Gillespie Primary School



Child Protection Policy
October 2026

Designated Safeguarding Lead – Head teacher, Mark Owen
Deputy Designated Safeguarding Lead – Assistant Head, Lyn Jones

Any parent or carer worried about the safety or wellbeing of a child at Gillespie, should contact the Head teacher, Deputy Head teacher or Chair of Governors immediately

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Introduction

This policy has been developed in line with Government publications 'Keeping children safe in education' Sept 2026 which incorporates departmental advice on 'Sexual violence and Sexual Harassment Between children in schools and colleges',' Working together to safeguard children March 2026 and 'What to do if you are worried a child is being abused' March 2015.

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 pupils under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Key legislation this policy is based on:

Legislation	What it covers in relation to safeguarding
School Staffing (England) Regulations 2009	• Lists what must be recorded on the single central record • The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	• Provides the framework for the care and protection of children.
Children's Wellbeing and Schools Bill 2026	• Creates a mandatory national register for children not in school • Implements a strict statutory duty for all school staff to report child sexual abuse • Establishes multi-agency child protection teams, • Introduces restrictions on mobile phones and harmful online services • Completely removes "supervision exemption" for volunteers. • Establishes a standalone offense for Child Criminal Exploitation (CCE)—legally categorizing groomed or manipulated pupils as victims rather than criminals. • Modernises online safety rules by requiring mandatory yearly filtering reviews • Enables robust safeguarding responses to AI-generated "deepfake" intimate images, whether shared consensually or not
Crime and Policing Act 2026	
Data Protection act 2018, the UK GDPR and the Data (Use and Access) Act 2025 (Data protection laws)	• Place duties on schools to process personal information fairly and lawfully and to keep any information held safe and secure. • Covers data access requests, review of filtering and monitoring systems and actions schools should take if a data breach occurs. • Please additionally refer to Gillespie updated Data Protection Policy

The Policy pays regard to the legal duties of the school to comply with the Human rights Act 1998 to protect children and young people from being subject to harassment, violence and abuse, including that of a sexual nature. Also to meet its obligations under the Equality Act 2010 and Public Sector Equality Duty (PSED) to eliminate unlawful discrimination, harassment and victimisation including discrimination against pupils because of their sex, race, disability, religion or belief, gender reassignment or, sexual orientation. These are the protected characteristics. Moreover, the PSED places a duty on schools *to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.*

Consideration will be given to taking positive action if a protected group is facing disadvantage in order to meet a specific need. This will be formally evaluated, risk assessed and documented with all parties being made aware of the reasonable adjustments being made. Any such provisions/adjustments will be reviewed termly and at the end of the academic year. This review will also take into account provision of PE for mixed and single sex groups. *-for information all PE is taught in mixed groups in the school. Football training and some PE competitions are run in single sex groups-*

The Child Protection policy should be read in conjunction with other school safeguarding policies which include our behaviour, anti-bullying polices, staff code of conduct, safer recruitment, on-line safety and data protection. These are listed at Appendix 5 and can be found on the safeguarding section of our website. Together they provide systems and guidance which help all staff maintain a culture of safeguarding at Gillespie School.

Ensuring the safeguarding and promoting the welfare of children is everyone's responsibility. Staff and volunteers who come into contact with children and their families should consider, at all times, what is in the best interests of the child.

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 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*

All practitioners make every effort to protect children from physical, emotional, and sexual abuse and from neglect. To this end, we are fully committed to ensuring that consistent, effective safeguarding procedures are in place to support children, families, staff, associated professionals and volunteers at the school. All concerns about the safety or wellbeing of children will be passed to the members of staff referred to on the front cover of this document who are trained as *' Designated Safeguarding leads.*

Information on how to recognise various forms of child abuse including Female Genital Mutilation, Sexual Exploitation, Sexual Violence and Sexual Harassment between children, child–on-child abuse, Forced Marriage, Domestic Abuse, Criminal exploitation of children, county lines, so called "Honour" Based Abuse and on the 'Prevent' duty to safeguard children from radicalisation can be found later in this document.

Purpose of this Policy
To inform staff, parents and volunteers about the school's responsibilities for protecting children from abuse or neglect.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Aims of this Policy
Gillespie School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
Safeguarding children means:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action including to enable all children to have the best outcomes.
- Identifying children who may benefit from early family help. *Early family help means providing additional support as soon as a problem emerges at any point in a child's life*
- Every child without exception should feel safe and protected from any form of abuse, regardless of gender, ethnicity, disability, sexuality or beliefs. Abuse is 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. They may be abused by an adult or another child or children. Abuse can be:
    - Physical abuse, for example beating or punching;
    - Emotional abuse, for example rejection and denial of affection;
    - Sexual abuse, for example sexual assault, encouraging a child to view pornographic material, or use social media and/or mobile communications to expose a child to images and/or words of an inappropriate or sexual nature including sexting and non-consensual and consensual sharing of nude and semi-nude Images and /or videos
    - Neglect, for example failure to provide appropriate care, meet the child's very basic needs and/or medical attention.
    - Children being drawn into extremist or terrorist behaviour

Culture of safeguarding
At Gillespie, we work hard to ensure all staff including trainee teachers, teaching assistants, supply teachers and volunteers will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child
- Ensure children are taught about safeguarding, including online safety, so that they can recognise when they are at risk and how to get help when they need it
- Ensure communications with parents include information about what systems the school uses to filter and monitor online activity and reinforce the importance of children being safe online when away from school.

- Ensure children know that there are adults in the school who they can approach if they are worried
- Ensure children know who the designated persons are for safeguarding
- Ensure that children who have been abused will be supported in line with their own child protection plan
- Include consistent opportunities in the computing curriculum to teach online safety and Personal Social Health & Economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to share their concerns with the appropriate adults
- Ensure that the school establishes effective working relationships with colleagues from partner agencies and third parties with whom we share safeguarding responsibilities.

Key actions

The school will:

Take action to protect any child suffering, or likely to suffer, significant harm. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk of harm. No child or group of children will be treated any less favourably in being able to access services, which meet their particular needs.

Ensure that the school has in place recruitment procedures which reflect current KCSIE 2026 requirements for staff, volunteers, trainee teachers, contractors and staff supplied by third-party organisations. Where a person's role or duties change, the school will reassess DBS eligibility and safeguarding requirements. The school will include conducting an online search for all shortlisted candidates as part of safeguarding checks. The online search will seek publicly available information on candidates' suitability to work with children.

From 1 September 2026, the supervision exemption from regulated activity with children has been removed. The school will assess roles and volunteering arrangements against the current definition of regulated activity and obtain the appropriate DBS checks, including Children's Barred List information where legally required. This includes considering whether volunteers are undertaking regulated activity.

Ensure that all staff and governors have read Part 1 of *Keeping Children Safe in Education* (Sept 2026)

Ensure that all staff read the child protection policy, reviewed annually, *which includes procedures to deal with child-on-child abuse*

Ensure that all staff read the behaviour policy, anti-bullying policy and the staff code of conduct and follow the guidance in these policies which support safeguarding.

