

# **GWASANAETH YSGOLION / SCHOOLS SERVICE**

## **EQUAL OPPORTUNITIES POLICY FOR SCHOOLS**



### **Ysgol Dyffryn Trannon**

**Adopted and Amended Poilcy;**

**Date : .....**

**Chair of Governing Body:**

**Signature:.....**

**Print: .....**

**March 2020**

## 1. Introduction

1.1 This policy has been prepared in accord with the Equality Act 2010 and the Welsh Regulations contained in The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

1.2 The policy relates to pupils, staff and others using the school's facilities.

1.3 The 'protected characteristics' referred to in this policy apply to the following (in line with the Equality Act 2010):

- Age
- Sex
- Race
- Disability
- Religion and belief
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership.

How these specifically apply in each instance will vary, depending upon the context, and whether it is concerning pupils, staff or those using the school's facilities. Proportionality and due regard will apply when giving due consideration to what is required.

1.4 The policy should be read in conjunction with the school's Equality Plan and any other relevant policies.

1.5 For pupils, staff and others using the school facilities, the school is committed to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010,
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not

1.6 The school is committed to giving all pupils every opportunity to achieve the highest standards by:

- 1.6.1 taking account of their varied experiences and needs;
- 1.6.2 offering a broad and balanced curriculum;
- 1.6.3 having high expectations of all pupils

1.7 This policy should be read in conjunction with the following school policies:

- Accessibility Plan, Equality plan for the school.
- Child Protection & Safeguarding Policies
- Pupil Discipline (including Anti-Bullying) Policy
- School Uniform Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

## **2. Aims and Objectives**

- 2.1 The school does not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of, or related to, any of the protected characteristics (detailed in section 1.3).
- 2.2 The school promotes the principles of fairness and justice for all through the education that it provides in the school.
- 2.3 The school seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.
- 2.5 The school ensures that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.
- 2.7 The school values each pupil's worth, celebrating both people's individuality and the diversity of the community centred on the school and shows the utmost respect for everyone.
- 2.8 The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

## **3. Equal Opportunities in Recruitment**

- 3.1 The school will ensure that no job applicant or employee is discriminated against on the grounds of the protected characteristics and will proactively monitor and review this over time and make changes where required to address any imbalance.
- 3.2 Recruitment and selection procedures and practices are regularly reviewed to ensure that no individual is put at a disadvantage either directly or indirectly, paying particular attention to the protected characteristics.
- 3.3 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation, and this will be monitored and reviewed on an ongoing basis by the school, with changes made where necessary to address any imbalance.

## **4. Equal Opportunities in the Curriculum**

- 4.1 Every pupil has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, disability, sexual orientation, religion or belief, age, pregnancy or maternity, or gender dysphoria.

- 4.2 Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.
- 4.3 Staff will actively encourage the breaking down of any traditional gender stereotyping regarding subject choices. This is particularly important when counselling for Key Stage 4 and Key Stage 5 courses.
- 4.4 The school will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities
- 4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to all pupils, with particular attention given to equality of opportunity across the protected characteristics. The school will establish monitoring arrangements in relation to the protected characteristics and how they apply to these activities, to determine whether improvements may be necessary.
- 4.6 Behavioural expectations and disciplinary sanctions will be free of any bias in relation to the protected characteristics. Monitoring arrangements will be established to determine this position.
- 4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to address stereotypes in relation to the protected characteristics, and remove discrimination. Teachers will try to ensure that all pupils feel that their language and culture is both acknowledged and valued.
- 4.8 The school actively encourages an ethos in which all pupils feel secure and valued. Details of the school's Child Protection Policy are provided in **Appendix 1** and the school's procedures for responding to discrimination incidents are provided in **Appendix 2**.

