours for a younger child might be normal for an older child.
- Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a

sudden change in their mental health.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

5. Specific Safeguarding Issues

- Banana Island School is aware of environmental factors which may impact on a child's welfare and safety and understands safeguarding in the wider context.
- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviour linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth-produced sexual imagery) puts children in danger. The categories/issues that follow are by no means an exhaustive list, but indicate the current themes in safeguarding and protecting children.
- **Child on Child Abuse**
- Banana Island School recognises that children are capable of abusing other children. This is referred to as peer-on-peer abuse and can take many forms. This can include (*but is not limited to*):
 - Sexual violence & sexual harassment
 - Harmful sexual behaviour (HSB)
 - Bullying/cyberbullying
 - Initiation/hazing behaviours
 - Physical abuse
 - Online abuse including sexual imagery
- The school will:
 - Conduct immediate safety assessments for victims and alleged perpetrators
 - Record incidents and actions
 - Use Lagos State reporting pathways where necessary
 - Provide curriculum education on prevention and reporting
- **Violence and rituals.**
- Banana Island School recognises that children are capable of abusing

other children with sexual violence, such as rape or sexual assault. Sexual harassment can also be a peer-to-peer problem with such activities as making sexual comments, jokes, online abuse and/or upskirting. This is not an exhaustive list, but at Banana Island School, we are aware that this kind of behaviour can happen between two individual children or amongst a group of them.

Banana Island School will not tolerate, dismiss or minimise any harmful behaviours in school and will take swift action to intervene when this occurs. Any incidents of peer-to-peer abuse will be managed in the same way as other child protection concerns and in accordance with the Lagos State Government and the (LCPU) Lagos State Child Protection Unit.

- The school will follow the guidance [Keeping Children Safe in Education 2025](#)
- The school will respond to cases of sharing nudes and semi-nude in line with the UKCCIS [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\)](#) guidance.
- Further information in relation to the school's approach to sharing nudes and semi-nude can be found in the school's Online Safety Policy incorporated in Acceptable Usage Policy.
- The school will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of child-on-child abuse. We will also ensure that children recognise warning signs and supports of both within the school and externally
- **Mental Health**
 - Banana Island School will ensure that all staff have an awareness of mental health problems and be aware in some cases, that it can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff must recognise early indicators of mental health difficulties including:

- Attendance concerns
- Withdrawal or change in presentation
- Behavioural changes
- Impact of trauma or adverse childhood experiences (ACEs)

We have a **Pastoral Lead**/ Deputy Head (Ms. Disu) who works with the DSL to offer

first-line pastoral support, identify concerns early, maintain regular check ins, liaise with parents sensitively, coordinate referral to external support services.

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACES), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences can impact their mental health, behaviour and education.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are 'well placed' to identify behaviour suggestive of a mental health problem or being at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
 - Banana Island School recognises that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
 - 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.
 - The abuse 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. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical, can be facilitated and/or take place online. More information, including definitions and indicators are included in Annex A in [Keeping Children Safe in Education 2025](#).
 - Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to.

- Criminal exploitation of young and vulnerable people is a common feature in the facilitation of county lines drug supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace. This is commonly referred to as cuckooing. Cuckooing is a term used to describe a form of crime in which drug dealers take over the home of a vulnerable person in order to use it as a base for storing or dealing drugs

This is for Child Exploitation specifically, but for general vulnerability concerns, they still need to be reported directly to the police in the usual way.

- **Serious Violence**

Keeping Children Safe in Education updated its policy to include 'Serious violence' with specific guidance added to support schools where pupils may be at risk from serious violent crime

- All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in

performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

- All staff should be aware of the associated risks and understand the measures in place to mitigate these. Advice for schools and colleges is provided in the Home Office's [Preventing Youth Violence And Gang Involvement And Its Criminal Exploitation Of Children And Vulnerable Adults: County Lines Guidance](#).