Ensure that staff read and follow the guidance in the on-line safety policy and are aware of the 4 areas of categorised risk, the 4cs:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- **Contact:** being subject to harmful online interaction with other users: for example: peer on peer abuse, commercial advertising and adults posing as young children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** personal online behaviour that increases the likelihood of, or causes harm; for example, making, sending and receiving explicit images and online bullying; and
- **Commerce-**risks such as online gambling, inappropriate advertising, phishing and or financial scams

Ensure that the school meets the DFE filtering and monitoring standards by:
Identifying and assigning roles and responsibilities to manage filtering and monitoring systems:
*At Gillespie our ICT provider-**RA Technologies** use the London Grid for Learning (LGFL) web filter which is compliant with regulations and uses a filtering category-based system to automatically block unwanted sites*

Ensure that all staff know about their role and responsibilities in relation to filtering and monitoring systems on the school IT network and on school devices, including using the reporting system to inform our IT provider and the DSL if they identify a concern in relation to inappropriate or harmful material being accessed in school:
The DSL has overall responsibility for on-line safety and liaises with our ICT provider, staff , governors and our data protection officer to ensure it is effectively managed and monitored :

At Gillespie If something inappropriate pops up on a child's or staff computer, staff know to report the incident to the ICT provider, and inform a DSL. The provider will then check LGFL's software to monitor what websites have been used and seek to block the image /website viewed

At Gillespie we use AB Tutor in the computer suite which enables teachers to monitor student screens. When children use Laptops or I- pads staff actively check during the lesson. Children are taught to immediately inform a teacher if something inappropriate or worrying comes up.

Ensure regular Review of filtering and monitoring provision:

At Gillespie a weekly report of websites that have been accessed and denied is run through LGFL and sent to office staff and the Headteacher. The DSL will give updates to the nominated safeguarding governor.

From Sept 2026 The school will carry out an annual review/audit *to* self –assess against the filtering and monitoring standards. This will be done in conjunction with RA technologies, our ICT provider. The head and /or Chair of the governing Board Safeguarding Committee will review and report checks made on the schools filtering and monitoring systems to the Governing Board.

Ensure that the school continues implementing its mobile phone policy which maintains that the school is a mobile phone free environment for all pupils. From 2026 this is a statutory requirement. At Gillespie some Y6 pupils who go home alone are allowed, if

requested by parents to bring their phones to school to be looked after by school office until they go home.

Ensure that all staff receive regular updates on safeguarding at least annually and receive externally approved training as appropriate:

>*All school staff last completed statutory safeguarding training in The autumn term 2026*

>*All school staff had Safeguarding update training produced by the LEA senior Safeguarding officer including key changes in KCSIE 2026 and prevent, Delivered by the DSL Mark Owen on Sept 2nd 2026. Staff have read part 1 of KCSIE 2026.*

Ensure that all staff and volunteers understand their role in identifying concerns early, liaising with the designated safeguarding lead and sharing information with other professionals to support early identification and assessment.

Ensure that temporary day staff including Supply teachers read 'notes for supply teachers' which includes a summary of child protection procedures on entry to the school.

Ensure that where staff from another organisation are working with our pupils on another site, the school has received assurances that appropriate child protection checks and procedures apply to those staff.

Follow the local inter-agency procedures of the Local Safeguarding Children Board for Islington.

Design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.

Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.
Consider and develop procedures to deal with any other safeguarding issues, which may be specific to individual children in our School or in our local area.
Ensure that, where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after' and previously looked after children including adopted children.

Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm; and have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.

School staff will:

Pay regard to ***contextual safeguarding*** by considering how the importance of wider environmental factors in a child's life may be a threat to their safety and/or welfare. Children and young people can experience significant harm from people beyond the family including other children. The different relationships children and young people can form in their neighbourhoods, schools and on-line can feature potential violence and abuse. Children's social care

assessments should consider where children are being harmed in contexts outside the home so the school should provide as much contextual information as possible as part of the referral process.

Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Be aware that children who are lesbian, gay, trans or bi, (LGTB)or gender questioning could be vulnerable. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, other children can target LGBT children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Be alert to signs of abuse both in the school and from outside and protect each pupil from any form of abuse, whether from an adult or another pupil. Deal appropriately with every suspicion or complaint of abuse to support children who have been abused in accordance with their agreed child protection plan.

Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We will seek professional advice and support for children when we have this kind of concern.

Recognise that children are capable of abusing other children and that this can happen in or out of school time and could include on-line cyber bullying or abuse. Policies including our anti-bullying policy, on-line safety policy and behaviour policy, staff code of conduct describe how we protect and support children.

Be alert to their mandatory duty if, in the course of their work, they discover that an act of Female Genital Mutilation appears to be planned or has been carried out on a girl, they must report this to the police

Be alert to the medical needs of children with medical conditions.

Be aware that some pupils may be in need of additional support, even if they are not suffering harm or at immediate risk of harm;

Consider how children may be taught about safeguarding, including on-line safety, through the computing and PSHE curriculum, with particular regard to how children can adjust their behaviours to reduce risks and build resilience,

including to radicalisation (particularly through the safe use of electronic equipment and the internet).

Be alert to the risk of vulnerable children being drawn into extremist behaviour and develop staff training and procedures in accordance with the 'Prevent' duty (see Appendix 6 for further details including potential indicators of vulnerability to extremist ideology and the Channel Panel referrals flowchart, and Appendix 7 for DfE guidance).

Take all practicable steps to ensure that School premises are as secure as circumstances permit.

Roles and Responsibilities

To ensure that children are adequately protected, there will be two designated teachers described as:

- A Designated Safeguarding Lead (DSL), and
- A Deputy Designated Safeguarding Lead (Deputy DSL).

They have responsibility for co-ordinating action within the school and liaising with other agencies, in particular Islington's ***Children's Services Contact Team*** (020 7527 7400), the ***Local Authority Designated Officer (LADO)*** – see Appendix 4 - when there is a concern about a member of staff, other children's services and/or the police. The names of the DSL and Deputy DSL carrying out those responsibilities are listed on the cover sheet of this document[1, 2].The Designated Safeguarding Leads or their deputies will always make themselves available during the school day, including before and after school for staff to discuss safeguarding concerns. One Designated Safeguarding Lead will *usually* always be on site to be on call during school hours. If both DSL s are off site at the same time and immediate contact is required, they will be contacted by the assistant head remaining on site via the secure SLT message service 'Signal '.

Procedure for Dealing with a Concern or Disclosure

If a member of staff/volunteer is concerned that a child may have been subjected to abuse or neglect they must report that concern to the Designated Safeguarding Lead (DSL) or Deputy DSL. Even if their concern is minor, the DSL or Deputy DSL may have more information that, together with what is known by the member of staff/volunteer represents a more serious worry about the child.

If a child discloses that he/she has been abused in some way, the staff/volunteer should:

- Listen to what is being said and react calmly so as not to frighten or deter the child
- Allow the child to talk freely at their own pace without interrupting and take it seriously

[1] For more detail of the responsibilities of the Designated and Deputy Designated Senior Person, see Appendix 2.
[2] For the statutory framework within which this policy is drafted, see Appendix 3.