## **5. Race**

- 5.1 The term 'Race' refers to a person's ethnicity, race, nationality or national origin.
- 5.2 The school will:
- strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial groups.
- 5.3 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and reported to the Authority's Schools Service (see **Appendix 3**).
- 5.4 The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources and events.
- 5.5 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of Welsh, British and world society and history, including the contributions of minority ethnic groups.
- 5.6 The school will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **6. Gender / Sex** [see also 4.3]

- 6.1 The school will constantly examine its curriculum, procedures and materials for gender bias or inequality.
- 6.2 The school will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media, and will try to ensure that resources include non-sexist books which value the achievements of both women and men.
- 6.3 The school is committed to providing a curriculum which avoids unnecessary historical gender divisions. The school will endeavour to provide all pupils with experience in subjects traditionally considered to be suitable for a single sex e.g. rugby, football, netball, cooking, woodwork, etc.
- 6.4 The school tries to ensure:
- that teachers allocate their time fairly between the sexes;
  - that teachers consider the difference in preferred 'learning styles' often displayed between boys and girls, and design lessons that provide opportunity to appeal to both genders;
  - that all pupils have opportunities for working with pupils of both sexes;
  - that the traditional sexual stereotypes are broken down (for example by not asking boys to move furniture whilst girls tidy up);
  - that pupils have opportunities for examining their own pre-conceived ideas of gender roles;
  - that pupils are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

## **7. Disability**

- 7.1 The term disability applies to a person when:
- they have a physical or mental impairment;
  - the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Equality Act, these words have the following meaning:

- 'substantial' means more than minor or trivial
  - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
  - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping
- 7.2 The school is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Equality Act 2010, which specifies due regard should be given to consider the barriers that may exist to a pupil's access to education and how to remove them. All reasonable steps will therefore be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The Equality Act also determines that where significant disadvantage exists, disabled people will be treated more favourably to address the imbalance. This will be taken into account when considering any necessary improvements.

7.2 The school is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other off-site activities e.g. swimming.

7.3 Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

## **8. Religion and Belief**

8.1 The school respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to the accommodation of a recognised religion or belief's observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **9. Sexual Orientation**

9.1 The school will make no assumption about the sexual orientation of any of the members of its community, including its pupils, teaching staff or those who use the schools facilities.

9.2 In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that some pupils may develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.

9.3 Derogatory name-calling (of any sort) is unacceptable under any circumstances. Matters arising in relation to name calling which relates to a pupil's sexuality or perceived sexuality will be taken seriously and action taken where necessary to remove this behaviour from the school environment.

## **10. Pregnancy and Maternity**

10.1 The school will be supportive of pupils who become pregnant and will make reasonable and appropriate arrangements to assist them to continue with their education.

10.2 As well as normal practice arrangements in terms of maternity leave and employment protection, staff who become pregnant will be supported through pregnancy and maternity leave, with reasonable adjustments made where appropriate and necessary.

10.3 Staff who have a pregnancy that ends will be supported through that process, for instance, by being offered compassionate leave.

10.4 Staff who have a baby born prematurely or with health issues will be supported through that process.

## **11. Marriage and Civil Partnership**

11.1 The school will ensure that equality of opportunity is provided for people applying for positions at the school, regardless of their marital or civil partnership status.

11.2 Respect and dignity towards children whose parents who are in a civil partnership will be upheld by pupils, teachers and other school staff.

11.3 Parents of pupils who are in a civil partnership will be treated with dignity and respect.

## **12. Gender Reassignment**

12.1 The school will be supportive of any young person undergoing gender reassignment and will support them to continue effectively with their education during that process.

12.2 The school will ensure that learners undergoing gender reassignment are protected from bullying or harassment relating to this and will work with the young person and their parents/guardians to manage this, including how, what and when to inform other learners and the approach taken.

## **13. Age**

13.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **13. Bullying (to be read in conjunction with school's Anti-Bullying Policy)**

13.1 The school is committed to identifying and tackling all forms of bullying, which can have a significant negative impact upon a pupil's well-being and academic achievement.

13.2 The school will take 'identity based' bullying relating to the protected characteristics particularly seriously, where a pupil's identity or perceived identity is being used as the basis for the bullying.

13.3 The school will address and take seriously cases of 'cyberbullying', whereby bullying occurs through the use of information and communication technology, in particular, through the use of social media, such as Facebook, twitter, or other social networking websites or text messaging. Where content is considered to be illegal, the Police will be informed.

13.4 Staff, pupils and parents will be encouraged and supported to report all incidents of bullying and cyberbullying.

## **14. The role of governors**

14.1 The governing body has responsibility for the duties which arise in relation to the requirements of the Equality Act 2010 and the associated regulations for Wales encompassed within the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

14.2 In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

14.3 The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of the protected characteristics.

## **15. The role of the headteacher**

- 15.1 The headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.
- 15.2 The headteacher will set aside their own prejudices and ensure that all pupils, fellow colleagues and those using the schools facilities are treated fairly and with dignity and respect.
- 15.3 The headteacher will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 15.4 The headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.
- 15.5 The headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- 15.6 The headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.
- 15.7 The headteacher will view all incidents of unfair treatment with due concern.