- **Children Absent from Education (CAE)**

All staff should be aware that children being absent from education for prolonged periods and /or on repeated occasions, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation

including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Keeping Children Safe in Education 2025 requires:

- **First-day calling** for any unexplained absence
- Daily monitoring of repeat absences
- DSL oversight of attendance patterns
- Immediate action if absence raises a safeguarding concern
- Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child being absent in future.
- Banana Island School recognises that, when a child is not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.
- Staff should be aware of their school's unauthorised absence and Children Absent from Education procedures (attendance policy).
- **Domestic Abuse**
 - Domestic abuse is any type of controlling, bullying, threatening, or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.
 - Banana Island School recognises that Domestic abuse can encompass, but is not limited to: psychological, physical, sexual, financial, and emotional abuse.
 - In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
- **So-called 'honour-based' abuse**
 - So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.
 - All staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

- If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Female Genital Mutilation (FGM):

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with other professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students.
- The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty [FGM Fact Sheet](#)
- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate.
- **Forced Marriage**
 - Forcing a person into a marriage is a crime in Nigeria. Forced marriages occur when either or both participants have been pressured into entering matrimony without giving their free consent. It's not the same as an arranged marriage, which may have been set up by a relative or friend, and has been willingly agreed to by the couple.

- Banana Island School recognise that some communities use religion and culture as a way to coerce a person into marriage. Sometimes violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.
- **Breast Ironing**
 - Breast flattening is a form of child abuse. See the CPS legal guidance on [Child Abuse](#)
 - Breast Ironing is the process whereby young pubescent breasts are ironed, massaged and/or pounded down through the use of hard or heated objects for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.
 - There are potentially significant physical and psychological consequences and risks related to this practice. Breast flattening is a form of child abuse. Therefore, professionals must follow their Local Safeguarding Children's Board Procedures.
- **Preventing radicalisation**

The Counter Terrorism and Security Act 2015 placed a duty on specified authorities in the UK, which includes schools and Banana Island School follow guidance, not the requirement to help prevent people from being drawn into terrorism. Banana Island School support the promoting of life in a modern World and promoting Fundamental British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) through the curriculum and pastoral programmes underpins this strategy.

 - Staff should be aware that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
 - The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
 - Every member of staff at Banana Island School recognises that children

exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

▪ **Filtering & Monitoring**

Banana Island school must operate **age-appropriate filtering and monitoring** systems. With the DSL receiving **regular monitoring reports** and logs actions. The safeguarding governor oversees and receives an **annual online safety & filtering report review**.

▪ **SEND Safeguarding:**

Children with Special Educational Needs and Disabilities (SEND), may face additional safeguarding vulnerabilities, including difficulties communicating concerns, expressing how they feel, or reporting abuse. Our school makes reasonable adjustment such as simplified language, visual support, assistive communication tools, trusted adults and extra processing time to ensure pupils can share their views and be heard. Staff understand that changes in behaviour or communication may be signs of abuse and safeguarding processes, conversations and record keeping must be adapted to each child's individual needs in consultation with the SENCo and relevant specialist.

We remain alert to the increased risks and reduced visibility that SEND children may experience, including bullying, online harm, exploitation, neglect and misinterpreting behaviours as part of their disability. Children with SEND may spend more time with adults, have limited opportunities to communicate freely, or be targeted due to vulnerability. Staff, therefore maintain heightened vigilance, never assuming that a child's presentation is solely related to their needs. The DSL and SENCo work closely with multi agency partners to ensure appropriate safeguarding responses and all staff receive training on identifying and responding to the unique safeguarding challenges faced by children with SEND.

6 **Safeguarding and Child Protection**

- Banana Island School adheres to the MSCP Safeguarding Children Procedures.
- If staff have any concerns about a child's welfare, they should act on them immediately. See page 4 for a flow chart setting out the process for staff

when they have concerns about a child.

