

Martin High School

*Inspiring all to dream more, learn more,
do more and become more*



SAFEGUARDING/CHILD PROTECTION POLICY AND PROCEDURES

Policy reviewed by: Executive Head teacher
Policy agreed at: Full Governing Body meeting
Review date:

Signed: (Executive Head teacher) Date:

Signed: (Chair of Governors) Date:

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Named staff and contacts

- Designated Safeguarding Lead: *Ms Z Meadowcroft, Assistant Head Teacher*
- Deputy Designated Safeguarding Leads : *Mrs L Sanchez, Executive Head teacher and Mr P Wicken, Associate Head Teacher*
- *Prevent Single Point of Contact (SPOC): Ms Z Meadowcroft, Assistant Head Teacher*
- *Designated Teacher for Children in Care: Ms Z Meadowcroft*
- Nominated Safeguarding Governor: *Ms N Baker, Governor*
- Safeguarding and Improvement unit contacts:

Head of Service - Safeguarding Improvement and Quality Assurance

Kelda Claire - (0116) 3059084 / 07507686100

LADO / Allegations Manager

Mark Goddard,- (0116) 3057597

Safeguarding Development Officers

Simon Genders - (0116) 3057750

Ann Prideaux - (0116) 3057317

First Response Children's Duty (same day referrals)

Telephone: (0116) 3050005

Fax: (0116) 3050011

Email childrensduty@leics.gov.uk

Address: First Response Children's Duty

Room 100b

County Hall

Championship Way

Glenfield

LE3 8RF

All other referrals Including Early Help Services

<http://lrsb.org.uk/chilreport>

First Response Professionals Advice Line

(0116) 3055500

Early Help queries and Consultation Line

(0116) 3058727

1 Introduction

1.1 Martin High School fully recognises the contribution it can make to protect children and support learners in school. The aim of the policy is to safeguard and promote our learners' welfare, safety and health by fostering an honest, open, caring and supportive climate. The learners' welfare is of paramount importance.

1.2 This policy is consistent with:-

- The legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 and statutory guidance "Keeping children safe in education - statutory guidance for schools and colleges" (September 2018) and "Working Together to Safeguard Children" April 2018.
- The Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children.
- Counter Terrorism Bill (2015)

1.3 There are four main elements to our Safeguarding Policy:

- **Prevention:** e.g. positive school atmosphere, teaching and pastoral support to learners, safer recruitment procedures.
- **Protection:** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **Support:** to learners and school staff and to children who may have been abused.
- **Working with parents:** to ensure appropriate communications and actions are undertaken.

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our Safeguarding Policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new learners as well as at regular parent-teacher meetings. The full policy is also available to view on the school website.

1.5 **Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

2 Safeguarding Commitment

2.1 Martin high School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and will see school as a safe

place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for Personal Development/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list, references and prohibition from teaching checks.

2.3 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:

- Anti-Bullying (including cyberbullying)
- Domestic violence
- Healthy Relationships / Consent
- Drugs, alcohol and substance abuse (County Lines)
- Internet Safety
- Fire and water safety
- Road safety
- Sex and Relationships Education
- (So called) Honour Based Violence (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6)
- Sexual exploitation of children (CSE), including online
- Preventing Extremism and Radicalisation (see Appendices 5 and 7)

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

3.2 Governing Body

In accordance with the statutory guidance "Keeping children safe in education" (September 2018), the Governing Body will ensure that:

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the

Executive Head teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings, etc.
- The Executive Head teacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities including this policy Part 1 of Keeping Children Safe in Education, the Behaviour Policy and how to respond if children go missing. The Local Authority induction leaflets, "Safeguarding in Education induction - Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from "Keeping children safe in education" September 2018 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Executive Head teacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings (October 2015)". Information is provided to the Local Authority (on behalf of the LSCB) through the Annual Safeguarding Return.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2015 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered through school provision or via referral to an external support agency (e.g. Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

3.3 Executive Head teacher

The Executive Head teacher of Martin High School will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;

- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available - 0800 028 0285.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education 2015" available on the O Drive or directly from www.gov.uk and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and /or police where a crime may have been committed).
- Act as a source of support, advice and expertise within the school.
- To attend and contribute to child protection conferences when required to do so.
- Be alert to specific needs of children in need, those with special educational needs and disability and young carers.
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection, the Behaviour Policy, children who go missing and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to those working directly with children; (Available on Martin High School O:Drive)
- Keep detailed, accurate and secure written records of concerns and referrals.
- Obtain access to resources and training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible. This will be in advance of the learner arriving where specific ongoing support is required.

- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints. In accordance with the section on “Records, Monitoring and Transfer” below

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within The Martin High school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal learner or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Executive Head teacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school or Sixth Form / Further Education College, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving in their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method will be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police could be copied.

5 Support to learners and school staff

5.1 Support to learners

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in learners experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 **Peer on Peer Abuse** - Martin High School recognises that children sometimes display abusive behaviour and that such incidents or allegations must be referred

on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate school and local authority or LSCB guidance’s and policies to address these concerns including the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and learners.

5.3 Sexting - The Martin High school will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). Using the guidance from the UK Council for Child Internet Safety (UKCCIS) “Sexting in schools and colleges: responding to incidents and safeguarding young people” the school will respond appropriately, within good time and each incident will be dealt with on its individual merits and on a case-by-case basis. The key points being:

- Parents and learners are encouraged to inform the Executive Head teacher/DSL as soon as possible.
- The school will support the victim as appropriate and in accordance with their best interests.
- The school will inform all parents of any child involved (unless by doing so we put a child at further risk).
- Any images will not be viewed by school staff.
- If the school is to deal with the matter, where images are reported to be stored on an electronic device, the school will confiscate such items and notify parents to ensure these images are deleted.
- If there is evidence of child exploitation or the targeting of a vulnerable learner the school will report this to any necessary external agencies (e.g. Police, Child Sexual Exploitation Team).

5.4 Sexual violence and sexual harassment - Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and sexual harassment can occur between children of any gender.

Curriculum

Planned PSHE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to learners age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system

Responding to an incident

- The school will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- We will liaise with the police, social care and parents/carers as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents/carers will be included in discussions about the format that this support will take.

5.5 **Children Missing** - Martin High School recognises the entitlement that all children have to education and will work closely with the local authority to share information about learners who may be missing out on fulltime education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside of the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

5.6 **Child Sexual Exploitation (CSE)** - This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to the Local Authority First Response Children's Duty if appropriate.

5.7 **So-called 'honour based' violence (HBV)** - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or community, including Female Genital Mutilation (FGM - see Appendix 7), forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

5.9 Complaints or concerns raised by parents or learners will be taken seriously and followed up in accordance with the school's complaints process.

5.10 **Support for staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part

of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support

6 Working with parents/carers

Martin High School will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Policy
- Anti-Bullying (including cyber-bullying)
- Attendance and Punctuality
- Health and Safety
- Special Educational Needs
- Physical Intervention/restraint
- Screening, searching and confiscation

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

8.1 The school's safer recruitment processes are based on the DfE Guidance: "Keeping children safe in education" (September 2018) Part 3: Safer recruitment.

8.2 Martin High School will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection/inappropriate conduct. In cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 Martin High School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council Induction leaflets is given to all staff and is the basis for the safeguarding induction.

- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken Safer Recruitment training either online or by attending the local authority one-day Safer Recruitment training course.
- 8.5 Staff and volunteers are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

Appendix 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

- A General
- B Individual Staff/Volunteers/Other adults - Main procedural steps
- C Designated safeguarding lead - Main procedural steps

A General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (available on LSCB website <http://lrsb.org.uk>). The Designated Safeguarding Lead is expected to be familiar with these, particularly referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from First Response Children's Duty Team, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. There will be circumstances when informing the parent/carer of a referral might put the child at greater risk, in these individual cases advice from Children's Social Care will be taken.

B Individual Staff/Volunteers/Other Adults - main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should

be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Executive Head teacher must be informed.
- 4) If the allegation is about the Executive Head teacher, the information should normally be passed to the Chair of Governors or to Kath Kelly CEO of the Lionheart Trust or to the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C Designated Safeguarding Lead - main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from First Response professional's advice line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care.
- 5) All other referrals should be made using the online form (<http://lrsb.org.uk/childreport>)
- 6) The First Response Children's Duty Managers are available for advice on the numbers given in the contact details on page 1 of this document.
- 7) If the concern is about children using harmful sexual behaviour, refer to the separate guidance. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 8) If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 9) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from First Response Children's Duty Managers (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

Appendix 2

PROCEDURE FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING EXECUTIVE HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” (September 2018 Part 4: Allegations of abuse made against teachers and other staff). Available on Martin High School O drive.