## **16. The role of teachers**

- 16.1 Class teachers will set aside their own prejudices and ensure that all pupils, colleagues and those using the school's facilities are treated fairly and with dignity and respect.
- 16.2 The school will address both direct and indirect discrimination against any child/young person, parent or visitor and will actively seek to identify and remove it. Ignorance of what constitutes discrimination is not lawful protection against an allegation and will therefore not be considered a defence.
- 16.3 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images in relation to the protected characteristics.
- 16.4 When designing schemes of work, teachers will pay cognisance to this equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia for example and to show the true diversity of development in different parts of the world.
- 16.5 All teachers and support staff will challenge any incidents of discrimination and draw them to the attention of the headteacher.

## **17. The role of pupils**

- 17.1 Pupils will be made aware of this policy and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher and/or headteacher.

## **18. The role of parents**

18.1 Parents will be made aware of this policy through the school prospectus and home-school agreement and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher or headteacher.

## **19. Dealing with allegations made**

19.1 The school will take all allegations of discrimination very seriously, and will commit to investigating them properly and fairly. The outcome of any investigation will be determined under the school's disciplinary procedures. The school will also foster a 'safe environment' where pupils or parents can feel confident to raise these issues, and be fully supported and protected throughout the procedures which may follow.

19.2 The school will take 'false allegations' of discrimination seriously, and this will be dealt with in the appropriate manner by the school under its disciplinary procedures. It is hoped that this will be rare and will normally only be determined following a fair and thorough investigation.

## **20. The role of visitors / contractors**

20.1 All visitors and contractors are required to adhere to the school policy.

## **21. Monitoring / Review**

21.1 The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy in conjunction with its reporting in relation to the Equality Plan for the school;
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
- monitor the school's pupil behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.

21.2 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Signed:**

**Date:**



Ein Rhanbarth ar Waith  
Education through Regional Working

# Model Child Protection Policy

Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.  
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.  
Its aim is to implement the agreed regional strategy and business plan to support school improvement.



# (Model) Child Protection Policy for XXXXXXXXXXXXXXXX (Name of School)

## Introduction

(Name of School) fully recognises the contribution it makes to child protection. There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils
- procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse,
- support to pupils who may have been abused.

Our policy applies to **all** staff, governors and volunteers working in the school.

Our school will annually review the policy and is committed to following any new guidance received from ERW.

## Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Senior Person and the headteacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The Designated Senior Person for child protection in this school is: XXXXXXXXXXXXXXXX

## Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.

The school will therefore:

- establish and maintain an ethos where children feel secure and 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 or in difficulty
- include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

## Procedures

### These should be followed in the event of a child protection disclosure/concern

We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board. The school will:

- ensure it has a Designated Senior Person for Child Protection who has undertaken the appropriate training. This person/people is/are XXXXXXXXXXXXXXXXXXXXXXXX
- recognise the role of the Designated Senior Person and arrange support and training. (See Annex A) <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>
- ensure every member of staff and every governor knows:
  - the name of the Designated Senior Person and their role and the designated governor for child protection
  - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board
  - how to take forward those concerns where the Designated Senior Person is unavailable.
- ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- ensure all staff undertake any agreed local authority child protection training relevant to their role
- provide a child protection briefing at least termly for all staff so that they know:
  - their personal responsibility
  - the agreed local procedures
  - the need to be vigilant in identifying cases of abuse
  - how to support a child who discloses abuse
  - any new child protection issues or changes in procedures
- notify local social services if:

- a pupil on the child protection register is excluded either for a fixed term or permanently
  - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters; including attendance at strategy meetings, initial/review child protection conferences and core group together with the submission of written reports to the conferences.
  - keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately
  - ensure all records are kept secure and in locked locations
  - adhere to the procedures set out in the Welsh Government circular <http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>
  - ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe' <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>
  - designate a governor for child protection who will oversee the school child protection policy and practice. (See Annex A – 2.0 Responsibilities of Governing Bodies/Proprietors)

