



CHARTERHOUSE LAGOS

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Part 1: Introduction, Key Principles and Definitions

Introduction

Keeping our students safe is the responsibility of every adult who works at or visits Charterhouse Lagos

The purpose of this policy is to:

1. Protect children who attend Charterhouse Lagos
2. Provide all adults (staff, parents, and volunteers) with overarching principles that guide approaches to safeguarding and child protection.

All staff at Charterhouse Lagos who are appointed follow the school's safer recruitment procedures. They are required to read the Safeguarding, Managing Allegations about an Adult and Low-Level Concerns policies, complete the school's essential safeguarding training and sign the Staff Code of Conduct (see policy) and the Safeguarding Code of Conduct (Appendix A) before being allowed to work with children. Failure to comply with these policies and codes will be addressed without delay and may ultimately result in disciplinary action.

All volunteers in regulated work (KCSIE 2026) are required to complete the appropriate school's essential safeguarding training, sign the school's Safeguarding Code of Conduct (see Appendix A) as well as meet the requirements for volunteers set out in the school's safer recruitment policy before being allowed to work with children. Failure to comply with the policy will be addressed without delay and may result in the termination of voluntary work at the school.

People who live in staff residential buildings who are not directly employed by Charterhouse Lagos, namely spouses, partners, nannies and children (over the age of 16) are considered volunteers in regulated work due to their access to the campus. They must meet the requirements as set out by the school's safer recruitment policy. They are also required to read and sign the Household Members, Visitors and Guests Policy.

For volunteers not in regulated work, the school will undertake a written risk assessment to determine the appropriate level of safeguarding checks required before a volunteer begins their role, taking account of the nature, frequency and level of contact with students. All volunteers will receive appropriate safeguarding information, including the school's Volunteer Safeguarding Statement (Appendix B).

The school provides all visitors or guests with a Safeguarding Statement upon entrance to the school campus (Appendix C). All visitors must be supervised at all times on the school campus.

Charterhouse Lagos acknowledges the duty of care to safeguard and promote the welfare of children. It is committed to ensuring safeguarding practice reflects statutory responsibilities and requirements, government guidance, and internationally recognised best practice. Chief among these are:

1. Lagos State Safeguarding and Child Protection Policy (Government of Lagos State, December 2016)
2. EO/BRF/005OF2014, Lagos State Sex Offenders Monitoring Programme and Mandated Reporting, 2014
3. The Family Court of Lagos State (Civil Procedure) Rules 2012
4. Criminal Law of Lagos State 2011
5. Lagos State Child's Rights Law, 2007
6. Prevention Against Domestic Violence Law, 2007
7. Child's Rights Act, 2003
8. African Charter on the Rights and Welfare of the Child, 1999
9. National Minimum Standards for Boarding Schools, 2022
10. Keeping Children Safe in Education (UK Department of Education, September 2026)
11. Sexual Violence and Sexual Harassment between Children in Schools and Colleges (UK Department for Education, 2021)
12. United Nations Convention on the Rights of the Child (<https://www.unicef.org/child-rights-convention>)

The United Nations' Convention on the Rights of the Child is an international agreement on childhood. The Federal Republic of Nigeria signed the treaty in 1991.

The school's external child protection context and resources document provides further information regarding legislation and laws related to safeguarding and child protection within Lagos State and Nigeria (see Appendix D).

Key safeguarding roles and responsibilities are listed in Appendix E. Photos of key personal and their contact details are displayed around the school campus.

The Safeguarding Review Committee is made up of representatives from each area of the school, including the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Child Protection Officer(s), Deputy Child Protection Officer(s), Head of Boarding, School Counsellor(s), E-Safety Lead and the Lead Trainer. The Designated Safeguarding Lead is the chair of this committee and reports directly to the Head. The role of the Safeguarding Review Committee is to:

- Monitor safeguarding practices within the school.
- Develop an action plan encompassing operational practices and strategic development relating to the annual audit.
- Oversee professional learning and development with regards to safeguarding
- Participate in the review of the Safeguarding Policy and Safeguarding Code of Conduct, plus associated documents and materials, on an annual basis

considering: Any changes in legislation and / or government guidance, Any other significant changes or events.

