



## LEAD-FORTE GATE COLLEGE

### Safeguarding and Child Protection Policy

#### 1. POLICY STATEMENT

We, at Lead-Forte Gate College, have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment; where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

#### 2. UNDERPINNING PRINCIPLES

The general principles, which underpin our work at LFGC, are those set out in the UN Convention on the Rights of the Child (UNCRC) 1989 and are enshrined in the Lagos State Child Protection Policy to keep all children and the vulnerable adult safe in our communities.

The following principles form the basis of our Child Protection Policy:

- It is a child's right to feel safe at all times (UNCRC, 36)
- Children have the right to have a say in all matters affecting them and have their views taken seriously. (UNCRC, 12)
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount; this overrides all other considerations. (UNCRC, 3)
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

Lead-Forte Gate College has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies of the college including:

- Behaviour Management and Discipline Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Use of Mobile Phones/Cameras
- E-Safety Policy
- Equality Policy

These policies are available to parents, and any parent wishing a copy should contact the School Principal or visit the school website at [www.lead-fortegatecollege.com](http://www.lead-fortegatecollege.com)

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 School's Safeguarding and Child Protection Team

The following are members of the schools Safeguarding team

- Chair of the Board of Governors: Dr Tunde Lemo (OFR)
- Designated Governor for Child Protection: Kikelomo Akingbade
- Principal: Olubunmi Dosunmu
- Designated Safeguarding Lead for Child Protection: Benjamin Adewale
- Assistant Designated Safeguarding Lead: Laretta Irukwu

The main role of the team is to:

- Monitor and periodically review the safeguarding and child protection arrangements in the school.
- Identify any actions required to address audit findings or regulatory inspection of safeguarding/child protection arrangements.
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.
- Ensure attendance of Governors and staff at relevant training.

The roles and responsibilities of individual members of the Safeguarding team are summarized in Appendix 1.

#### 3.2 The Chair of the Governing Board

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment.  Ensure that the school has a Child Protection Policy in place and that staff implement the policy.
- Ensure that Governors undertake appropriate child protection, recruitment and selection training.
- Ensure that a Designated Governor for Child Protection is appointed.
- Ensure that child protection records are kept.
- Assume lead responsibility for managing any complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity.

#### 3.3 The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the Designated Safeguarding Lead (DSL)
- The content of child protection policies.
- The content of a code of conduct for adults within the school.
- The content of the termly updates and full Annual Designated Safeguarding Lead reports
- Recruitment, selection, vetting and induction of staff.

#### 3.4 The Board of Governors

The Board of Governors as a body must ensure that the school fulfills its safeguarding

responsibilities in keeping with current legislation and guidance including:

- Ensuring that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings.
- Approving the school's child protection policy at least once every 2 years.
  - Ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval.
- Receiving annual child protection reports.
- Ensuring that there is a staff code of conduct for all adults working in the school.
- Attending relevant child protection/safeguarding training for Governors School Staff

### 3.5 Staff

Teachers and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse. Members of staff must refer concerns or disclosures to the Designated Safeguarding Lead (DSL) /Assistant Designated Safeguarding Lead (ADSL) for Child Protection/Principal. In addition to this, class teachers should also keep the DSL informed in writing or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts; deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. Pro-forma for reporting a concern or disclosure is included in Appendix 4.

If a member of staff does not feel that their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Safeguarding Lead for Child Protection, Principal, or to the Lagos State Government Safeguarding and Child protection team.

### 3.6 Parents

Parents can play their part in safeguarding by:

- Making the school aware of any medical condition or educational need.
- Keeping personal records up to date and making the school aware of a change in detail e.g., address, name, parental responsibility etc.
- Telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being.
- Making requests to the school in advance for permission to allow their child to attend medical or other appointments including providing details of any arrangements for the collection of the child.
- Informing the school whenever anyone, other than themselves, intends to pick up the child after school.
- Ensuring that that school knows of any court orders relating to the safety and well-being of a parent and/or child.
- Familiarizing themselves with the schools safeguarding policies e.g., Anti-

## Bullying, Positive Behaviour, Internet and Child Protection Policies.

- Reporting to the school office when they visit the school.
- Sharing any concerns, they may have in relation to their child with the school.

### 4. DEFINITION OF HARM

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others, young or adults. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that children with disabilities can be more vulnerable to suffering abuse. Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals

Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect; and
- Exploitation

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or others with a duty of care towards a child. The main types of abuse as well as their physical and behavioural indicators are included in Appendix 3.