## Making a child protection referral

**If the child is in immediate danger, the police should be contacted. If the child is not in immediate danger, Children's Services should be contacted and a written referral must be submitted within two days.**

**Always seek advice and support.**

**It is essential that all agencies work together to protect children. To delay reporting a suspicion of abuse could be disastrous.**

**Referrals should be made to Children's Services as soon as a problem, suspicion or concern becomes apparent, and certainly within 24 hours. Referrals to Children's Services in Powys should be made, initially by telephone, to Powys People Direct during office hours:**

- **Tel – 01597 827666**
- **Fax – 01597 827553**
- **Email – [people.direct@powys.gov.uk](mailto:people.direct@powys.gov.uk)**
- **Out of Office Hours – 0845 7573818**

**The telephone referrals must then be followed up in writing, using the Powys Multi-Agency Referral Form, within 2 days (the sooner the better).**

**The referral should be clear, legible, factual (rather than opinions) and contain as much information as possible.**

### **Definitions of child abuse, protecting children in specific circumstances:**

The definitions of abuse are found in the All Wales Child Protection Procedures but can also be found for easy reference in Annex A - Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in Chapter 4 of the Welsh Government 'Keeping Learners Safe' guidance. <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>

### **Dealing with a disclosure made by a child**

#### **Receive**

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

#### **Reassure**

Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".

- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

#### **React**

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

## Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).
- Time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions.

## Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the Designated Senior Person or the person with responsibility for Child Protection. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

## Managing allegations against adults who work with children

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must **immediately** pass details of the concern to the Headteacher or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact the **Local Authority Designated Lead Officer for Safeguarding and Child Protection** to discuss the next steps in accordance with local arrangements.

If a potential child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the **Local Authority Designated Lead Officer** and the Chair of Governors. The Chair of Governors will then contact the **Local Authority Designated Lead Officer** to discuss the next steps in accordance with local arrangements.

**In addition Powys Children's Services, accessed through Powys People Direct, will be able to advise when these situations arise. Powys People Direct contact details during office hours are:**

- Tel – 01597 827666
- Fax – 01597 827553
- Email – [people.direct@powys.gov.uk](mailto:people.direct@powys.gov.uk)
- Out of Office Hours – 0845 7573818

## Abuse of position of trust

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the

child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. (See Annex A – Abuse of Trust)

## Supporting the pupil at risk

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- keeping records and notifying Social Services as soon as there is a recurrence of a concern
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- cooperating fully with relevant statutory agencies

The content of the curriculum encourages self-esteem and self-motivation as outlined in Chapter 2 of the Welsh Government 'Keeping Learners Safe' guidance:

- promote a positive, supportive and secure environment
- give pupils a sense of being valued

The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

- All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services

When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the Designated Senior Person for Child Protection will make immediate contact with the Designated Senior Person for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Child Protection Conference Chair for the transfer of minutes of Child Protection Conference meetings and Core Groups, together with other relevant Child Protection information, to the new school.

**Use of physical intervention**

Our policy on physical intervention is set out in *(a separate document)* and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on 'Safe and effective intervention – use of reasonable force and searching for weapons' 097/2013 <http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>

**Review**

This policy and **Annex A** will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the Designated Senior Person for Child Protection may wish to provide the Governing Body with information on the following:

- changes to Child Protection procedures;
- training undertaken by all staff and governors in the preceding 12 months;
- the number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names);
- where and how Child Protection and Safeguarding appear in the curriculum;
- lessons learned from cases.

	Name	Signature	Date
Chair of Governors			
Headteacher			

Review Date	
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## Responsibilities of the Designated Senior Person (DSP) for child protection

**1.00** Each school should identify a Designated Senior Person (DSP) with lead responsibility for managing child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the headteacher informed of all child protection issues in the establishment.

**1.01** The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of the education welfare officer or other supports, but it is important that a senior member of staff takes responsibility for this area of work.

**1.02** In many schools a single Designated Senior Person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a Designated Senior Person for each part or site. In large organisations, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

**1.03** The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

**1.04** The DSP does not have to be an expert in the area of child protection but will take responsibility for the establishment's child protection practice, policy, procedures and professional development working with other agencies as necessary. The headteacher should ensure that the DSP:

- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- has access to required levels of training and support to undertake the role
- has time to attend and provide reports and advice to case conferences and other interagency meetings as required.