1.1 Key Principles and Competencies

Key Principles

- Everyone is responsible for keeping our students safe.
- All adults working at the school are trained.
- The need of every individual student is supported, and we recognise that some students are more vulnerable than others.
- Safeguarding is proactively delivered through the school curriculum.
- We always use safer recruitment procedures.
- Safe reporting is a key aspect of our school culture.

Competencies (Adults)

We ensure that every staff member, volunteer and adult resident at Charterhouse Lagos will meet the following competencies.

- Place students at the centre of everything that you do
- Understand the possible signs and indicators for abuse and neglect.
- Know how to appropriately communicate with and respond to students.
- Always focus on safeguarding needs and respect the need for confidentiality.
- Understand what may make some children more vulnerable.
- Understand the Safeguarding Policy, supporting policies and the Safeguarding Code of Conduct
- Know how to share information safely, and who to share it with
- Be culturally sensitive.

Competencies (Students)

Our Speak Out, Stay Safe Programme is designed to encourage students to report when they have been abused, neglected, or made to feel uncomfortable by adults or peers in school or outside. This includes risks posed via the internet, and social media.

Additional Specific Speak Out, Stay Safe provision for boarders is provided in the following ways:

- During the boarder induction programme, boarders are provided with information about how to contact staff outside of the school day.
- A phone is accessible to boarders at all times so they can contact a local child specific support service. As of August 2025, the identification of a suitable support service is in process.

1.2 Definitions

Safeguarding: Safeguarding and promoting the welfare of children is defined 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.

Safeguarding is everyone's responsibility, and all staff should maintain a child-centred approach, acting in the best interests of the child at all times.

Source: Keeping Children Safe in Education 2026, Part One, A child-centred and coordinated approach to safeguarding. Paragraphs 2–3.

Child protection: Child protection is part of safeguarding and promoting the welfare of children and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Source: UK Department for Education (2026). Keeping Children Safe in Education 2026, Part One.

Other Definitions

Child: Any person under 18 years as provided by the Child's Rights Law 2007 Laws of Lagos State of Nigeria

Child-on-child abuse: Child-on-child abuse is abuse that occurs between children. It can occur inside and outside of school or college and online.

Disclosure: A disclosure is information shared by a child, parent, carer or another person indicating that a child may be suffering, or is at risk of suffering, abuse, neglect or exploitation.

Significant Harm: Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child. A child is considered to be suffering, or likely to suffer, significant harm where there are concerns that abuse or neglect has caused, or is likely to cause, serious impairment to the child's health or development. In determining whether harm is significant, consideration should be given to the child's health and development compared with that which could reasonably be expected of a similar child. (UK Children Act 1989).

Part 2: Concerns About a Child

2.1 Abuse, Neglect and Exploitation

Abuse, neglect and exploitation are forms of maltreatment. A person may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused by an adult or by another child and abuse can occur in person, online, or through a combination of both.

All staff should be able to recognise the indicators that children may be at risk of abuse, neglect or exploitation. Staff should understand that recognising one or more indicators does not necessarily mean that abuse has occurred; however, it should prompt curiosity, appropriate professional judgement and consideration of whether further information or action is required.

The statutory definitions of physical abuse, emotional abuse, sexual abuse and neglect, together with possible indicators, are provided in Appendix F, which is based on the definitions contained in Keeping Children Safe in Education 2026.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot always be covered by a single definition or label. In many cases, multiple issues will overlap, and children may experience several forms of abuse simultaneously.

Staff should also recognise that all children can be victims of abuse, neglect and exploitation, regardless of age, sex, ethnicity, culture, religion, disability or sexual orientation. However, some children may be at greater risk because of their individual needs or circumstances. This includes, but is not limited to:

- children with special educational needs or disabilities (SEND)
- children with medical conditions
- children who are missing education
- children experiencing mental health difficulties
- children who may be vulnerable to exploitation, including child criminal exploitation (CCE) or child sexual exploitation (CSE).

All adults working or volunteering within the school must understand that child-on-child abuse can occur between children of any age and can happen both inside and outside school, including online. Staff should recognise that child-on-child abuse is never acceptable, should never be dismissed as banter, part of growing up or simply "children being children", and must always be taken seriously.

Examples of child-on-child abuse include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse
- sexual violence
- sexual harassment
- harmful sexual behaviour

- abuse within intimate personal relationships between children
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and videos
- upskirting
- The creation, sharing or distribution of AI-generated or digitally manipulated nude or semi-nude images.
- initiation or hazing-type violence and rituals.