- If a child is at risk of imminent danger or harm, concerns will need to be referred by telephone to CPU 0907 733 3426 and/or the police. If it is an emergency, the police needs to be called on 112
- If there are child protection concerns, the role of the school is NOT to investigate but to recognise and refer.
- Less urgent concerns or requests for support will be referred to Children's social care or access the multi-agency Child Protection Referral form devised by the Lagos State Domestic and Sexual Violence team.
- Once staff have spoken to the DSL, the options the DSL will take will then include:
 - managing any support for the child internally via the school's own pastoral support processes;
 - an Early Help Assessment or
 - Make a referral for statutory services, for example, if the child might be in need, is in need or suffering or likely to suffer harm.
 - All information and actions taken, including the reasons for any decisions/actions made will be fully documented on a child's record.
- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Wherever possible, the school will share safeguarding concerns or the intention to refer a child to Children's social care with parents or carers. However, staff will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions it may be necessary to consult with First Response and/or the police for advice on when to share information with parents/carers.
- If the DSL is not available to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the consultation from the CPU 0907 733 3426.

- If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- Staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves that the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person who made the support request) will consider a re-referral.
- All members of staff are made aware of the internal and local Early Help support services. Where a child is being offered or receiving Early Help support, staff will be supported to understand their role in any Early Help assessment or intervention. This includes identifying emerging problems, liaising with other professionals and in some cases acting as the lead practitioner

- The DSL will keep all Early Help cases under constant review and consideration will be given to a request for support to the First Response if the situation does not appear to be improving or is getting worse.
- The child's wishes
 - Where there is a safeguarding concern, Governing Bodies, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
 - Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart. However, this should not prevent safeguarding action being taken, for the child or children involved.

7 Record Keeping

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern about a child or children within our school and when these records should be shared with other agencies.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).
- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school.

- Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

7.1 Incident/Welfare concern forms are kept

All concerns of any nature about a child should be posted into child's files and an alert should immediately go to the DSL and the deputies. A response will then be written up of what action is to be taken and follow up

7.2 Child protection file

- Where children leave the school the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives
- If a child is subject to a child protection plan or there are other ongoing concerns at the time of transfer, then it is strongly recommended that the transferring DSL arrange to meet with the receiving DSL in person to ensure there is effective transition and handover of information.

- Child protection files should always be kept by the current education setting which the child attends. Transferring settings does not need to keep copies of child protection files, but if there is a reason to, they do. In cases where there may be ongoing involvement from transferring settings, for example, if any siblings still attend your setting, DSLs may wish to take copies of chronologies, etc.

8 Confidentiality and Information Sharing

- Banana Island School expect all staff to treat information they receive about a children and young people in a discreet and confidential manner.
Confidential information should never be used casually in conversation or shared with any person other than a 'need to know basis'.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard
- The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral and subsequent investigation by the appropriate authorities.

9 Complaints

- Banana Island School has a complaints procedure. As a school we encourage children and families to raise with us complaints, concerns or comments and have a robust internal investigation process.

- Safeguarding concerns should be raised with school immediately. If there is a concern or a child is at immediate risk then the individual needs to contact the police on 112. A safeguarding leaflet that outlines how to share concerns and also code of conduct expected by visitors/contractors is displayed in the school premises.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific (See Whistle Blowing Policy)

10. Staff Induction, Awareness and Training

All staff will read and understand **Part 1** of *Keeping Children Safe in Education (2025)* as part of their induction and ongoing safeguarding duties, and sign to say they have read this. Staff who work directly with children – including teachers, teaching assistants, pastoral staff, Early Years staff, the SENCo, the DSL and DDSL, and members of the senior leadership team – will also read and understand **Annex B**, which provides additional detail on safeguarding responsibilities and specific forms of harm. Staff sign to say they have read Part 1 and Annex B and this is maintained on the school's safeguarding training log/SCR.

- The DSL will ensure that all new staff and volunteers (including temporary/supply staff) are aware of the school's internal safeguarding processes.
- All staff members (including temporary/supply staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- All staff should undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

- All members of staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- The deputy DSL and Head Teacher (DSL) will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.
- Banana Island School has an nominated lead for the Governing Body (Ms Doherty, Folasade) and all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities regularly.