### Referrals

**1.05** The DSP should act as a point of contact and a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.

**1.06** The DSP is responsible for making referrals about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, the process is set out in [Disciplinary and Dismissal Procedures for School Staff \(002/2013\)](#) and [Safeguarding children in education: handling allegations of abuse against teachers and other staff \(009/2014\)](#), published in April 2014.

## **Record keeping**

**1.07** It is the responsibility of the DSP to keep detailed, accurate and secure written records of children where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

**1.08** Where children leave the establishment, the DSP should ensure their child protection file is copied to the new establishment as soon as possible but transferred separately from the main pupil file.

## **Raising awareness**

**1.09** The DSP is responsible for ensuring that parents or carers see copies of the child protection policy. This avoids potential for later conflict by alerting them to the role of the establishment and the fact that referrals may be made. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

**1.10** It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new child protection issues or changes in local procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. Many schools find it helpful to discuss safeguarding regularly at staff meetings so that awareness remains high.

**1.11** The DSP should liaise with the Designated Governor for child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

**1.12** The DSP should ensure the establishment's child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

## **Policy review**

**1.13** As well as the school policy for child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- attendance
- behaviour staff code of conduct
- anti-bullying
- intimate care
- recruitment and selection
- e-safety
- physical intervention
- confidentiality

**1.14** Further support and guidance on the role of the DSP may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

## **Child protection and multi-agency training**

**1.15** It is the role of the DSP, working with the headteacher, to ensure all staff and volunteers:

- have access to and understand the school's child protection policy especially new or part-time staff who may work with different educational establishments
- have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect
- are able to recognise the signs and indicators of abuse
- know how to respond effectively when they have concerns
- know how to respond to a disclosure appropriately
- know that they have a responsibility to report any concerns immediately as they arise

**1.16** Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training.

**1.17** In addition to the requirement for the Chair of Governors and the Designated Governor to undertake child protection training, all governors should be given access to safeguarding and child protection training (not just the Designated Governor for child protection) to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements and all governors should know what to do if they have concerns about a child.

**1.18** Teachers should receive training in child protection as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident.

**1.19** Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

**1.20** Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

**1.21** Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. The LSCB will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

**1.22** Further information on inter-agency training and development is set out in chapter 11 of [Safeguarding Children: Working Together Under the Children Act 2004](#).

**1.23** The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual case level
- improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action

- effective working relationships, including an ability to work in multidisciplinary groups or teams
- sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

**1.24** The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

**1.25** Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

**1.26** The revised [Becoming a Qualified Teacher: Handbook of Guidance](#) was published by the Welsh Government in January 2014. This reflected recent changes to the initial teacher training (ITT) entry requirements in Section 2 of the document – Requirements for the Provision of ITT Courses. This section provides information for ITT providers on the latest guidance on safeguarding children in education.

## Responsibilities of governing bodies/proprietors

**2.00** Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with this guidance, and monitoring its compliance with them.

**2.01** Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective child protection policies and procedures in place that are:
  - in accordance with local authority guidance and locally agreed interagency procedures
  - inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
  - reviewed at least annually
  - made available to parents or carers on request
  - provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including relevant DBS checks
- ensure that the headteacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training
- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities

- ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention
- ensure that the Designated Senior Person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

## **Designated governor**

**2.02** Identify a Designated Governor for child protection to:

- take responsibility for child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- be the designated governor to maintain contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance [Disciplinary and Dismissal Procedures for School Staff \(002/2013\)](#), and
- ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

**2.03** While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in [Safeguarding children in education: handling allegations of professional abuse against teachers and other staff](#) (Welsh Government circular 009/2014 published in April 2014).

**2.04** Whether the governing body acts collectively or an individual member takes the lead, for the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is helpful if all members of governing bodies undertake relevant child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Other useful information on the role of governors in child protection can also be found on the Governors Wales website.

## DEFINITIONS AND INDICATORS OF CHILD ABUSE

### What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child is anyone who has not yet reached their 18<sup>th</sup> birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

Everybody should:

- Be alert to potential indicators of abuse or neglect;
- Be alert to the risks that abusers may pose to children;
- Share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- Work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare'
- Continue to support the child and their family.

Classifications of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

## **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

### **Indicators of Physical Abuse:**

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

### **Changes in behaviour that can also indicate physical abuse:**

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

## **Sexual abuse**

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

### **Indicators of Sexual Abuse:**

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

### **Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

## **Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment 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 feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child.