The school's arrangements for preventing, identifying, recording and responding to child-on-child abuse are set out in the **Child-on-Child Abuse Policy**.

2.2 Specific Safeguarding Issues & Harmful Attitudes and Beliefs

In addition to the four forms of abuse, there are specific types and issues that people working in schools should be aware of. These include family and community abuse, honour based/forced marriage, female genital mutilation, extra-familial harm, serious violence, gang and child criminal exploitation and radicalisation. Detailed information on these specific types of safeguarding and issues can be found in Appendix G.

The school also recognises that harmful attitudes and beliefs, including misogyny, misandry, sexism, discrimination, prejudice and harmful gender stereotypes, may contribute to bullying, sexual harassment, sexual violence, harmful sexual behaviour, coercive behaviour and other forms of child-on-child abuse. These attitudes will be challenged through the school's curriculum, behaviour systems, safeguarding responses and pastoral support.

Part 3: Procedures: The Management of Reports

3.1 Receiving and Responding to Disclosures and Safeguarding Concerns

Safeguarding concerns may be raised by a child, parent, carer, member of staff, volunteer, another professional or a third party. All disclosures or reports of abuse, neglect or exploitation must be taken seriously, responded to appropriately and reported without delay in accordance with this policy.

When a child discloses, the way an adult reacts is crucial. A staff member should offer the child a safe context in which to speak and reassure them that they will be taken seriously. Children should never be told to go away and/or speak to someone else.

The adult should listen calmly and carefully to whatever the child has to say. The adult should allow the child to speak freely without interruption and should not be judgemental by reacting with strong emotions. The adult can seek clarification of facts but should not ask leading questions. It is best practice not to write notes while the child is speaking but rather make a written record directly afterwards.

3.2 Reporting Concerns

If there is a danger to life, a risk of serious injury, a crime is in progress or about to happen on Charterhouse Lagos' campus, members of staff should contact the duty Security officer in the first instance. Contact with the police should only be made through official school channels.

Charterhouse Lagos has a digital reporting platform (CPOMS) to report safeguarding and child protection concerns. All members of staff and volunteers are provided with regular training on reporting concerns.

In the event a member of staff or volunteer can't access to the school's digital reporting platform, the Record of Concern Form (RoC) can be used (see Appendix H). Copies of these forms can be found in the following areas: Welcome Centre Reception

It is the responsibility of the appropriate Child Protection Officer to scan and upload a RoC form to the school's digital reporting platform (CPOMS) following a report from an adult once received. The RoC form should then be securely disposed of.

All members of staff or volunteers should report any concerns they have about a child to the appropriate Child Protection Officer (CPO) immediately. At the time of reporting to the Child Protection Officer, the adult will be asked to write a record on the school's digital reporting platform (CPOMS) of what has been said or seen – if this has not already been done. At no time, should a record on the school's digital reporting platform (CPOMS) be a replacement for a face-to-face conversation.

An adult must complete both actions -reporting and recording - to fulfil their safeguarding responsibilities. The procedures that should be followed are outlined in Appendix I.

The school recognizes that children in boarding environments may be more likely to disclose potential safeguarding issues to a member of the boarding team.

If a concern is raised related to a boarder, the appropriate Child Protection Officer (CPO) will ensure relevant information is communicated with the Head of Boarding.

Out of Term-Time Reporting: when children are on the campus out of term-time. For example, summer camps, arrangements are made with the DSL Team and/or boarding staff leaders to ensure the presence of someone qualified to take a lead in safeguarding matters.

Concerns are defined in two categories:

Safeguarding Concerns: where a child is potentially vulnerable, but not at significant or immediate risk of harm.

When a safeguarding concern arises, the Child Protection Officer may consult with the Designated Safeguarding Lead, to ensure that the appropriate strategy is agreed and implemented.

Safeguarding decision-making does not require certainty or proof beyond reasonable doubt. The purpose of safeguarding is to gather sufficient reliable information to identify and assess risk, determine the level of concern and implement appropriate measures to protect children. Decisions will be based on the balance of the available information, professional judgement and the child's best interests, recognising that a lack of evidence does not necessarily indicate an absence of risk

All relevant information relating to observations and actions will be recorded on the school's digital reporting platform (CPOMS)

Child Protection Concerns: where a child is at significant or immediate risk of harm. Upon receipt of a Child Protection Concern, the Child Protection Officer will inform the Designated Safeguarding Lead, and appropriate action is taken.