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Executive Head teacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Executive Head teacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and improvement unit as soon as possible).

2) Executive Head teacher

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children’s Duty if the Allegations Manager (LADO), so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO).
 - Co-operation with the investigating agency’s enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

- 3) Chair of Governors (only relevant in the case of an allegation against the Executive Head teacher)**
- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
 - ii. Notify the Allegations Manager, Safeguarding and Improvement Unit on the same day.
 - iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
 - iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral.
 - v. The Chair of Governors is responsible for:
 - Liaison with the Allegations Manager (LADO), Safeguarding unit.
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

Appendix 3

CHILD PROTECTION

Martin High School fully recognises its responsibilities for child protection.
Our policy applies to all staff, governors and volunteers working in the school.

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting learners who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the DfE:

- Ensure we have a Designated Safeguarding Lead who has received appropriate training and support for this role. Ms Meadowcroft (Assistant Head Teacher - Pastoral) is the Designated Safeguarding Lead. Mr Wicken (Deputy Head Teacher) and Mrs Sanchez (Executive Head teacher) are also trained as safeguarding leads.
- Any member of staff who receives a disclosure of abuse, or suspects that abuse may have occurred must report it as soon as possible to one of the above.
- Ensure we have a nominated governor responsible for child protection. This is currently Ms N Baker.
- Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- Notify Children's Social Care: Central Duty Team if there is an unexplained absence of more than two days of a learner who is on the child protection register.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main learner file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and confidence. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the learner through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives learners a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable learners in the school. The school will ensure that the learner knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the learner such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a learner on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Appendix 4

USE OF CAMERAS AND MOBILE PHONES

To ensure the safety and wellbeing of the learners in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and learners).
- Mobile phones must not be used in any teaching area in the school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept

- Parents or carers permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on any social networking sites such as Facebook. There may be events when the school refuses photographs to be taken.

Appendix 5

SAFEGUARDING LEARNERS WHO ARE VULNERABLE TO EXTREMISM AND RADICALISATION

Martin High School recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our learners being drawn into terrorism.

These include:

- Assessing the risk of learners being drawn into terrorism (appendix 8)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; learners are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the Single Point of Contact (SPOC) - Designated Safeguarding Lead/Executive Head teacher who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

A copy of the Home Office report, 'How social media is used to encourage Travel to Syria and Iraq- briefing notes for school' is available on the O drive.