### 5. PROCEDURES FOR REPORTING SUSPECTED OR DISCLOSED CHILD ABUSE

#### 5.1 How a Parent can make a Complaint:

Lead-Forte Gate College aims to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern, they can talk to the Class Teacher, the Designated Safeguarding Lead or Assistant Designated Safeguarding Lead for Child Protection, or the Principal.

If they are still concerned, they may talk to the Designated Safeguarding Governor or the Chair of the Board of Governors. Details of who to contact are shown in the flowchart in Appendix 5.

### 6. RECORD KEEPING

In Lead-Forte Gate College, all child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with the international standard COBIS policy on the disposal of child protection records, these records will be stored until the child is 30 years old.

### 7. CODE OF CONDUCT FOR ALL STAFF PAID AND UNPAID

In Lead-Forte Gate College, all actions concerning children and young people are upheld in the best interests of the young person as a primary consideration. LFGC staff must and will always be mindful of the fact that they hold a position of trust and that their behaviour towards

the child and young people in their charge must be above reproach.

All members of staff are required to comply with the school's Code of Conduct for Employees and Volunteers which is included as Appendix 2 to this policy.


#### 8. STAFF TRAINING

When new staff or volunteers start at the Lead-Forte Gate College, they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. All staff will receive basic child protection awareness training and annual/regular refresher training. The Principal, Designated Safeguarding Lead (DSL) /Assistant Designated Safeguarding Lead (ADSL), Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses, specific to their roles.

#### 9. MONITORING AND EVALUATION

This policy will be reviewed annually by the Designated Safeguarding Lead (DSL) for Child Protection and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Safeguarding Lead (DSL) for Child Protection and periodically by the Schools Safeguarding Team.

Date of Next Review: September, 2023

Signed:   
\_\_\_\_\_ (Chair of Board of Governors)

#### APPENDIX 1

### THE SCHOOL SAFEGUARDING TEAM

#### Roles & Responsibilities

##### 1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school.
- Ensuring that a Designated Governor for Child Protection is appointed.
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection. This should be completed every two years.
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.

- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report.

## 2. Designated Governor for Child Protection

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

## 3. Principal

The Principal is responsible for:

- Ensuring that all relevant guidance in relation to child protection and safeguarding in particular.
- Enabling the Board of Governors to fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda.
- Maintaining and securely storing the School Record of Child Abuse Complaints and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated Safeguarding Lead (DSL) /Assistant Designated Safeguarding Lead (ADSL) for Child Protection.
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

## 4. Designated Safeguarding Lead (DSL) for Child Protection

Every school is required to appoint a Designated Safeguarding Lead (DSL) with responsibility for Child Protection. They must also appoint an Assistant Designated Safeguarding Lead (ADSL) who is a member of the staff.

## Types of Abuse and Physical/Behavioural Indicators

1. Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.
2. Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
3. Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child an opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including

online bullying through social networks, online games or mobile phones - by a child's peers.

4. Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
  
5. Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harboring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

## **CHILD ABUSE IN OTHER SPECIFIC CIRCUMSTANCES**

### **1. Bullying**

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and, at the extreme, cause them significant harm (including self-harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

### **2. Children who sexually abuse or display sexually harmful behaviour**

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in Section 7 of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are

exploitative and harmful. Advice and support will be sought in such circumstances from the Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved.

### 3. Child Sexual Exploitation (CSE)

'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.'

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange - the fact that someone coerces or manipulates a child into engaging in sexual activity in return for something they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

### 4. Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the Lagos State Government Safeguarding team will be contacted. The school also has an e-safety/ mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

5. Young person whose behaviour places him/her at risk of significant harm A child whose own behaviours e.g., self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse. However, the decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Lagos State Child protection and safeguarding team. The criminal aspects of such cases will be dealt with by the designated legal body.



## APPENDIX 4

### Lead-Forte Gate College Child Protection Note of Concern or Disclosure

Complete and pass to Designated Safeguarding Lead (DSL) for Child Protection as soon as possible on the same day. If not available pass to Assistant Designated Safeguarding Lead (ADSL) or Principal.