In all serious child protection incidents, the Director of Education, must be informed. In his/her absence, the Board's Designated Safeguarding Lead should be contacted.

The Child Protector Officer will coordinate a fair, impartial and child-centred process of information gathering and risk assessment to establish the available information, assess ongoing risk and determine the most appropriate safeguarding response. Where appropriate, this may include speaking with the child, other children, staff members and witnesses, reviewing relevant records, CCTV or other available evidence, and consulting with relevant professionals. Information will be gathered using open, age-appropriate questions and in a manner that promotes the welfare, dignity and rights of all children involved.

Assessments will consider the quality, credibility, consistency and context of all available information. No single piece of information will be viewed in isolation. Decisions will be informed by the totality of the available information, professional judgement and the level of assessed risk, recognising that the purpose of child protection is to safeguard children from harm rather than establish criminal or legal liability.

The school must follow local laws and regulations concerning the reports of abuse under which the physical and mental health of a minor is seriously harmed. Should a receipt of a Child Protection Concern lead to a reporting obligation, guidance will be sought from the Director of Education who may consult with a member of Charterhouse Lagos' legal team.

The school will work collaboratively with any external agencies and other appropriate professionals to safeguard children and promote their welfare. Where appropriate, the school will also access external specialist services to support children and their families (see Appendix D), recognising that safeguarding is a shared responsibility and that effective outcomes are often achieved through coordinated multi-agency approaches

3.3 Confidentiality

The school will ensure all data related to students is confidentially managed in accordance with local, national laws/regulations and international standards.

Any member of staff who has reason to believe that a child is vulnerable or in immediate or significant risk of harm, must pass on this information via the school's reporting procedures. Confidentiality should never be a barrier to sharing information for the purpose of keeping children safe.

Strict confidentiality must be maintained however regarding the reporting of Safeguarding and Child Protection issues. These matters should not be discussed with other staff members or other members of the wider community.

3.4 Self-Reporting

Staff should raise with the appropriate Child Protection Officer any personal difficulties which may impact their professional behaviour. This includes any situation in which their professional competency has been compromised.

Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children in the school. Where appropriate professional and personal support will be offered.

Staff or volunteers should also seek advice or self-report if they feel compromised as a parent of the school in any aspect of safeguarding.

Cases of self-reporting will be recorded on the school's digital reporting system (CPOMS)

3.5 Appropriate Physical Touch (Safe Touch and Use of Reasonable Force)

The school recognises that there are occasions when appropriate physical contact with a child is necessary and appropriate as part of normal professional practice. This may include supporting a child's participation in activities such as physical education, dance, drama music, first aid and offering comfort to a distressed child, or assisting with personal care where appropriate. Such contact should always be appropriate, proportionate to the circumstances, and in the child's best interests.

In exceptional circumstances, members of staff may need to use reasonable force to prevent a child from:

- causing injury to themselves or others
- committing a criminal offence
- seriously damaging property
- prejudicing the maintenance of good order and discipline within the school.

Staff should only use reasonable force when it is necessary, proportionate and reasonable in the circumstances, and only for the minimum time required to reduce the risk of harm. Wherever possible, staff should use de-escalation strategies and seek assistance before physical intervention becomes necessary.

Reasonable force may include:

- standing between children
- blocking a child's path
- guiding a child by the arm
- escorting or leading a child to a safer location
- in exceptional circumstances, using restrictive physical intervention where this is necessary to prevent injury or serious harm.

Any use of reasonable force must be reported to the Child Protection Officer (CPO) immediately. Further information can be found in the school's **Safe Touch policy** and **Use of Reasonable Force** policy.

The school does not tolerate the unnecessary or excessive use of force. All incidents involving such types of force will be reviewed to ensure that the intervention was lawful, proportionate, necessary and consistent with the school's safeguarding responsibilities.

3.6 Record Keeping

The record of any concerns raised, decisions made, and actions taken about the safety or welfare of a child are recorded on the school's digital reporting platform (CPOMS). Files are kept for 25 years from the child's date of birth.

All file documentation relating to concerns about an adult (any person over 18 years old) will be kept indefinitely.

If a parent makes a request to access a child's safeguarding file, it should be done in writing in accordance with the school's data protection policy. There may be circumstances in which parents may be refused access to safeguarding files:

- a) it could cause serious harm or is likely to cause serious harm to the physical or mental health of the child or another person.
- b) It could reveal that the student has been subject to, or at risk of child abuse and the disclosure is not in the best interest of the child.
- c) It is likely to prejudice an ongoing criminal investigation.

3.7 Requesting or Transferring Safeguarding Files

The School's Designated Safeguarding Lead is responsible for keeping files confidentially and securely and for fulfilling the school's duty to pass them on promptly for any child leaving Charterhouse Lagos before the age of 18.

Nigeria's data protection obligations and practices (2023) state that consent from a parent or legal guardian is not required to process data if it's necessary to protect the vital interests of the child. This includes education, medical or social care purposes.

For students transferring to Charterhouse Lagos the school's transfer forms should be used. These transfer forms are uploaded onto the school's school management system.

If there are any safeguarding concerns indicated on a transfer form, the appropriate Child Protection Officer will talk directly with the previous school's Child Protection Officer or

Designated Safeguarding Lead. This conversation should be conducted via video call where possible and the new student safeguarding transfer record (see Appendix J) should be used. This form should then be scanned and updated onto the school's digital safeguarding recording platform (CPOMS).

When transferring files for a CHL student, the appropriate Child Protection Officer should talk directly with the new school's Child Protection Officer or Designated Safeguarding Lead. It is not appropriate to leave information with another member of staff, including members of a school's admissions team.

Any CHL student transfer processes should be recorded/uploaded on the school's digital reporting platform (see Appendix K). This includes safeguarding declarations where confirmation about no records is issued.

Safeguarding Information should be sought or transferred within the first five days of the start of the new term, or within five days of joining the new school/ joining CHL if the child transfers in the middle of a year. If the new educational establishment is in another country, the legal requirements in this country should be checked first.

Digital Transfers via the school's digital reporting platform (CPOMS) is the preferred transfer process however the use of email (password protected) and Recorded Delivery can also be used.

Where reasonable enquiries fail to identify a child's new school, or where the child moves into home-schooling, the appropriate Child Protection Officer will record on the school's digital reporting platform (CPOMS) that the child's protection file is outstanding, stating the reason if known. If there is a child protection plan in place, the Designated Safeguarding Lead will notify the local Child Protection Agency as appropriate.

Part 4: Concerns and Allegations: Adults

All adults at Charterhouse Lagos should ensure students are their priority and should express concerns about another adult regardless of how small the concern, any sense of loyalty or fear of retribution.

Allegations or concerns about an adult's conduct are defined in two categories:

'The Harm' Threshold: if it is suspected or alleged that anyone working in the school has:

- in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against, or related to, a child.
- behaved towards a child in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates he or she may not be suitable to work with children.

All allegations that meet 'the harm' threshold must be taken directly to the Head. Any allegation about the Head should be taken directly to the Board's Designated Safeguarding Lead.

When an allegation is made against a staff member or other adult, whether by a student or adult, the procedure for managing allegations about an adult will be following using the school's Managing Allegations about an Adult Policy.

Low Level Concern: is questionable professional practices or minor indiscretions, including inappropriate behaviour outside of work by an adult. These indiscretions are inconsistent with the school's Staff Code of Conduct.

A low-level concern could include but is not limited to:

- being over friendly with students
- having favourites
- Taking photographs of students on their mobile phone
- Using inappropriate sexualised, intimidating, or offensive language
- Engaging with students on social media
- engaging with a student on a one-to-one basis in a secluded or behind a closed door

When a low-level concern has been identified, the procedure outlined in Low Level Concern Policy will be followed.

Low-level concerns should be reported to the Designated Safeguarding Lead or Deputy Safeguarding Lead

All adults working at the school are trained to raise allegations and concerns however apparently minor and not to ignore them, cover them up or delay reporting them.

Visitors & Guests

Visitors and guests are defined in two categories:

Visitors: refers to any person over the age of 16, who is not staying overnight, that visits the school. All visitors must be supervised throughout their time on the campus.

Guests: refers to any person over the age of 16, who is not an adult or student at Charterhouse Lagos, that is staying overnight with staff member residing in the staff residential building. They are a family member (legally recognised) or are a friend of the staff member. Guests must be supervised throughout their time on the campus.

Guests could include professional development providers who stay overnight at the invitation of the School Leadership Team. Such guests must be supervised throughout their time on the campus.

Applications to host a guest or visitor must be made in advance. For further information, please see the Household Members, Visitors and Guests Policy. This policy also includes

information about the process if a guest residing with the staff member wishes to become a permanent member of the staff member's household.

Volunteers

The school values the contribution made by volunteers and recognises that they play an important role in supporting students and the wider school community.

All volunteers receive safeguarding information appropriate to their role, including the Volunteer Safeguarding Statement (Appendix C), and must always follow the school's safeguarding and child protection procedures.

Volunteers who support the school on an occasional basis for example, school events, educational visits or one-off activities will be deployed in accordance with the school's risk assessment and under the direction of an appropriate member of staff. They will not be given responsibility for students beyond the scope of their agreed role.

Volunteers engaged in regulated activities will be subject to the appropriate safeguarding checks in line with the school's Safer Recruitment procedures and current statutory guidance.

Part 5: Governance and Management of Safeguarding

5.1 Governance

The Board has a strategic leadership responsibility for the school's safeguarding arrangements and will ensure that:

- a) It complies with its duties under legislation, and ensures that the policies, procedures, and training at Charterhouse Lagos are effective and always comply with the law. There are appropriate policies and procedures in place to support action being taken in a timely manner to safeguard and promote children's welfare.
- b) One Board Member is appointed to take leadership responsibility for safeguarding and child protection arrangements within the school.
- c) Safeguarding and health and safety are fixed agenda items at all Board meetings.

5.2 Management of Safeguarding: Review Cycle

Annual: Charterhouse Lagos has an annual review cycle. The Safeguarding Policy is reviewed annually by the School's Designated Safeguarding Lead working with the Deputy Designated Safeguarding Lead and the Board's Designated Safeguarding Lead. Any changes in the policy must be formally agreed to by the School's Board in accordance with the Project Deed.

Charterhouse Lagos is audited (internally and externally) on a two-year cycle. The internal audit uses a Charterhouse Lagos Auditing Protocol (see Appendix L) and is carried out by the Head, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

Both internal and external audits are followed by the construction/review of the school's safeguarding action plan (see Appendix M).

Termly: The Safeguarding Review Committee reviews the action plan at their termly meetings.

Monthly: The Designated Safeguarding Lead reviews safeguarding files with the school's Child Protection Officer/s every month.

Weekly: Safeguarding and health and safety are fixed agenda items at every meeting in the school

5.3 Management of Safeguarding: Boarding Provision

Charterhouse Lagos recognizes that additional measures must be taken to manage safeguarding risks and protect children from harm within a boarding environment. Measures include providing:

- A homely and welcoming living environment including good quality, clean and well-maintained living accommodation including toilet and washing facilities.
- Guidance to promote positive relationships and behaviour within a boarding environment.
- Good laundry and personal possessions provision.
- Clear guidance related to searching and screening children and their possessions
- Food provision to meet dietary needs as well as access to food and drink outside designated mealtimes.
- Access to mental and health services.
- Guidance that respects privacy regarding access to children's boarding rooms.
- Guidance about ways for children to express their thoughts and ideas about the school's boarding provision. This includes speak out, stay safe communication channels.
- Guidance for all new boarders including support systems to make a disclosure and the school's expectations related to physically intimate or sexual relationships.
- Guidance related to device management: access within the boarding environment including monitoring and filtering protocols
- Safeguarding information regarding the boarding environment for all staff within safeguarding training sessions.
- Regular specific safeguarding training for all boarding staff.
- Advanced safeguarding training for the Head of Boarding.

5.4 Management of Safeguarding: Devices and IT Network

Charterhouse Lagos is committed to providing a safe digital learning environment through effective filtering, monitoring and online safeguarding arrangements. The school recognises that filtering and monitoring are key safeguarding measures which help to identify, assess and respond to risks that children may encounter when using technology.

The school's approach is informed by the four areas of online risk identified within Keeping Children Safe in Education (2026):

- **Content:** exposure to illegal, inappropriate or harmful content.
- **Contact:** harmful online interactions with other users.
- **Conduct:** children's own online behaviour.
- **Commerce:** risks relating to online advertising, financial exploitation, scams, gambling and other commercial harms.

Any member of staff who identifies, or is alerted to, a safeguarding concern relating to the use of technology, the internet or social media must follow the school's safeguarding reporting procedures without delay (Appendix I).

The school operates a robust filtering and monitoring programme which includes:

- an annual review of the school's filtering and monitoring arrangements and associated risk assessment
- a weekly review of filtering and monitoring alerts and reports by the E-Safety Lead to identify safeguarding concerns, emerging trends and any required actions
- half-termly safeguarding reviews of student devices to identify inappropriate content, safeguarding concerns, misuse of technology or breaches of the school's Acceptable Use Policy
- regular review of the effectiveness of filtering and monitoring systems to ensure they remain proportionate to the school's safeguarding risks; and

Concerns identified through filtering, monitoring or device reviews will be assessed by the Designated Safeguarding Lead and managed in accordance with the school's safeguarding procedures. Where appropriate, concerns will be recorded on CPOMS, appropriate protective action taken, and referrals made to external agencies where required.

Further information regarding the school's filtering, monitoring and online safety arrangements can be found in the school's **Filtering & Monitoring and E-Safety policies**.

5.5 Management of Safeguarding: Rental of External Use of CHL Premises

Organisations or individuals may sometimes hire out or use Charterhouse Lagos' premises for the purpose of providing education or activities to children or young people not otherwise connected with the school.

When this happens, the school will seek to assure itself that the body concerned has its own policies and procedures in place to keep children safe and understands how to contact Charterhouse Lagos' Safeguarding Team Member who is on call throughout the event or activity.

Note: The 'On Call' Member of the Safeguarding Team does not have to be on campus however the organisation or individual must know how to contact this person.

The School's Designated Safeguarding Lead will read the user's safeguarding policy and will decide upon the appropriate method to seek assurances that the individual or organisation has appropriate safeguarding and child protection policies and procedures in place. The following conditions will determine the level of assurance required. This will be assessed by the school's Designated Safeguarding Lead based on the following factors:

- When the hiring/usage is taking place e.g. when CHL students are on campus
- The duration of the event e.g. one day, over several days or overnight
- The level of access/usage of the premises
- The age of the students and number of students
- The nature of the event e.g. sport event/classroom-based event
- The presence of parents/guardians

The school's risk assessment process for external use of school campus is outlined in Appendix N may be used to fulfil this requirement.

Compliance with these safeguarding requirements will be a condition of the agreement between the school and the body hiring or using its premises.

5.6 Management of Safeguarding: Safeguarding Training

The school is committed to giving appropriate training to all adults involved in working with children. The school's Training Matrix can be found in Appendix O.

The school has a Safeguarding Training Team consisting of: A Lead Safeguarding Trainer and an appropriate number of Safeguarding Trainers. All trainers are provided with appropriate training.

5.7 Management of Safeguarding: Safer Recruitment

To ensure that children are protected while at the school, the school carefully selects, screens, trains and supervises its staff. Further information can be found in the school's **Safer Recruitment Policy** which outlines the school's approach that focusses on the four steps of: Deter, Reject, Prevent, Detect.

Safeguarding Policy Links

- Acceptable Use Policy
- Anti-bullying Policy
- Behaviour Policy
- Child-on-Child Abuse Policy
- Educational Visits Policy
- E-Safety Policy

- Emergency Procedures Policy
- Filtering & Monitoring Policy
- First Aid Policy
- Health and Safety Policy
- Household Members, Visitors and Guests Policy
- Low Level Concerns Policy
- Managing Allegations about an Adult Policy
- Safe Touch Policy
- Safer Recruitment Policy
- Saff Code of Conduct Policy
- School Security Policy
- Self-Harm & Suicide Behaviour Policy
- Staff Code of Conduct Policy
- Supervision Policy
- Use of Reasonable Force Policy

Appendices

Appendix A: Safeguarding Code of Conduct

Appendix B: Volunteer Safeguarding Statement

Appendix C: Visitor Safeguarding Statement

Appendix D: External Child Protection Context and Resources

Appendix E: Key Safeguarding Roles and Responsibilities

Appendix F: Information and Indicators: Four Main Types of Abuse

Appendix G: Specific Safeguarding Issues

Appendix H: Record of Concern Form

Appendix I: Safeguarding Lines of Communication

Appendix J: New Student Safeguarding Transfer Form

Appendix K: CHL Student Transfer Recording Sheet

Appendix L: Internal Audit Plan

Appendix M: Safeguarding Action Plan

Appendix N: Risk Assessment – External Use of School Campus

Appendix O: Training Matrix