- Listen - ask questions for clarification only. Be careful to use open questions: beginning with words like 'how', 'why', 'where', 'when', 'who'? Avoid asking questions that suggest a particular answer
- Acknowledge how difficult it might have been for the child to share the disclosure
- Reassure the child that he/she was right to tell, but don't make promises which it might not be possible to keep
- Let the child know what the member of staff/volunteer plans to do next. Do **not** promise confidentiality – tell the child that the information must be passed to the DSP
- Reassure the child that what has happened is not his/her fault
- Do not criticise the alleged perpetrator
- Make a written record as soon as possible, certainly within the day. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing
- Pass the information to the DSL (or, in his absence, the Deputy), without delay
- Staff/volunteers should never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc.
- Staff/volunteers must keep an open mind and not rule out the possibility of abuse even if the allegation is against someone they know well and previously trusted.

Record keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible
- Record the date, time, place and names of any other adults or children who were present when the disclosure took place
- Record what was said/what happened/what the member of staff/volunteer noticed including speech, behaviour, mood, drawings, games or appearance
- If the child spoke, the member of staff/volunteer should record their words rather than his/her interpretation
- Record also any noticeable non-verbal behaviour and words used by the child and the way in which the child described what happened as this may indicate how the child was feeling
- Use a diagram to indicate the position of any injuries visible on areas not covered by clothes
- Sign the written record at the end
- Not destroy the original notes in case they are needed in any subsequent legal proceedings.

All records need to be given to the DSL promptly.

Children with Special Educational Needs or Disabilities (SEND) or certain medical or physical health conditions

Research suggests that children with special educational needs or disabilities can face additional safeguarding challenges and could be more vulnerable to abuse. Barriers could include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

• these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
•these children being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
• communication difficulties in managing or reporting challenges.
• cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

The risks to disabled children or children with certain medical or health conditions may be increased by their need for practical assistance and physical dependency, including intimate care, which may be delivered by a number of different carers.

Staff/volunteers who work with SEND children must be particularly aware of how the effects of abuse or harm may present, and be able to notice any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs as well as their academic needs and consider these when working with them and their families.

All staff working with children with SEND will receive appropriate training to enable them to meet the needs of all these children appropriately and to recognise and report any concerns. This is led by Assistant Head, Lyn Jones, who is SENDCo, and a safeguarding lead in the school. All staff must read the SEND Policy, which is reviewed annually.

Alternative Provision
Where the school places a pupil with an alternative provider, it continues to be responsible for the safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs.

Further action by Designated Safeguarding Lead (DSL) and Confidentiality
The Designated Safeguarding Lead (DSL) will consider, possibly in consultation with other appropriate persons, whether to refer the matter to Islington's Child Services Contact Team and/or to any other relevant professionals/agencies including: 'When to call the police' following NPCC guidance or when it is more appropriate to make an *Early Help Assessment. Please* **see Appendix 8**

The DSL will inform the Chair of Governors (or in his/her absence the Deputy Chair) of child protection matters referred to Islington's Children Services Contact Team.

If the matter is referred, the referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family. The DSL will record his/her reasons for sharing information on the 'request for service form' provided by the children's services contact team

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff, volunteers and parents at Gillespie School.

As a general principle, the school will be open and honest when dealing with parents/carers. The school will talk to parents/carers before involving anyone else unless to do so would place the child at further risk of harm or is otherwise not in the interests of the child.

Parents/carers should be aware of the school's child protection policy and the fact that it has legal responsibilities towards the child.

Staff/volunteers who receive information about children and their families in the course of their work must not share that information with anyone except the relevant professionals.

Management of Safeguarding Documents

All paper-based child protection documents will be kept in a 'child protection' file, separate from the child's main file. This will be locked and only accessible to the head teacher/Designated Safeguarding Leads. These records will be copied and transferred to any school or setting the child moves to by registered mail, on in person clearly marked 'Child Protection, Confidential, for the attention of Designated Person Child Protection' within 5 working days. If the child goes missing from education or is removed from the roll to be educated at home, any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained by the school until the child's 25th birthday. In addition, the school uses the secure CPOMS on-line software system to record, monitor and review safeguarding concerns and actions. This is managed by the DSLs.

Information Sharing

The General Data Protection Regulation (GDPR) and Data Act 2018 are not a barrier to sharing information when there are concerns about the safety and welfare of a child. The school will follow borough protocols to share information with the children services contact team using secure encrypted emails. The school will ensure that the information shared is accurate and relevant to enable others to do their job accurately and make informed decisions. Guidance to support the school with data protection activity including compliance with the GDPR can be found in DFE 'Data protection: toolkit for schools'.2020 and *information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers*

Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

A concern or allegation is any information that indicates that a member of staff, supply staff, volunteer or contractor may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children *i.e. violence towards another adult in a domestic setting*

Where an allegation is made against a member of staff, supply staff or a volunteer, the Head teacher will inform the Local Authority Designated Officer (Education) – LADO, Appendix 4 - and also the Chair or Vice Chair of Governors.

In the case of allegations against supply teachers the school should inform the Supply agency and ensure that they are fully involved in any enquires from the LADO. Whilst not directly employed by the school Supply teachers are under the direction and control

of the school and Governing Body when working in the school. Under no circumstances should the school cease to use a Supply teacher because of Safeguarding concerns and *not* inform the LADO or Supply Agency.

If the allegation is against the head teacher, the Chair (or in his absence, the Deputy Chair) of Governors will contact the LADO who will work in conjunction with Social Services and the Police Child Abuse Investigation Team.

Detailed records will be made to include decisions and actions taken with reasons. All records will be retained.

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

For a case, where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have involved the LADO) should consider the facts and determine whether any *lessons can be learned* and if improvements can be made.

Initial actions

- The person who has received an allegation or witnessed an event will immediately inform the head teacher (or deputy head teacher) and make a record. The head teacher will inform the Chair of Governors or Vice-Chair.
- In the event that an allegation is made against the head teacher, the matter should be reported to the Chair/Vice Chair of Governors who will proceed as the 'head teacher'. Contact with the Chair of the Governors can be made at governors@gillespie.islington.sch.uk or through the school office.
- The head teacher/Chair of Governors should not investigate the incident by interviewing those directly involved or any witnesses, as this is likely to jeopardise any subsequent criminal investigation UNLESS this has been agreed after consultation with the LADO.
- The head teacher/Chair should establish:
    - That an allegation has been made;
    - The general nature of the allegation e.g. whether a child has sustained an injury;
    - When and where the alleged incident happened
    - Who was involved and whether any other persons were present
    - What the view of the parents is;
    - Background information on the member of staff and child/children
- The head teacher/Chair will consult with the LADO (Education) in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff

Community based Early Help assessment

- We recognise the importance of early recognition and intervention in safeguarding children. The school understands that early identification and response to emerging concerns can improve a family's resilience and reduce the chance of a problem getting worse.
- We recognise that safeguarding is a shared responsibility and that children and families may require different levels of help, support and protection at different times. The school works in partnership with social care, the police and health services to ensure that children receive appropriate help at the earliest opportunity and that safeguarding concerns are responded to promptly. The school will adopt a child-centred approach, with the child's wishes, feelings, experiences, strengths, identity, culture and individual circumstances considered, alongside the views and circumstances of parents, carers and, when appropriate, the wider family network.