Appendix 6

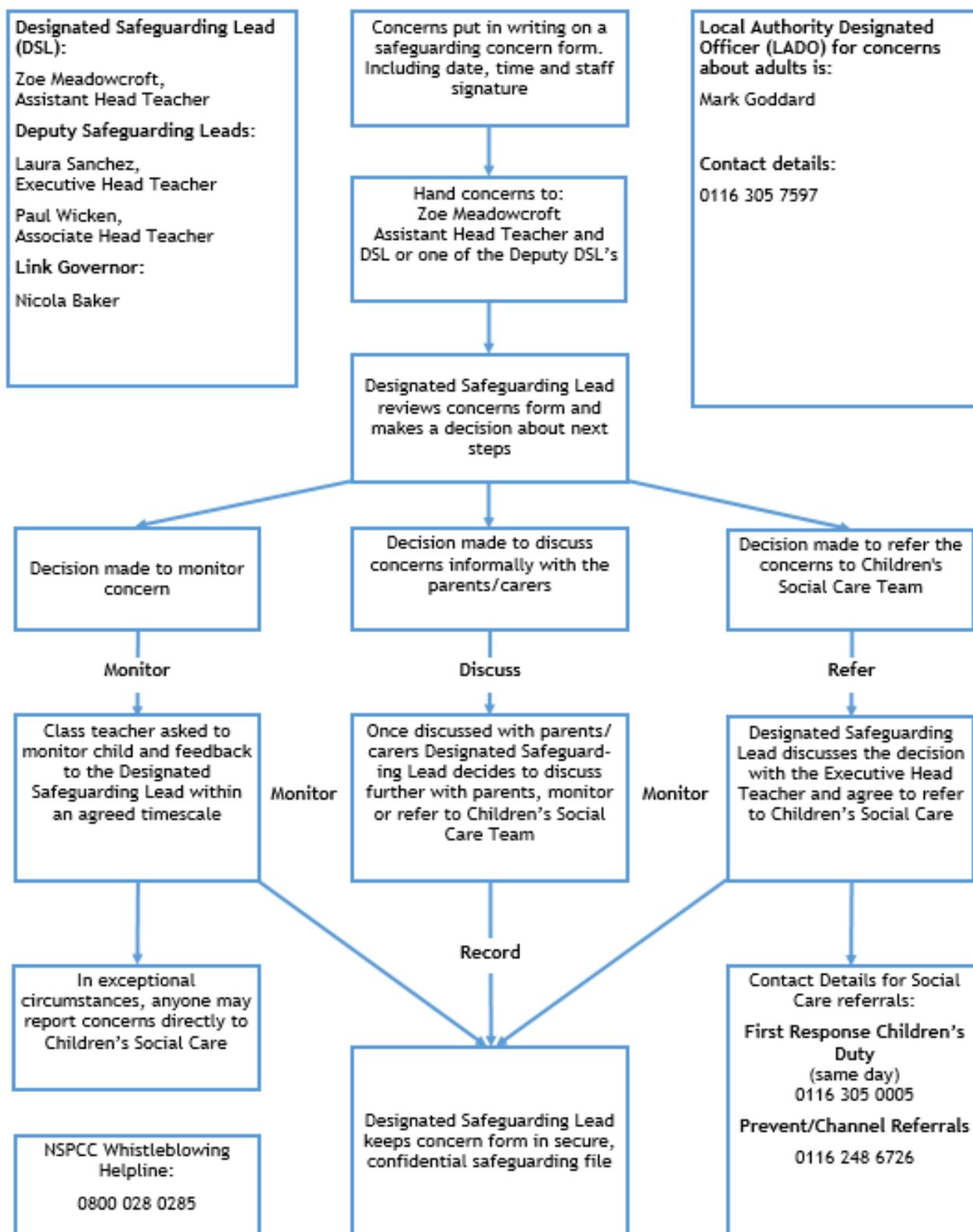
FEMALE GENITAL MUTILATION

Martin High School recognises the importance of monitoring and reporting issues of FGM. Since October 2015, Section 5B of the Female Genital Mutilation Act 2003 and Section 74 of the Serious Crime Act 2015 places a mandatory duty on Teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where the girl discloses she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

Appendix 7

Safeguarding Flow Diagram—Concerns about a child



Appendix 8

Martin High School Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	Subsumed into Safeguarding & CP policy.
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Training. Referrals. Channel contact details advertised in school
Have staff received appropriate training	Yes	All staff & Governors have completed Home Office E-learning
Has the school got a trained Prevent lead?	Yes	Z Meadowcroft (DSL) SPOC
Do staff know who to discuss concerns with? (Single Point of Contact - SPOC)	Yes	Training, posters, leaflets. referrals
Is suitable filtering on the internet in place?	Yes	Content filtering - Bloxx Impero - keyword search/notification
Do Children know who to talk to about their concerns?	Yes	Safeguarding assemblies. Staff to learner conversations
Have any cases been reported?	Yes	2 - See file
Are individual learners risk assessed?	Yes	Dependant on concerns raised/behaviours displayed/environmental factors
What factors make the school community potentially vulnerable to being radicalised?		County Lines, white radicalisation and extremist views / ASB

Martin High School
Prevent Duty Action Plan

Focus	Actions	When	Cost	Who	Impact Milestones	RAG
LEADERSHIP. Governing body SLT Staff Learners Understand their responsibilities in relation to "Prevent Duty"	<ul style="list-style-type: none"> • Governors have received full safeguarding training. • SLT and all staff completed Home office Prevent training • Prevent - one focus of safeguarding briefings delivered to staff. • Assemblies on Safeguarding / British Values / Extremism and Radicalisation 	Autumn 2017	N/A	ZM	<ul style="list-style-type: none"> • All stakeholders have a good understanding of their own and institutional responsibilities in relation to the Prevent Duty 	G
		Jan 2018	N/A	ZM		G
		August 2017 (Ongoing for new starters).	N/A	ZM		G
		September 2017 / Jan 2018 /	N/A	ZM / HOH		G
PARTNERSHIP. Engagement from: Governors SLT Managers and Leaders. Identified single point of contact (SPOC) in relation to Prevent. Engage with BIS Regional Prevent Coordinator, LA Police Prevent Leads and local Prevent Boards at strategic and operational level	<ul style="list-style-type: none"> • Prevent lead is ZM (DSL). • ZM identified to all staff as SPOC. • ZM responsible for creating and updating Prevent Risk assessment/action plan. • ZM to share action plan with SLT and Governors. • Meet with local police. • Link with Charnwood Borough Council. 	Autumn Term 2017	N/A	ZM	<ul style="list-style-type: none"> • Staff are aware of who to report concerns • Active engagement from all stakeholders in the prevent duty • Necessary actions are identified and implemented across the school • Risks / tension indicators in the local community are identified and will inform practice and approach of work in school 	G G G G R