### **Indicators of Emotional Abuse:**

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

### **Changes in behaviour which can also indicate neglect may include:**

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc')
- inappropriate response to pain ('I deserve this')

## **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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators of Neglect:**

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

### **Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

## Abuse of Trust

Welsh Assembly Government guidance indicates that all education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act 2000 sets out a series of occupations to which the abuse of position of trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the abuse of trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

### Discrimination Incident Report Form

A report **must** be completed each time an incident occurs

Include as much detail as possible

Only record pupils' names on forms that are for the school's internal use

Discrimination is treating someone less favourably or subjecting them to detriment for reasons relating to a protected characteristic. Harassment is a form of discrimination and is unwanted conduct such as bullying which is defined as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that have the effect of undermining, humiliating, denigrating or injuring the recipient.

<b>SCHOOL NAME:</b>	
<b>DATE OF INCIDENT:</b>	
<b>DATE OF REPORT:</b>	
<b>REPORT COMPLETED BY:</b>	

<b>Name(s) of Victim(s)/Alleged Victim(s)</b>
<b>Name(s) of Perpetrator(s)/Alleged Perpetrator(s)</b>

**NATURE OF INCIDENT (Tick all categories that apply)**

<b>Physical Assault/Threatening Behaviour</b>	<input type="checkbox"/>	<b>Bringing Discriminatory or offensive Material into School</b>	<input type="checkbox"/>
<b>Verbal Abuse/Discriminatory or offensive Jokes</b>	<input type="checkbox"/>	<b>Accessing or disseminating Discriminatory or offensive Information via Internet</b>	<input type="checkbox"/>
<b>Ridicule</b>	<input type="checkbox"/>	<b>Discriminatory or offensive Comments</b>	<input type="checkbox"/>
<b>Discriminatory or offensive Graffiti</b>	<input type="checkbox"/>	<b>Isolating Others/Refusal to Co-operate with Others</b>	<input type="checkbox"/>
<b>Wearing Discriminatory or offensive Badges/Insignia</b>	<input type="checkbox"/>	<b>Attempts to Recruit to Discriminatory Groups</b>	<input type="checkbox"/>
<b>Encouraging Others to Behave in a Discriminatory or offensive manner</b>			<input type="checkbox"/>

Other (please specify):

Location of Incident:

Brief Description of Incident:

**DETAILS OF VICTIM(S) / ALLEGED VICTIM(S): (Complete one column for each person)**

Gender (M/F)					
Ethnic Origin (Use Codes Below)*					
Disability					
Other protected characteristic if relevant					
Year Group / Staff / Visitor					
Repeat Victim Y/N					
Previous Incidents Reported Y/N					
Any other relevant information:					

**DETAILS OF PERPETRATOR(S) / ALLEGED PERPETRATOR(S): (Complete one column for each person)**

Gender (M/F)					
Ethnic Origin (Use Codes Below)*					
Disability					
Other protected characteristic if relevant					
Year Group / Staff / Visitor					
Repeat Alleged Perpetrator Y/N					
Previous Incidents Reported Y/N					
Any other relevant information:					

**ETHNICITY CODES (FOR COMPLETING DETAILS ABOVE)**

<b>AOTH</b>	Any other Asian background	<b>MWAS</b>	White and Asian
<b>ABAN</b>	Bangladeshi	<b>MWBC</b>	White and Black Caribbean
<b>AIND</b>	Indian	<b>NOBT</b>	Information not obtained
<b>APKN</b>	Pakistani	<b>OOTh</b>	Any other ethnic background
<b>BCRB</b>	Caribbean	<b>REFU</b>	Information refused
<b>BAFR</b>	African	<b>WOTH</b>	Any other white background
<b>BOTH</b>	Any other Black background	<b>WBRI</b>	White - British
<b>CHNE</b>	Chinese or Chinese British	<b>WROM</b>	Roma / Gypsy Roma
<b>MOTH</b>	Any other mixed background	<b>WIRT</b>	Traveller
<b>MWBA</b>	White and Black African		