11 Safe Working Practice

- a. All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- b. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures.
- c. If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with, for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- d. Guidance about acceptable conduct and safe practice will be given to

all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. (Safer Recruitment). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

- Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail, mobile phones, texting, social network sites) and should familiarise themselves with advice and professional expectations outlined in the school's Acceptable Use Policy.

12 Staff Supervision and Support

- a. Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- b. The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- c. The school will provide appropriate supervision and support for all members of staff to ensure that:
 - i. All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - ii. All staff will be supported by the DSL in their safeguarding role.
 - iii. All members of staff have regular reviews of their own practice to ensure they improve over time.
- d. The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

13 Safer Recruitment

- a. Banana Island School values the importance of developing a safe culture and is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

- b. The school complies fully with safer recruitment requirements by carrying out online searches on all shortlisted candidates, completing all mandatory overseas checks (including police certificate or equivalent) for applicants who have lived or worked abroad and ensuring prohibition and regulatory checks are applied. All recruitment vetting information is recorded on the Single Central Record (SCR), which includes DBS, barred list, identity, right-to-work, qualifications checks, overseas clearance, and online search outcomes. The SCR is regularly reviewed and quality-assured to maintain full compliance with KCSIE expectations.
- c. Banana Island School will use the recruitment and selection process to deter, identify and reject unsuitable candidates. We will ensure that detailed checks are carried out and evidence is provided e.g. criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information. This will aid the school in deciding the suitability of the prospective employee.
- d. The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. At all times, the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2025)
- e. Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment](#))
- f. We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- g. We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court

orders, cautions, reprimands and warnings.

14 Allegations Against Members of Staff and Volunteers

Keeping Children Safe in Education 2025 (Part 4) requires schools to deal with **both “low-level concerns”** (behaviours that do not meet the harm threshold) and **allegations that may meet the harm threshold** (e.g., harm to a child, possible criminal offence, or behaviour indicating risk).

Reports must be made **without delay**, and the Headteacher/Chair of Governors should consult the Lagos State Domestic & Sexual Violence Agency (DSVA) when an allegation could meet the harm threshold.

Confidentiality must be managed carefully — while not promising full confidentiality, only those who need to know should be involved in the investigation.

The school would keep **clear, factual records** of all concerns (even low-level ones) to identify any patterns of behaviour, and make a referral to the **Disclosure & Barring Service (DBS)** if someone in regulated activity is dismissed or would have been if they hadn't resigned.

It's vital to foster a **culture of openness**, enabling staff to raise concerns without fear, so potential risks are identified early.

The Headteacher/Chair of Governors will contact DSVA/CPU within 24 hours. No internal investigation will begin until guidance is received.

14.1 Low-Level Concerns

Low-level concerns involve behaviour that does **not** meet the threshold for an allegation but may:

- Be inconsistent with the Staff Code of Conduct
- Pose a risk that could become harmful

The school would maintain a **Low-Level Concerns Log** overseen by the DSL/Headteacher. Patterns will be reviewed termly.

14.2 Whistleblowing Procedure

- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).

Further Guidance – if in doubt consult

15. Safeguarding Children with Special Educational Needs and Disabilities

- Banana Island School understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These children may have an impaired capacity to resist or avoid abuse.
- All staff will ensure that children with SEN and disabilities will be able to overcome the barriers that exist for this group of children and specifically ensure that those with communication difficulties will be supported to make sure that their voice is listened to and acted upon.
- It is important that all staff are aware that children with SEN and disabilities may not always outwardly display indicators of abuse and that some children can be disproportionately impacted by things like bullying without outwardly showing signs.
- All members of staff are encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not make an assumption that they are related to the child's disability.