Staff receive training so they can recognise when a child or family may benefit from additional support and are familiar with the Islington's safeguarding local arrangements for accessing community-based Early Help and to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL

Community based Family Help assessment

- We recognise that Family Help is a voluntary process, requiring the family's consent to receive support and services. However, consent will not be treated as a barrier where safeguarding concerns require a statutory response.
- The school follows the guidance in paragraph 144 of Working Together to safeguard children (2026) in conducting effective Family Help assessments.
- If the DSL views that a Family Help assessment is appropriate, they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.
- The DSL will keep all Family Help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support from the LEA Children's services contact team.

Recognising Signs of Child Abuse
Physical Abuse

Physical abuse 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. Excessive punishment can also amount to physical abuse.

Indicators of physical abuse

Bruising, especially

- On the trunk of the body
- In or around the mouth or face
- With an outline of an object e.g. belt, hand or hair brush
- Fingertip bruising or marks to upper arms, forearms or
- legs consistent with gripping

- Fractures, especially if
  - There are grounds for concern – the history provided is vague, non-existent or inconsistent
  - There are associated old fractures
  - Medical attention is sought only after a period of delay
  - Skull fractures uncommon in ordinary falls
- Bite marks

- Burns and scalds – scalds are the most common intentional burn injury recorded
  - Burns with a clear outline may be suspicious e.g. cigarettes
  - Linear burns from electric fire elements

Emotional/behavioural observations

- Refusal to discuss injuries
- Frequent unexplained injuries
- Changing explanation of injuries
- Admission of punishment which appears excessive
- Fears of parents being contacted or fearful of returning home with/to parent or carer
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather or unwillingness to change clothes
- Fear of medical help
- Aggression towards others in language or use of threats
- Violent behaviour
- Constant hunger
- Compulsive stealing or scavenging
- Self-mutilation
- Behaviour changes generally
- Unwillingness to get changed for PE for fear of showing injuries

Indicators in the parent/family environment

- May have injuries themselves that suggest domestic violence

- Not seeking medical help/unexplained delay in seeking medical help
- Reluctant to give information or mention previous injuries
- Absent without good reason when child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Observed to be intensely involved with their children, never allowing anyone else to undertake their child's care
- Parent/carer has convictions for violent crimes
- History of mental health, alcohol or drug misuse or domestic violence.

Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child the 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve witnessing the ill treatment or domestic abuse of another family member or parent e.g. where there is fighting or violence in the home.

It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- Physical, mental and emotional developmental delay
- Abnormal attachment between child and parent/carer e.g. anxious, indiscriminate or no very little attachment to their caregivers
- Extremes of aggression or passivity
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- Self-harm
- Fear of parents being contacted
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Low self-esteem, lack of confidence, fearful, distressed, anxious

Indicators in parent/carer

- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Imposes inappropriate expectations on child e.g. prevents child's developmental exploration or learning, or normal social interaction through overprotection.
- Domestic abuse, adult mental health problems, parental substance abuse.

Sexual Abuse

Sexual abuse involves forcing, causing 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 (e.g. vaginal, anal and/or oral rape) or non-penetrative acts such as masturbation, kissing, rubbing and inappropriate touching.

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 (including via the internet).

Adult males do not solely perpetrate sexual abuse. Women also commit acts of sexual abuse, as can other children. Children are more likely to know their abuser than not know them.

Indicators in the child

Physical Observations

- Pain on going to the toilet
- Blood on underclothes
- Injuries to genital area or thighs
- Soreness in genital area, anus or mouth

Emotional/behavioural observations

- Sudden change in behaviour or school performance
- Poor attention/concentration (world of their own)
- Fear of undressing for PE
- Sexualised conduct inappropriate to age
- Drawing pictures that represent sexual activity or suggest inappropriate knowledge
- Tendency to cry easily
- Tendency to cling or need constant reassurance
- Wetting or other regressive behaviours e.g. thumb sucking
- Complaints of genital itching or pain
- Distrust of familiar adult, or anxiety about being left with a relative
- Phobias or panic attacks

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical observations
- Underweight
- Constant hunger
- Poor personal hygiene
- Inadequately clothed, clothing in poor state of repair
- Unmanaged/untreated health/ medical conditions including poor dental health

Emotional/behavioural observations
- Constant hunger
- Constant tiredness
- General delay especially speech and language delay
- Absence of normal social responsiveness
- Frequent lateness or non-attendance at school
- Emotionally needy
- Compulsive stealing
- Low self-esteem
- Destructive tendencies
- Thrives away from home environment

Remember it is not the staff/volunteers' job to assess or diagnose, it is their job to share their concern, no matter how small, with the DSP or Deputy DSP as a matter of urgency.

Low-level concerns

If staff have a safeguarding concern or an allegation about another adult (including supply staff, volunteers or contractors) that does not meet the harm threshold as described above, this must be shared, recorded and monitored in accordance with the school staff Code of Conduct Policy.
Described in KCSIE as of '*low level concern',* these incidents, no matter how small, may cause no more than a sense of unease or a 'nagging doubt' that an adult working in, or on behalf of the school has acted in a way that is inconsistent with the staff code of conduct. This includes inappropriate conduct outside of work

Honour based abuse-Female Genital Mutilation (FGM)

The '2015 Serious Crime Act' places a statutory duty upon teachers, along with social workers and healthcare 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. This is not an action they can delegate to the designated safeguarding leads. Those failing to report such cases will face disciplinary actions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. They should *then* discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

The World Health Organisation defines FGM as "all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons".
FGM is a criminal offence in the UK. It is also illegal to take a child abroad to undergo FGM.

FGM has no health benefits, and it harms girls and women in many ways, physically, emotionally and psychologically. It is nearly always carried out on minors (between infancy and 15 years). The average age is 10 – 12 years.

FGM can happen within families who do not see it as abuse. However, FGM causes severe physical and mental harm to victims both in the short and long term and for this reason cannot be condoned or excused. The safety and welfare of the child at risk is paramount and professionals should not be deterred from protecting vulnerable girls by fears of being branded 'racist' or 'discriminatory' (HM Government 2011).

Communities that practice FGM include Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian, and Eritrean. Non-African communities include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim.

Professionals need to provide families advice and information on FGM, which makes it clear that the practice is illegal. Community and faith leaders can be helpful in facilitating this work with families.

FGM Indicators

- A girl may confide that she is to have a "special procedure" which will make her a woman or talk of a ceremony-taking place for her and other siblings.
- There may be talk of vaccinations.
- There may be talk of absence from school. Girls are more at risk of FMG during school summer holidays.
- A girl or her family may talk about a long holiday to her country of origin where the practice is prevalent – this is not enough in itself but may be significant when added to other concerns.