**\*If known. When incidents involve pupils refer to pupils' registration records**

**FOLLOW-UP ACTIONS:**

**To support victim(s) / alleged victim(s):**

**Involving perpetrators / alleged perpetrator(s):**

**Other Actions (e.g. Policy change / development, Curriculum, Training, Liaison etc):**

<b>Signed:</b>	
<b>Position:</b>	
<b>Date:</b>	

**Copies to:** Persons listed in the School Equality Plan

**Plus:** Imtiaz Bhatti  
School Effectiveness Officer  
Schools Service  
County Hall  
Llandrindod Wells  
Powys  
LD1 5LG

### Racist Incident Report Form

A report **must** be completed each time an incident occurs

Include as much detail as possible

Only record pupils' names on forms that are for the school's internal use

***"A racist incident is any incident that is perceived to be racist by the victim or any other person"***

<b>SCHOOL NAME:</b>	
<b>DATE OF INCIDENT:</b>	
<b>DATE OF REPORT:</b>	
<b>REPORT COMPLETED BY:</b>	

<b>Name(s) of Victim(s)/Alleged Victim(s)</b>
<b>Name(s) of Perpetrator(s)/Alleged Perpetrator(s)</b>

**NATURE OF INCIDENT (Tick all categories that apply)**

<b>Physical Assault/Threatening Behaviour</b>	<input type="checkbox"/>	<b>Bringing Racist Material into School</b>	<input type="checkbox"/>
<b>Verbal Abuse/Racist Jokes</b>	<input type="checkbox"/>	<b>Accessing Racist Information via Internet</b>	<input type="checkbox"/>
<b>Ridicule</b>	<input type="checkbox"/>	<b>Racist Comments</b>	<input type="checkbox"/>
<b>Racist Graffiti</b>	<input type="checkbox"/>	<b>Isolating Others/Refusal to Co-operate with Others</b>	<input type="checkbox"/>
<b>Wearing Racist Badges/Insignia</b>	<input type="checkbox"/>	<b>Attempts to Recruit to Racist Groups</b>	<input type="checkbox"/>
<b>Encouraging Others to Behave in a Racist Manner</b>		<input type="checkbox"/>	
<b>Other (please specify):</b>			

<b>Location of Incident:</b>
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**Brief Description of Incident:**

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**DETAILS OF VICTIM(S) / ALLEGED VICTIM(S): (Complete one column for each person)**

<b>Gender (M/F)</b>					
<b>Ethnic Origin (Use Codes Below)*</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Victim Y/N</b>					
<b>Previous Incidents Reported Y/N</b>					
<b>SEN / Disability Y/N</b>					
<b>Any other relevant information:</b>					

**DETAILS OF PERPETRATOR(S) / ALLEGED PERPETRATOR(S): (Complete one column for each person)**

<b>Gender (M/F)</b>					
<b>Ethnic Origin (Use Codes Below)*</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Alleged Perpetrator Y/N</b>					
<b>Previous Incidents Reported Y/N</b>					
<b>SEN/Disability Y/N</b>					
<b>Any other relevant information:</b>					

**ETHNICITY CODES (FOR COMPLETING DETAILS ABOVE)**

<b>AOTH</b>	Any other Asian background	<b>MWAS</b>	White and Asian
<b>ABAN</b>	Bangladeshi	<b>MWBC</b>	White and Black Caribbean
<b>AIND</b>	Indian	<b>NOBT</b>	Information not obtained
<b>APKN</b>	Pakistani	<b>OOH</b>	Any other ethnic background
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<b>BAFR</b>	African	<b>WOTH</b>	Any other white background
<b>BOTH</b>	Any other Black background	<b>WBRI</b>	White - British
<b>CHNE</b>	Chinese or Chinese British	<b>WROM</b>	Roma / Gypsy Roma
<b>MOTH</b>	Any other mixed background	<b>WIRT</b>	Traveller
<b>MWBA</b>	White and Black African		

**\*If known. When incidents involve pupils refer to pupils’ registration records**

**FOLLOW-UP ACTIONS:**

**To support victim(s) / alleged victim(s):**

**Involving perpetrators / alleged perpetrator(s):**

**Other Actions (e.g. Policy change / development, Curriculum, Training, Liaison etc):**

<b>Signed:</b>	
<b>Position:</b>	
<b>Date:</b>	

**Copies to:** Persons listed in the School Equality Plan

**Plus:** Imtiaz Bhatti  
School Effectiveness Officer  
Schools Service  
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