16. Online Safety

- It is recognised by Banana Island School that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalization and sexual predation: technology often provides the platform that facilitates harm.
- The DSL has overall responsibility for online safeguarding within the school.
- The DSL and leadership team have read Online Safety within 'Keeping Children Safe in Education' 2025.
- Banana Island School identifies the breadth of issues within online safety can be considerable, but they can be broadly categorised into three areas of risk:
 - Content: being exposed to illegal, inappropriate or harmful material
 - Contact: being subjected to harmful online interaction with other users
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Banana Island School recognizes the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 and has appropriate policies in place that are shared and understood by all members of the school community. Further information relating to this can be found in the school's Acceptable Use Policy.
- Should concerns around indecent images arise, the police may need to be involved in cases to ensure a thorough investigation, including the collection of all evidence. Adults should not view youth-produced sexual imagery. Never copy, print or share the imagery; this is illegal.
- All incidents relating to youth-produced sexual imagery need to be recorded in school or college. This includes incidents that have been referred to external agencies and those that have not.

- All members of staff have access to appropriate, regular and up-to-date online safety information as part of their safeguarding training.
- Banana Island School will ensure that when pupils and staff access the school systems and internet provision, appropriate filters and monitoring systems are in place.
- Filtering and monitoring are an important part of the school's online safety responsibilities; it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school's control such as mobile phones and other internet-enabled devices and technology and where concerns are identified, appropriate action will be taken.
- Banana Island School recognises that many pupils and parents will have unlimited and unrestricted access to the internet via 3G and 4G in particular, this is external to the school's control, such as mobile phones and other internet-enabled devices. Where concerns are identified, appropriate action will be taken.
- Banana Island School will ensure a comprehensive whole school curriculum is developed and in place to enable and equip all pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they can reap the benefits of the online world and manage the risks effectively.
- The school will also support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

17. Curriculum and Staying Safe

- [Working Together to Safeguard Children](#) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".
- Schools play a pivotal and essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- The school uses the PSHE curriculum to increase self-esteem, self-awareness and social and emotional understanding, assertiveness and decision making. This ensures that our pupils have a range of strategies to

ensure their own protection and that they are able to also protect others. Online safety is also integrated into the curriculum

- The school ensures that teachers that teach the PSHE curriculum have been trained and equipped to deliver high quality PSHE education safely. For further information on PSHE programmes, please follow the link: [School PSHE programmes](#).
- Children feel they can talk to a range of staff when they feel they are worried and can provide feedback about their school experience. Children at Banana Island School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Other systems that exist outside of expected day-to-day classroom interaction and support include: *Antibullying policy and participation in the annual Antibullying week activities.*

18. The Use of School Premises by Other Organisations

- Services or activities provided separately by another organisation from time to time may seek to use the school premises. The Headteacher or Governing Body will seek written assurance that the organisations concerned have suitable policies and procedures in place with regard to safeguarding children and that relevant safeguarding checks have been made for all staff and volunteers. Without this assurance then an application to use the premises will be refused

19. Security

- Banana Island School has a responsibility to provide a secure site that is controlled by clear management directives, but the site is only as secure as the people who use it. Therefore, all staff and people on the site have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Visitors and volunteers must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring visitors are to be accompanied/supervised by [regulated staff member](#). Any individual on site who is not known or identifiable by a visitor's pass may be challenged by any staff member for clarification and reassurance.

- Banana Island School will not tolerate or accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. This type of behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

20. Monitoring and Review

- All school staff (including temporary/supply staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/guardians.
- This policy has been written in to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

21. Local Support

- All members of staff in Banana Island School are made aware of local support available.

If a child may be at risk of **imminent harm**, you should call **the Child Protection Unit 0907 733 3426** or **the police on 112**

- Contact details for Education Safeguarding
 - Nigerian Police desk- 0808 1775590
 - Private Education Department - 0803 3288386
 - One Stop Child Justice Centre - 0908 5180570
 - Lagos State Domestic and Sexual Violence Response Team - 08137960048

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood):
napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

APPENDIX 1

Definitions of Forms of Abuse/Specific Safeguarding Issues

Definitions of Forms of Abuse

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse: the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

Please click on the hyperlink for further information, advice and guidance: [NSPCC Emotional Abuse](#)

- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Please click on the hyperlink for further information, advice and guidance: [NSPCC Sexual Abuse](#)

- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Please click on the hyperlink for further information, advice and guidance: [NSPCC Neglect](#)

Please see the links below for information and guidance about specific safeguarding issues. You will find further information in Annex A: Keeping Children Safe in Education 2025

Mental Health

- The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#).