Signs that FGM may have occurred

- Prolonged absence from school with noticeable change of behaviour on return.
- Finding it difficult to sit still and appears to be experiencing discomfort or pain.
- Spending a long time away from class for toilet breaks.
- Asking to be excused from PE or swimming.

- A sudden change in dress.
- Depression.

Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused through the FGM procedure in the UK or taken abroad to undergo the procedure.

All staff/volunteers at Gillespie School should be alert to the possibility of this occurring to children and should report suspicions to the DSP or Deputy DSP as a matter of urgency. If a local authority has reason to believe that, a child is likely to suffer or has suffered FGM it can apply to the courts for orders to prevent the child from undergoing FGM rather than removing her from her family. If a child has already undergone FGM she should be offered medical help and counselling, and action should be taken to protect any female siblings at risk.

[The NSPCC free 24-hour helpline (where a call can be made anonymously) is 0800 028 3550 or fgmhelp@nspcc.org.uk]

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to force, manipulate or deceive a child into sexual or criminal activity. 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. Males, females, groups, children and adults can all be perpetrators. The experience of girls being criminally exploited can be different from boys. The abuse can be one-off or a series of incidents over time ranging to complex organised abuse. It can involve enticement methods of compliance when the activity appears to be consensual and where they may not be threats of violence. CSE and CCE can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery. If this is the case a modern slavery referral should be completed

Child Sexual Exploitation

The definition below is taken from 'Working together to safeguard children '

Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual, group or organised network takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

a) *In exchange for something the victim needs or wants, and/or*
b) *For the financial advantage or increased status of the perpetrator or facilitator*

The victim may have been sexually assaulted even if the activity appears consensual. Child sexual exploitation does not always involve physical contact: It can also occur through use of technology. Most sexual abuse is committed by individuals known to the victim.

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 via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE is a form of child abuse. If a staff member or volunteer suspects a child has been sexually exploited or is at risk of sexual exploitation they must share the information with the DSL immediately.

Child Criminal Exploitation (CCE)
CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can be also forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

Criminal Exploitation of children and County Lines

County lines is the police term for urban gangs providing drugs to suburban areas and market and coastal towns using dedicated mobile phone lines. Gangs use children and vulnerable people to move drugs and money. County lines involve drugs, violence, gangs, criminal and sexual exploitation, modern slavery and missing persons. County lines gang activity is known to be well established in Islington.

Some primary aged children are vulnerable as they may have older siblings, extended family or friends who are being exploited by gangs. Children as young as 12 years old and vulnerable adults are victimised to join a gang either for intangible rewards (such as status, protection or perceived friendship or affection) or to be given something they "want" such as money, clothes in exchange for actions such as carrying drugs.

All staff are made aware of the factors which may indicate that children are at risk, or may be involved with ***serious violent crime***. These may include:
Increased absence from school, a change in relationships or friendships with older individuals or groups, a significant decline in performance, signs of self-harm, a significant change in well-being, or signs of assault or injury.

If staff/ volunteers have a concern this must be raised immediately with the senior designated person who will either liaise with the Child Services Contact team, the police or make a referral to the ***Islington Integrated Gangs Team*** via their safeguarding coordinator.

Child –on- Child Abuse

The 2026 Guidance requires schools to create a separate Child on Child Abuse policy. Please refer to our separate policy. This section provides a summary: All staff are trained to recognise that children are capable of abusing other children and that it can happen both inside and outside of school and online. Staff understand the importance of challenging inappropriate behaviours between children. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Staff understand that downplaying certain behaviours, for example dismissing sexual harassment as," just having a laugh", can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy, but this Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious and potentially a criminal offence
- involves bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- is violent physical abuse including hitting, kicking, shaking, biting or hair pulling
- involves abuse in intimate personal relationships between peers
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual harassment or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate non-consensual or consensual sharing of nude or semi -nude pictures or videos including 'sexting' and upskirting

If a pupil makes an allegation of abuse against another pupil:

- staff/volunteers must tell the DSL and record the allegation, but do not investigate it
- the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- the DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- challenging any form of derogatory or sexualised language or behaviour
- challenging racist, sexist, misogynistic, disability, homophobic or transphobic abuse
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidently through special assemblies, i.e. the NSPCC, Keeping Pupils safe assemblies where pupils are reminded that they can talk to any adult in the school and in particular the DSLs who are named so that the children know who they are. Pupils are also reminded that they can contact Childline and the telephone number is on

posters around the school. Pupils are also reminded through classroom work with teachers via the PSHE curriculum
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themself, and that this would fall under the scope of this policy.

Child -on- child sexual harassment and sexual violence

This kind of child - on –child abuse can occur between children of any age and sex, can occur between two children or groups of children harassing a single child or a group. Victims of child sexual violence will find the experience distressing and, in all likelihood, can affect educational attainment. Sexual violence and sexual harassment can occur online and offline (both physically and verbally). Reports of sexual violence and sexual harassment by children are complex. It is essential victims are supported and offered appropriate support. Staff should be aware that it is more likely that girls will be the victims of sexual harassment and violence and more likely it will be perpetrated by boys. If staff/volunteers suspect a child has been sexually harassed or is at risk of sexual violence by another child, they must share the information with the Designated Safeguarding Leads (DSL) immediately.

Online sexual harassment and/or sexual violence it may include:
- non-consensual sharing of sexual images and videos
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation coercion and threats
- upskirting

Non-consensual and consensual making or sharing of nude and semi-nude images and/or videos including use of AI & artificially created images and 'upskirting'

The 2026 guidance refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes.

Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence

Honour based abuse -Forced Marriage

From February 2023 it was made illegal to get married before the age of 18. This legislation has been put in place to help prevent child forced marriages.

Forced Marriage, as distinct from a consensual arranged one, is a marriage where one or both parties involved are forced into a marriage they do not want to enter and do not (or cannot) consent to the marriage and duress is a factor. Duress cannot be justified on religious or cultural grounds. A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. The difference

between arranged marriages and forced marriages is that in an arranged marriage the choice as to whether or not to accept the arrangement remains with the prospective spouses.

Forced marriage can happen between a child and an adult or children, both living in the UK or between one living the UK with one living abroad.

Suspicions that a child may be forced into marriage include:

- a family history of older siblings leaving education early or marrying early; depressive behaviour including eating disorders,
- self-harming and attempted suicide;
- being kept at home by their parents;
- excessive parental restrictions and control of movements;
- a child talking about an upcoming family holiday that they are worried about
- directly disclosing that they are worried they will be forced to marry.

Forced marriage is mainly an issue of violence affecting women but a small per cent of victims are male. The majority are girls are aged 13 to 16 but in 2012, the youngest victim receiving support from the Forced Marriage Unit was 2 years old. Many victims have been promised to someone from, or before, birth in exchange for business or land.

Where a suspicion or allegation of forced marriage or intended forced marriage is raised, there may be only one opportunity to speak to a potential victim, so an appropriate initial response is vital. Staff/volunteers should not minimize the potential risk of harm or attempt to be a mediator. In such circumstances where possible, the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) should be informed and should see the child immediately, on their own, in a secure and private place and contact the CHILD SERVICES CONTACT TEAM and/or the police.