Pupils Name:

Class/Year:

Concern identified by:

Date: Time: AM/PM

Circumstances of incident/disclosure:

Nature and description of concern:

Parties involved, including any witness to an event and what was said or done and by whom:

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Safeguarding Lead (DSL)? Yes / No. If 'No' state reason:

Date and time of report to the Designated Safeguarding Lead:

Written note from staff member placed on pupil's Child Protection File? Yes / No. If 'No' state reason:

Name of staff member making the report:

Signature of Staff Member:

Date:

Signature of DSL/ADSL:	Date:
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## APPENDIX 5

### Procedure for Parents who wish to raise a Child Protection

#### Concern

I have a concern about my / a child's safety

I can talk to the class (form) teacher/ Year Head

If I am still concerned, I can talk to the  
Designated Safeguarding Lead for Child Protection  
Benjamin Adewale (Mr)  
08135654590

[qualityassurance@lead-fortegatecollege.com](mailto:qualityassurance@lead-fortegatecollege.com)

Or

the Principal  
Mr Olubunmi Dosunmu (Mr)  
08025322058

[principal@lead-fortegatecollege.com](mailto:principal@lead-fortegatecollege.com)

If I am still concerned, I can talk / write to the  
Governor for Child Protection,  
Kikelomo Akingbade (Mrs.)  
[k.i.akingbade@gmail.com](mailto:k.i.akingbade@gmail.com)

If I am still concerned, I can talk / write to the  
Chair of the Board of Governors  
Dr Tunde Lemo  
[tunde.lemo@lead-fortegatecollege.com](mailto:tunde.lemo@lead-fortegatecollege.com)

## APPENDIX 6

Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff.

Member of staff completes the Note of Concern on what has been observed or disclosed and must ACT PROMPTLY. Source of concern is notified that the school will follow up appropriately on the issues raised.

Staff member discusses concerns with the Designated Safeguarding Lead (DSL) or Assistant Designated Safeguarding Lead (ADSL) in his/her absence and provides note of concern. DSL will make full notes.

Designated Safeguarding Lead should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. A written record should be made and treated confidentially.

Child Protection referral is required	Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. EA Advisor told also. 3. He/she submits a completed UNOCINI referral form within 24 hours.	Child Protection referral is not required 1. School may consider other options including monitoring the situation within an agreed timescale. 2. They may signpost or refer the Child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and Child/young person's consent (where appropriate).
1. Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm. 2. He/she will telephone the	Designated Safeguarding Lead clarifies /discusses concern with child / parent /carers and decides if a child Protection referral is or is not required.	

Where appropriate the source of the concern will be informed as to the action taken. The Designated Safeguarding Lead will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

If necessary, advice would be sought from the Education Authority's Designated Officer for Child Protection

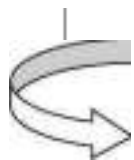
# APPENDIX 7

## Procedure where a complaint has been made about possible abuse by a member of the school's staff.

If the Complaint is about possible abuse by a member of staff described

<u>PRINCIPAL ANY OTHER STAFF MEMBER</u>	<u>SAFEGUARDING LEAD</u>
1. Tell the Designated Safeguarding Lead (DSL) 2. DSL will inform the Chair of the Board Of Governors.	1. Tell the Principal. 2. Principal will inform Designated Safeguarding Lead (DSL) 3. Designated Safeguarding Lead (DSL) will inform the Chairperson of the Board of Governors.
	1. Tell the Principal. 2. Principal will inform the Chair of the Board of Governors. 3. If the Principal is the Designated Teacher report complaint straight to the Board of Governors.

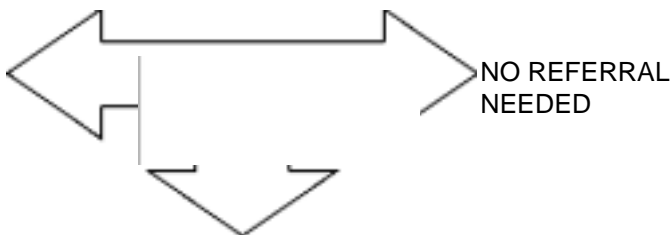
↓ ↓ ↓ If a referral is necessary; or if doubts remain, then seek further advice



Education Authority's Designated Officer for Child Protection

from the /Other

NO REFERRAL NEEDED  
Inform Social Services



No Referral and

No Referral but

Precautionary

Alternatives

Further Action

Tell subject of the

Disciplinary This would be

Action

Complaint and EA

Suspension Imposed under

Alternatives to

Precautionary Allegation addressed

Suspension may be

Through disciplinary  
Complainant.  
Proceedings.  
Matter Concluded.  
Child Protection  
Imposed.  
Procedures.



Complainant Tell