<p>STAFF TRAINING. Staff demonstrate British Values in management, teaching and general behaviour.</p> <p>Factors that make people vulnerable to being drawn in to terrorism and extremist views</p>	<ul style="list-style-type: none"> • Safeguarding Training. • SLT and Staff complete the Prevent Home Office Prevent Training Channel training. 	<p>Aug 2018 Jan 2018</p>	<p>N/A N/A</p>	<p>ZM ZM</p>	<ul style="list-style-type: none"> • Staff have sufficient knowledge and confidence to exemplify British Values • Staff understand factors around extremism and radicalisation and are confident to challenge extremist views/ideas • Through training staff are able to recognise vulnerabilities and are aware of what action to take in response. 	<p>G G R</p>
<p>Welfare, pastoral and Chaplaincy support. Adequate arrangements and resources are in place that reflects the demographic and needs of the school</p> <p>Signposting to Chaplaincy support</p> <p>Monitoring of support arrangements in line with equality policy</p>	<ul style="list-style-type: none"> • Link with local churches. • Link with other world faith leaders on “needs” basis to provide chaplaincy / pastoral support for vulnerable young people. • Wellbeing and inclusion meetings identify vulnerable young people to ensure monitoring/support. Reviewed termly. • Identified learners are monitored on an “at risk” list • British Values embedded across the school. • PSHE overseen by HOH and includes British Values • Aspire Hub pastoral staff provide support 	<p>Summer 2018</p> <p>Ongoing - Weekly meetings</p> <p>Ongoing - weekly meetings</p> <p>Since Autumn term</p> <p>Since Autumn term</p> <p>Since Autumn term</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>SLT SLT</p> <p>ZM / HOH</p> <p>ZM</p> <p>HOH</p> <p>HOH</p> <p>THA/ ZM</p>	<ul style="list-style-type: none"> • Support is in place to meet the needs of learners within the schools demographic. • Learners that are at risk are identified and targeted support is implemented • The school adopts clear rules and expectations, rewards and sanctions, British Values are embedded in the behaviour policy. Learner Leadership roles emulate this. • Teaching and learning of British Values is delivered across the curriculum with specific topics in the PSHE programme. 	<p>A R</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>

<p>Speakers & Events. Framework is in place to manage requests for external speakers</p> <p>Policies are in place to manage school events and off site events. i.e. charity events</p>	<ul style="list-style-type: none"> • All visiting speakers are risk assessed in line with the prevent agenda • Prevent duty to be added to risk assessment process for all off site visits • All charity requests to be assessed by a member of SLT with reference to the Prevent Duty 	<p>In place</p> <p>Spring Term 2018</p> <p>Spring Term 2018</p>		<p>HOH</p> <p>TH</p> <p>SLT</p>	<ul style="list-style-type: none"> • An effective framework is in place and complied with. Staff and learners are aware of the requirements • Prevent Duty is adhered to and learners are safeguarded 	<p>A</p> <p>A</p> <p>A</p>
<p>Safety Online. Use of ICT policy</p> <p>Filtering/Firewall systems in place</p> <p>E-Safety is delivered as part of the curriculum and through assemblies</p>	<ul style="list-style-type: none"> • Online safety policy and acceptable use of ICT policy is signed by and communicated with all parents. • High quality Firewalls/Filtering in place • Specific PSHE topics cover E-Safety, where possible this is also covered across the curriculum • Staff sign ICT user agreement each year. 	<p>Start of academic year and as part of induction.</p> <p>Ongoing</p> <p>In place</p>		<p>JS</p> <p>DN</p> <p>HOH</p> <p>JS / DN</p>	<ul style="list-style-type: none"> • Parents understand and agree to the use of ICT within school • High quality Firewalls/Filtering are in place and alerts IT manager of breaches of policy. System prevents staff, learners, visitors from accessing extremist websites and material. Wi-Fi is limited and filters apply on own devices. • Learners know how to keep themselves safe online 	<p>G</p> <p>G</p> <p>G</p> <p>R</p>
<p>Prayer & Faith Facilities. Appropriate facility/area for prayer</p>	<ul style="list-style-type: none"> • Consider and identify an appropriate space to be utilised as a Multi Faith Prayer room. 	<p>Summer Term 2018</p>		<p>SLT</p>	<ul style="list-style-type: none"> • An appropriate space will be provided to meet the faith needs of both staff and learners. The use of this space will be effectively monitored in respect of activities. 	<p>R</p>

<p>Site Security Effective arrangements are in place to manage access to the school site.</p> <p>All staff and visitors are expected to wear lanyards identifying them.</p> <p>All dangerous substances are stored appropriately, including policy to manage, store and handle such substances.</p> <p>Distribution of leaflets (including electronic) or other publicising materials are monitored.</p> <p>School intervention where off site activities are identified or are likely to impact on staff and/or learners i.e. leafleting, protest, etc.</p>	<ul style="list-style-type: none"> • School site is secure, access to the school is through an intercom and admittance via front office. • All visitors required to sign in and wear identification at all times. Safeguarding information is provided upon entry to the building. • All staff are required to wear identification at all times. • Chemicals when not used are in locked storage, risk assessed and audited by the Technician. • Review Safeguarding procedure regarding distribution of leaflets and offsite intervention. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing. Autumn 2017</p>		<p>Office staff</p> <p>Office staff</p> <p>All</p> <p>Science Technician</p> <p>ZM/LS</p>	<ul style="list-style-type: none"> • Whole school safety is a priority; visitors can only access the school via reception. • Visitors and staff are easily identifiable; staff will challenge an unidentified visitor immediately. • Safety and closely monitored access to dangerous materials is a priority. • All staff will feel confident in safeguarding learners under the prevent duty. 	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>A</p>
<p>Safeguarding. Protection against the risk of radicalisation and extremism is included within the safeguarding policy.</p> <p>Safeguarding staff receive training relating to</p>	<ul style="list-style-type: none"> • Prevent duty explicit in Safeguarding policy • All staff have completed the Home Office Prevent Channel training • Safeguarding training is delivered to all staff • Await further training opportunities to be released by Charnwood Borough Council 	<p>June 2018</p> <p>Jan 2018</p> <p>Autumn Term 2017 - ongoing</p> <p>When available</p>		<p>ZM</p> <p>ZM/ all staff. LS</p> <p>ZM</p>	<ul style="list-style-type: none"> • Staff understand their responsibilities in terms of the Prevent duty • Staff are able to identify and respond to concerns of extremism and radicalisation 	<p>G</p> <p>G</p> <p>G</p> <p>R</p>

radicalisation and extremism. Policy identifies a recognised pathway and thresholds for referral to Channel.	All staff are aware of how to refer and process	August 2017 - ongoing		ZM	Staff understand their responsibilities. Posters around school advertise.	G
Communications. Staff are aware of the Prevent Lead and SPOC Staff and learners are aware of the Prevent Duty Information sharing protocols are in place	<ul style="list-style-type: none"> Prevent Lead and SPOC is DSL - ZM. All staff are aware through safeguarding training. Assemblies are delivered to learners. Information for parents and others is on the school website. 	Start of academic year. Sept 17 / Jan 18 / Mar 18 In Place		LS/ZM ZM / HoH / External provider	<ul style="list-style-type: none"> Staff know who to report concerns to and are confident in doing so. Learners understand current risks and how to report concerns Parents are able to access support and information 	G G A
Incident Management. A critical incident management plan is in place. Named staff lead identified to respond. Managing communications/media in the event of a critical incident. Effective arrangements in place to identify and respond to an incident. Including advice to staff and learners where appropriate.	<ul style="list-style-type: none"> Critical incident plan is in place. Named Lead in school Critical incident training to be updated. Would refer to local authority for guidance in the event of a critical incident. School Lawyers appointed. 	In place Summer term 2017		LW ZM/TH SLT JM/LS	<ul style="list-style-type: none"> Plan clearly outlines the schools' response to terrorist related issues. Staff know who to report to and take lead from in the event of an incident. Communications will be handled appropriately and sensitively, meeting all legal requirements and duties in the event of a critical incident. Effective arrangements are in place to identify and respond to tensions on or off site which may impact upon staff, learners and/or public safety. Staff and learners are appraised of tensions 	A G G A

					and advice is provided where appropriate.	
<p>Staff & Volunteers. Training is provided to sub-contracted staff and volunteers.</p>	<ul style="list-style-type: none"> Safeguarding training including Prevent Duty is delivered to all new staff / temporary staff and volunteers prior to the commencement of their work. 	Ongoing		ZM	<ul style="list-style-type: none"> All temporary / new staff receive safeguarding training, including Prevent Duty prior to beginning work. A signed record is kept of all staff safeguarding training Through training all stakeholders are vigilant to the radicalisation of staff by sub-contracted staff and volunteers and know how to report concerns. 	G
<p>Freedom of expression. Freedom of Speech/Expression policy in place.</p> <p>Recognition of risks associated with radicalisation and extremism.</p> <p>Protection of vulnerable individuals.</p>	<ul style="list-style-type: none"> Create freedom of expression policy and subsume into Equalities policy. 	Summer Term 2018		ZM/LS/PW	<ul style="list-style-type: none"> All faiths and beliefs have the same right to tenure across the school. Vulnerable individuals are protected and have rights under Article 10 of the European Convention on Human Rights. 	R

Acronym Key:	
SLT	Senior Leadership Team
DSL	Designated Safeguarding Lead
SPOC	Single Point of Contact
LS	Executive Head Teacher
ZM	Assistant Head Teacher
HOH	Heads of House
Tha	Aspire Hub Leader
TH	Head of Faculty/Operations
JS	SIMS Manager
DN	IT Network Manager
JM	Business Manager/

Appendix 9

Physical Intervention / Restraint Policy

The Martin High School believes that the use of force should be a last resort. The school seeks to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

All school staff members have a legal power to use reasonable force to prevent learners committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. However, as a school we strongly advise that only appropriately trained staff should use reasonable force.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This policy is intended to help staff feel more confident about using force when they think it is right and necessary.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. Staff are advised to use de-escalation techniques, remove obstacles and dangers or remove other learners from the situation first.

THE USE OF FORCE

In school's force is generally used for two different purposes - to control learners and to restrain them.

- Control can mean either passive physical contact (e.g. standing between learners or blocking a learner's path) or active physical contact (e.g. leading a learner by the hand or arm, or ushering a learner away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a learner from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two learners are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a learner from attacking a member of staff, or another learner, or to stop a fight between two or more learners;
- to prevent a learner causing deliberate damage to property;
- to prevent a learner causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a learner leaves a classroom where the learner persistently refuses to follow an instruction to do so;
- to prevent a learner behaving in a way that seriously disrupts a lesson; or
- to prevent a learner behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where learners (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, the school will consider factors such as the learner's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the learner or member of staff.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

In the case of learners that display aggressive behaviours it may be necessary for the school to produce a Positive Handling Plan (PHP). This plan is specific to the individual learners needs and will detail triggers to behaviour, de-escalation techniques, proactive and reactive strategies. The PHP will be developed and agreed with input from the school, the learner and parents.

FORCE AND SEND

The judgement on whether to use force and what force to use should always depend on the circumstances of each case and - crucially in the case of learners with SEND- information about the individual concerned.

Martin High School will make individual risk assessments where it is known that force may be necessary to restrain a particular learner, such as a learner whose SEND is associated with extreme behaviour.

ROLE OF THE GOVERNING BODY

The governing body of the school will ensure that a procedure is in place for recording the use of force and for reporting these incidents to the learners' parents as soon as practicable after the incident. Governing bodies must take all reasonable steps to ensure that staff follow the procedure. This is to ensure that parents are kept informed of serious events at school concerning their child. If reporting the incident to a parent would be likely to result in significant harm to the learner, then the incident must be reported to the local authority where the learner normally lives.

REPORTING THE USE OF FORCE

- When there is an incident in which a member of staff has used force this should be reported to the Designated Safeguarding Lead (DSL) for child protection who will record the incident on the school's **Use of Force Incident Log**.
- The DSL will contact parents informing them of the incident as quickly after the incident as possible (with due regard for the wellbeing of the learner).
- In the event that it is the DSL who has used force then the Executive Head teacher of the school will complete the log and inform parents.