Forced Marriage Unit, Foreign & Commonwealth Office (FCO)
020 7008 0151 or fmu@fco.co.uk

The NSPCC general Freephone helpline is 0808 800 500

So called ‘Honour’ based Abuse (HBA)

The Metropolitan Police definition of so-called honour-based abuse is "a violent crime or incident which may have been committed to protect or defend the honour of the family or community". Honour based abuse cuts across all cultures and communities.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. Honour is an unwritten code of conduct that involves loss of face on some-one's part if offended against, especially in groups where loyalty is considered paramount. Honour based abuse might be committed against people due to:

- The existence of a boyfriend or girlfriend from a different culture or religion
- Rejection of an arranged marriage

- Rejection of a forced marriage
- Wearing clothes or make-up or taking part in activities that might not be considered traditional within a particular culture
- Leaving a spouse or seeking a divorce.

A child who is at risk of so-called honour-based abuse is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Violence in the name of 'so-called honour' is often the culmination of a series of events over a period and is planned. It may include:

- house arrest and excessive restrictions;
- denial of access to the telephone, internet, passport, and friends;
- Threats to kill; pressure to go abroad.

There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

When receiving a disclosure or reasons for concern, staff/volunteers should recognise the seriousness/immediacy of the risk of harm. They should not minimise the potential risk of harm or attempt to be a mediator. The Designated Safeguarding Lead should see the child immediately or Deputy Designated Safeguarding Lead, on their own, in a secure and private place and the children services contact team and/or police should be contacted as appropriate.

If a person is in immediate danger, contact police on 999 and then the children's services contact team

See Appendix 4 for further useful contacts, numbers and websites.

Prejudice based Abuse

All staff should recognise that children experiencing prejudice-based harm including racism, faith -based prejudice and all other forms of discrimination should not just be addressed as an equalities issue but should also be recognised as part of safeguarding responsibilities. Schools should promote an inclusive and anti-discriminatory whole school culture as an integral part of creating a safe school environment. Discriminatory based abuse may significantly affect a child's welfare, wellbeing and sense of safety. When reporting harassment incidents related to discrimination to the Governing Board, the head will ensure that those incidents identified as being a safeguarding or child protection concern are highlighted.

Gender Questioning

Schools are advised it is not for them to initiate any action in this area but guidance is focused on circumstances where a parent has raised a request related to this. The school will respond sensitively and on an individual basis to pupils who are questioning their gender, with the pupil's safety, wellbeing and best interests at the centre of decision-making. Parents/carers will be responded to recognising that safeguarding responsibilities require that the DSL and other relevant staff consider the circumstances and needs of each individual pupil. The school will consider any safeguarding concerns or vulnerabilities associated with a pupil questioning their gender and take appropriate action where concerns arise.

Domestic Abuse

The Domestic Abuse Act 2021 introduces a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Domestic abuse is defined by the Home Office as 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality'. Both the person carrying out the abuse and the person to whom the abuse is directed towards must be aged 16 or over and 'personally connected'.

Children can be victims of domestic abuse in the context of their home life where it occurs between other family members. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic Abuse can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Economic/Financial
- Emotional

Operation Encompass operates in all police forces in England and helps police and schools to work together to provide emotional and practical support to children when there is an incident of domestic abuse

National Domestic Abuse helpline can be called free of charge and in confidence 24 hours a day on 0808 2000 247

See Appendix 4 for additional advice

Controlling behaviour is:

A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is:

An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

The Government definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

It has been widely understood for some time that coercive control is a core part of domestic violence. As such, the extension does not represent a fundamental change in the definition. However, it does highlight the importance of recognising coercive control as a complex pattern of overlapping and repeated abuse perpetrated within a context of power and control.

The main characteristic of domestic abuse is that the behaviour is intentional and is calculated to exercise power and control within a relationship.
Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, and emotional abuse and / or neglect.

The legal definition of significant harm includes *"the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home.*

Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The DSL will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.
Schools can play a key role in protecting children from serious violence. Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Children absent from Education

The school has an Attendance Policy which is reviewed regularly to take account of statutory DFE guidance: 'working together to improve school attendance' July 2026.

Unexplainable and /or persistent absences from school for prolonged periods of time is a potential indicator of abuse or neglect and can be a warning sign of a range of potential safeguarding concerns including leading to a child going missing from education. Early intervention using the school's sickness and absence procedures to respond to persistent absence can help prevent this risk.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect.
The school will maintain accurate and up to date admission and attendance registers to identify children at risk of abuse and neglect, including sexual exploitation or radicalisation, and to help prevent the risks of them going missing in the future.

Parents are required to provide three emergency contact numbers if possible and an absolute minimum of two.

The school takes advice from the DfE Statutory Guidance for LEAs 'Children missing education', updated Sept 2025 and follows the Children Missing Education Protocol set out in the Islington LEA publication 'Access to learning: Attendance Matters' Sept 2015 for reporting a pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reason given for being missing. The

school is required to inform the Local Authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school must exercise its duty under Section 175 of the education Act 2002 and section 11 of the Children's Act 2004 and ensure that its functions are discharged with regard to the need to safeguard and promote the welfare of children.
From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps are taken:

- The office will make contact with the parent/carer to seek reassurance that the child is safe at home.
- The outcome of the contact should be assessed by the School Attendance lead and if there are, any concerns a consultation with the school's designated safeguarding lead should take place to consider the child's vulnerability.

In the following circumstances, a referral to Children's Social Care and/or the Police should always be made promptly:

- The child may be the victim of a crime.
- The child is the subject of a Child Protection Plan.
- The child is subject of Section 47 enquiries (potential Police Protection or Emergency Protection Order).
- The child is looked after.
- There is a known person posing a risk to children in the household or in contact with the household.
- There is a history of the family moving frequently.
- There are serious issues of attendance.

If a child is missing from school for four weeks and is then removed from roll, the LEA Children Missing Education Officer must be informed.

In accordance with School attendance regulations 2024, the school must make a return to the local authority when a pupil's name is deleted from the admissions register

Fabricated and Induced Illness

DFE guidance 2008 describes Fabricated and Induced illness as a form of child abuse, which occurs when a parent or carer, usually the child's biological mother exaggerates or deliberately causes symptoms of illness in a child. The parent may present the child as ill, when they are healthy, manipulate test results, exaggerate, or lie about symptoms. It presents as an interaction between three key variables: the child's health, the parent's view, and the medical view.
Indicators of fabricated or induced illness, include:

- *Consistently poor attendance at school*
- *The medical history doesn't make sense –child often being seen frequently by different professionals*
- *Treatment is ineffective*
- *The symptoms disappear when the carer isn't present*

Where Fabricated or Induced illness is suspected, referrals should be made without alerting the child's carer

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice and support from external agencies to help them identify children in need of extra mental health support. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow the child protection policy and by speaking to the DSL or deputy DSL. They are the appointed lead staff for mental health and are supported by the PHSE leads who lead on proactively promoting positive mental health and well-being across the school through the curriculum and through initiatives such as our 'My Happy Mind scheme' and our antibullying work.

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences can impact on their mental health, behaviour, attendance and progress in school. Staff will be given regular training in mental health issues and how to recognise when a child's mental health may be at risk.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or deputy DSL. This includes early targeted support and liaison with/referrals to specialist services when needed such as CAHMS.

Implementation, monitoring and review of the Child Protection Policy

This policy will be reviewed annually by the governing body or by the Safeguarding Committee. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy is monitored by the DSL, currently the head teacher, Mark Owen and the Deputy DSL, currently Assistant Head Lyn Jones through staff performance measures.

Appendix 1:
The Responsibilities of the Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in Gillespie School. (Section 175(2) of the Education Act 2002).

All governors must receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

It is recommended that a nominated governor for safeguarding be appointed to take lead responsibility.

The nominated governor for safeguarding at Gillespie School is Fin Craig.

In particular, the Governing Body must ensure:

- There is a child protection policy which is reviewed annually
- There are safe recruitment procedures which are checked annually and when new staff are appointed
- There are policies and procedures relevant to safeguarding which are reviewed at appropriate intervals
- A DSL has been appointed who is a senior member of the school leadership team
- Relevant safeguarding children training is attended by the DSL, Deputy DSL and all school staff/volunteers.
- Deficiencies or weaknesses in safeguarding arrangements which come to their attention are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the head teacher.

Information is provided to the local authority about the school's safeguarding policies and procedures and about how the above duties have been discharged.

Appendix 2:
The Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL for Child Protection at Gillespie School is the Head teacher, Mark Owen, and the Deputy DSL, Lyn Jones, who will deal with child protection matters in the absence/unavailability of the DSL.

They will:

- Receive refresher training at a minimum of two-yearly intervals to keep their knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by regular updates at least annually, and by refresher training as appropriate.
- Ensure that new staff receive a safeguarding children induction within 7 working days of the commencement of their contract
- Develop effective working relationships with other agencies and services
- Ensure that all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- Ensure that relevant information about children is shared with staff on a 'need to know' basis
- Update the Child Protection and other safeguarding policies as necessary and ensure the Child Protection Policy is reviewed annually
- Make children and their parents/carers aware of the school's safeguarding procedures and how to access the Child Protection Policy. Children often tell other children, rather than staff or other adults, about abuse – the DSL/Deputy DSL will make sure that senior young people know the school's child protection policy as well as the adults
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Islington's Children's Services Contact Team.
- Liaise and work with the Children's Services Contact Team and LADO and other Children's Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the designated Social Worker and/or the Children's Services Contact Team or other appropriate Specialist Service when there is an unexplained absence of more than 2 days for a child who is the subject of a child protection plan
- Ensure Children's Social Care are informed of any proposed change of school of a child who is subject to a protection plan
- Provide guidance to parents, children and staff about obtaining suitable support.

Appendix 3:
Statutory Framework

To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- Education Act 2002
- The Children Act 2004
- The Education (Pupil Information) (England) Regulations 200
- London Safeguarding Children Board Procedures March 2014
- Islington Safeguarding Children Board advice and procedures.
- What to do if you are worried a child is being abused March 2015*
- Statutory guidance – Working together to safeguard children March 2026
- Keeping children safe in education Sept 2025
- Sexual Violence and Sexual Harassment between children in schools and colleges 2026
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance July 2017*
- Sexting in schools and colleges: Responding to incidents and safeguarding young people – UKCCIS UK Council for Child Internet Safety

*These documents can be found on the school website under Safeguarding & policies

Section 175(2) of the Education Act 2002 provides that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Appendix 4:
Useful Contacts/Websites

Head teacher & Assistant Headteachers
Via the school office - visiting in person, or by telephone on 020 7226 6840

Children's Services Contact team
Referral and Advice Team
020 7527 7400 (office hours)
cscreferrals@islington.gov.uk *

Disabled Children's team
02075273366

Social and Emotional Mental Health
02075273355

Emergency Duty Team
020 7226 0992
*Including referrals to the Prevent team

LADO
Islington's LADO is Tim Dawit, Head of Safeguarding and Quality Assurance. For advice and information about allegations against staff and volunteers, please contact
LADO@islington.gov.uk, 020 7527 8102.

Islington Safeguarding Children Board
020 7527 4209
Wynand McDonald, ISCB Manager
wynand.mcdonald@islington.gov.uk
www.islingtonscb.org.uk

Gillespie Governors
governors@gillespie.islington.sch.uk
Dan Hamilton (Chair)
Fin Craig (Safeguarding)

Police
Camden & Islington Child Abuse Investigation Team (CAIT)
020 8733 428

Islington Prevent Co-ordinator
Rebecca Skillet
Islington Community Safety
Partnership Unit
07710 854 054
Rebecca.skellet@islington.gov.uk

Prevent Engagement Officer
Police Constable, SO15
Mobile: 07917 246657

Melanie.west@met.pnn.police.uk
Access and Engagement Service – 020 7527 8748
Michael.gooch@islington.gov.uk
Early Years and Childcare Service - 020 7527 5932/5921
Early Years and Childcare Service – Senior Designated Officer – 020 7527 5629
Families First – 020 7527 4343
Young people's services – Senior Designated Officer – 020 7527 5880

Named Nurse
Whittington Health,
Islington Community Services
020 3316 1885

Named Doctor
Whittington Health,
Islington Community Services
020 3316 1866

National Society for the Prevention of Cruelty to Children (NSPCC)
Weston House,
42 Curtain Lane,
London EC2 3NH
020 7825 2775
www.nspcc.org.uk

Contacts for parents, carers, children/young people

Childline
Free helpline for children/young people to talk about any problem
08001111
www.childline.org.uk

Parent line Plus
Free helpline offering support and information on parenting issues
0808 800 2222
www.parentlineplus.org.uk

Domestic Violence Helpline
For women experiencing domestic violence, their family, friends, colleagues and others calling on their behalf.
24-hour Freephone Helpline 0808 2000 247
NSPCC-UK domestic –abuse signs symptoms Effects
www.gov.uk Domestic abuse; specialist sources of support

NSPCC Helpline
Advice and support to adults who are concerned about the safety or welfare of a child
24 Hour Freephone Helpline 0808 800 5000 or 0800

Sexual violence and sexual harassment between children in schools and colleges **–** DFE advice

Health and Well-being
Rise Above: Free PSHE resources on health, wellbeing and resilience -Public Health England
Mental Health and behaviour- DFE Advice

Online Safety
DFE safeguarding in schools, colleges and other providers
DFE safeguarding and Remote Learning
National Education network
NSC.GOV.UK
360 Safe website
www.thinkuknow.co.uk
www.thinkuknow.co.uk/Parents
www.ceop.police.uk

• DfE advice for schools: teaching online safety in schools
• UK Council for Internet Safety (UKCIS) guidance: Education for a connected world • UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
• National Crime Agency's CEOP education programme: Think know
• Public Health England38: Every Mind Matters
• Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes,
LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Further information about organisations for children with SEND can be found in the departments:
• SEND Code of Practice 0 to 25 years, and
• Supporting Pupils at School with Medical Conditions.
And from specialist organisations such as:
The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and Carers of children and young people with SEND. All local authorities have such a Service: Find your local IAS service (councilfordisabledchildren.org.uk)
Men cap – Represents people with learning disabilities, with specific advice and Information for people who work with children and young people
NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Appendix 5:
Policies/Statements, which relate to Safeguarding
(Can all be found on the website)

- Allergies and anaphylaxis
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Child on Child abuse
- Data Protection Policy
- Equalities policy
- First Aid Policy
- Governor Behaviour Statement
- Health & Safety Policy
- Intimate Care and Toileting Policy
- Medical Needs Policy
- Offsite Activities Policy
- Online Safety & Acceptable Use Policies
- Physical intervention Policy
- Safer Recruitment
- Security Intruder Policy
- Staff Code of Conduct Policy
- Whistleblowing Policy
- Looked After Children Policy

Appendix 6:
Prevent Strategy (information and referrals flowchart)

1. What is the Prevent Strategy?
Prevent is part of the Government's counter-terrorism strategy (CONTEST). Its aim is to stop people becoming terrorists or supporting terrorism*. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

'***Extremism'*** is defined in the Prevent strategy as vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

'***Radicalisation'*** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qaida associated groups. However, terrorists associated with the extreme right also pose a continued threat to our safety and security.

The current UK definition of '__Terrorism'__ *is given in the Terrorism Act 2000. In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for advancing a political, religious or ideological cause.*

2.Channel
Channel is an early intervention multi-agency panel designed to safeguard individuals from being drawn into extremist or terrorist behaviour. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. The Channel Panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary.

Anyone can make a referral to the Channel Panel. The Designated Lead would normally make a referral, but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken.

3. Key Policy Changes
Schools should promote "acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Counter-Terrorism and Security Act, July 2015: It places the Channel programme on a statutory footing. The Act gives certain bodies, such as schools and universities, a

new duty to have due regard to the need to prevent people from being drawn into terrorism.

4. Potential Indicators of Vulnerability to Extremist Ideology*

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment, poor resettlement/ reintegration, previous involvement with criminal groups.

Access to Extremism / Extremist Influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - because either they associate directly with known individuals or because they frequent key locations, where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (E.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings.
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying). It is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks, either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

**From "Prevent and Channel Strategy: A Toolkit for Schools"*

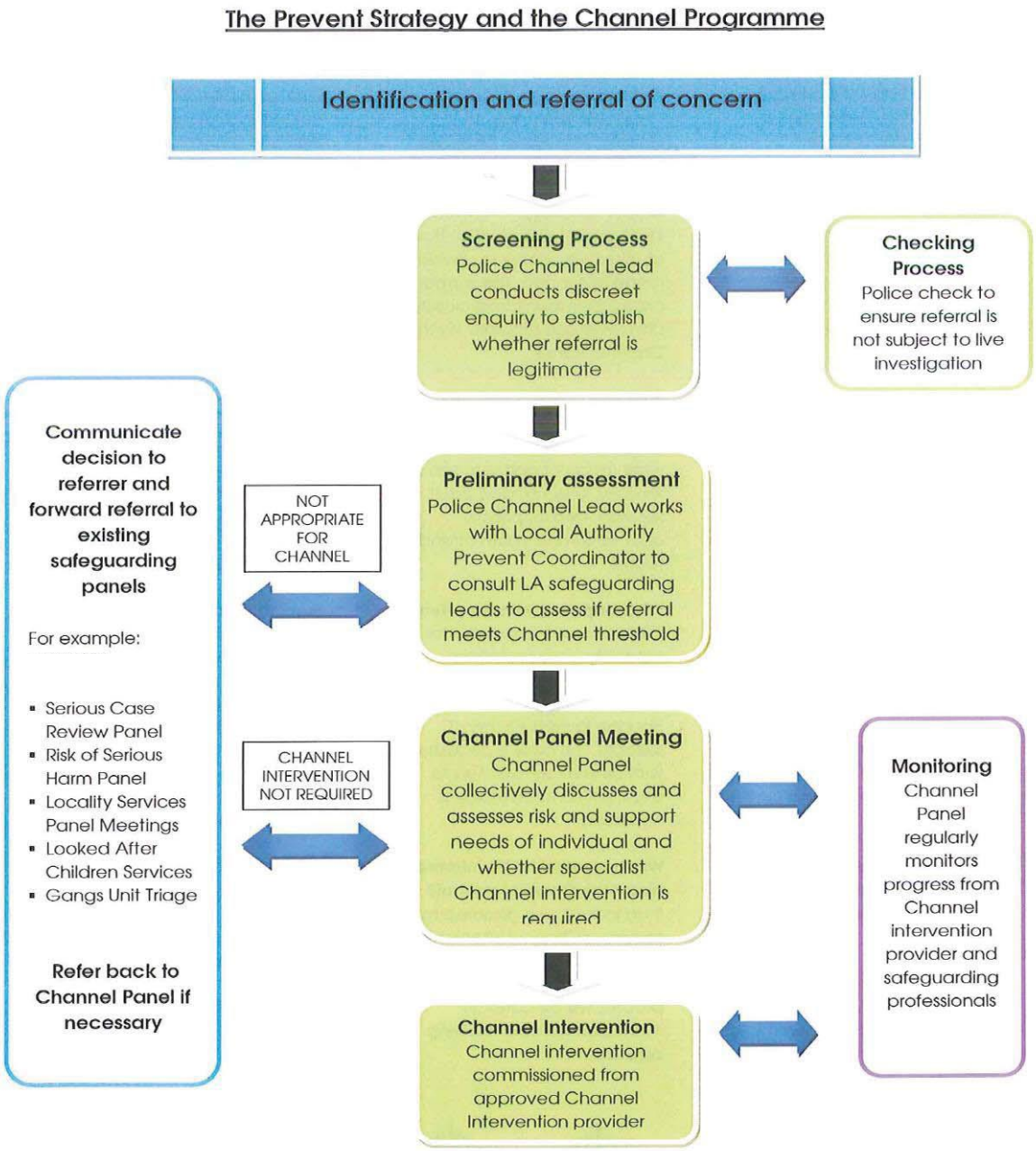
5. Pastoral Approaches to the 'Prevent' Strategy at Gillespie

The school's policies are reviewed updated in light of the statutory guidance that has been issued. Staff are aware that if they have any concerns about a child at risk of radicalisation, they should discuss this with the Designated Person.

The pastoral life of the school informs ways in which British Values are shared and explored with students, in particular, through the provision for pupils' spiritual, moral, social and cultural (SMSC) development. Assemblies, talks by external speakers for Personal, Social and Health Education (PSHE), school trips and extra-curricular activities also actively promote British Values. Structures such as School Council and all of our other pupil teams enhance pupil's awareness of democratic processes.

All school staff and the chair of governors safeguarding committee and chair of governors receive Prevent training and updates from the LEA as part of statutory safeguarding training.

Appendix 7:
Channel Panel referrals flowchart



Appendix 8: Early Help

Providing early help can be more effective in promoting the welfare of children than reacting later. Full details of the early help process are in: *working together to safeguard children*

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is privately fostered