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people, including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

- Mind <https://www.mind.org.uk/>
- Young Minds <https://youngminds.org.uk/>
- Papyrus - <https://papyrus-uk.org/> Prevention of Suicide
- NSPCC <https://learning.nspcc.org.uk/child-health-development/child-mental-health>
- Every mind matters <https://www.nhs.uk/oneyou/>

The department is providing funding to support the costs of a significant training programme for senior mental health leads and the national rollout of the [Link Programme](#). Training for senior mental health leads will be available to all state-funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour-based Violence (FGM and Breast Ironing)

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- Information and resources - <https://www.gov.uk/government/collections/female-genital-mutilation>
- Multi-agency guidance - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- National FGM Centre <http://nationalfgmcentre.org.uk/fgm/>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Drugs

- Drugs advice for Schools: [Gov.uk Drugs advice for schools](http://Gov.uk/Drugs%20advice%20for%20schools)
- Talk to Frank <https://www.talktofrank.com/>

Online Safety

- Child net International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- Parent Port: www.parentport.org.uk
- Get safe online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

APPENDIX 2

Related Safeguarding Policies

This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below: (to be read and followed alongside this document).

- Behaviour Management, linked to the Use of Physical Intervention
- Searching, screening and confiscation
- Online Safety and Social Media
- Anti-Bullying
- Data Protection and Information Sharing
- Personal and Intimate Care
- Health and Safety
- Attendance
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Managing Allegations Against Staff
- Staff handbook (including Acceptable Use of Technology)
- Safer Recruitment
- Whistleblowing

The school may wish to hyperlink documents to ensure staff have easy access to the additional policies that should be read alongside this document.

APPENDIX 3

Procedure for dealing with disclosures (the 6 R's – what to do if)

1. Receive:

- Listen to what is being said without displaying shock or disbelief you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.
- Accept what is being said without judgement.
- Take it seriously.

2. Reassure:

- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now".
- Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children.
- Acknowledge how difficult it must have been to talk and reassure them that they have done the right thing.

3. React:

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, Explain, Describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record:

- Make some very brief notes at the time and write them up in detail as soon as possible.
- Do not destroy your original notes

- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used by the child
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

5. Remember:

- Contact the designated safeguard Lead
- The designated safeguard lead may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself

APPENDIX 4

Extra Familial Harm - Contextual safeguarding

Contextual Safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding can be simply illustrated as:



Contextual Safeguarding – Areas of Risk

Contextual Safeguarding is applicable to a wide range of risks which can

Importance of Context:

As children move from early childhood and into adolescence, they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang- related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families.

■ risks associated with radicalisation

'Safeguarding is everyone's responsibility' is often interpreted as making referrals and sharing information' We need to think about taking it further and not only think about the individuals but also the context in which the harm occurs. Always consider the environment as well as the individual.

What is the context?

[TED Talk Contextual Safeguarding: Re-writing the rules of child protection](#)



APPENDIX 5

When to call the police?

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- [When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) must be made immediately. Referrals should follow the local referral process.

Contact with the police should ideally be made by a single point of contact from the school. This may be the Headteacher or the designated safeguarding lead to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school or college need to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school or college behaviour policy will give guidance on how to deal with and record such incidents. In making a decision to involve the police, it is important that the school or college ensure a balance is struck between the needs of the students involved and the needs of other students and the wider school or college community.

The victim in any incidents should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident and it is important that they are taken into consideration. The seriousness of the incident will be a judgment call for the school or college. In making this decision, the level of harm and the circumstances leading to the incident would need to be carefully considered.

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should cease their own investigation, having asked only

enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence.