

# BERRIEW CP SCHOOL

## (MODEL EQUAL OPPORTUNITIES POLICY FOR SCHOOLS)



## 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 schools 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:

- Equality Plan for the school
- Accessibility Plan
- Child Protection & Safeguarding Policy
- Pupil Discipline (including Anti-Bullying) Policy

- School Uniform Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

and alongside “The Education of Gypsy and Traveller Pupils in Powys Schools” guidance document.

## **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.



## **Child Protection Policy for *Berriew CP School***

### **Introduction**

1.1 Berriew CP School fully recognises the contribution it makes to child protection.

We recognise that 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.

We believe that all children have a right to:

- be as physically and mentally healthy as possible;
- gain the maximum benefit possible from good quality education opportunities;
- live in a safe environment and be protected from harm;
- experience emotional well-being;
- feel loved and valued, and supported by a network of reliable and affectionate relationships;
- become competent in looking after themselves and coping with everyday living;
- have a positive image of themselves and a secure sense of identity, including cultural and racial identity; and
- develop good interpersonal skills and confidence in social situations.

The main elements to our policy are:

- a. prevention through the teaching and pastoral support offered to pupils;
- b. 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;
- c. provision of training for all staff, including additional training for the Designated Teacher for Child Protection; and
- d. support for pupils who may have been abused.

1.2 Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

### **Prevention**

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

The school will therefore:

- a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty (the school's Child Protection Policy will be provided in a format which is appropriate to the age and understanding of the pupils);
- c. include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- d. 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**

3.1 We will follow the All Wales Child Protection Procedures 2008 that have been endorsed by the Local Safeguarding Children Board.

3.2 The school will:

- a. ensure it has a designated senior member of staff, who has undertaken the appropriate training;
- b. recognise the role of the designated teacher and arrange support and training. The additional training received by the Designated Teacher for Child Protection includes attendance at the LSCB Annual Conference and attendance at Safeguarding/Child Protection update sessions for Designated Teachers for Child Protection, organised centrally by the Authority.

**The Designated Teacher for Child Protection in this school is:** (Name)

**The Deputy Designated Teacher for Child Protection in this school is:**  
(Name)

### **The role of the Designated Teacher for Child Protection is:**

- to be fully conversant with the All Wales Child Protection Procedures and to ensure that all staff, both teaching and non-teaching, know about these procedures;
- to have a clear understanding in relation to how to identify the signs and symptoms of abuse and when to make a referral;
- to understand the roles and responsibilities of the designated agencies and how to respond to and work with them;
- to understand the conduct of Child Protection Conferences and Core Group meetings and how he/she or another member of staff can make appropriate contributions to them;
- the co-ordination of all Child Protection issues, acting as a source of advice and support for any staff who have concerns or information that a child may be suffering abuse or a child in need;
- to be responsible for taking a lead in making referrals to Children's Services;

- to ensure that the school is represented at Case Conferences and Core Group meetings and contribute fully by providing reports as required;
- to attend training on a regular basis and cascade training to staff;
- to ensure that all staff (including new staff/supply teachers) have access to all the relevant Child Protection documents and are clear about their own responsibilities;
- to report any allegation about a member of staff to the Schools Service's Lead Officer Child Protection/Safeguarding (Tel: 01597 826431) and, if this Officer is unavailable, to liaise with Children's Services regarding appropriate action.
- to ensure that a chronological record of concerns is maintained If there are concerns about a child even if there is no need to make an immediate referral;
- to ensure that all records including Case Conference minutes are kept confidentially and securely (separate from pupil records);
- to liaise with the Designated Teacher for Child Protection in the new school when a child, who is on the Child Protection register or who has been on the Child Protection Register, transfers to another school and to seek the agreement of the Chair of the Case Conference to the transfer of Case Conference minutes and other Child Protection information;
- to keep the Headteacher informed both of the welfare of individual pupils on the Child Protection Register and of general Child Protection issues within the school;
- to be aware of other agencies involved with Child Protection in the Local Authority and, as a result, to liaise with them;
- to ensure, together with the Headteacher, that any decisions made by a Case Conference, which involve school staff, are carried out as agreed at the Conference;
- to be a key professional support, together with the Headteacher, to members of staff to whom pupils have disclosed abuse;
- to ensure that the school identifies which children are on the Child Protection Register when referring a child for full assessment;
- to advise the Headteacher on Safeguarding input to the school curriculum;
- to monitor and evaluate the effectiveness of Safeguarding work carried out within the school;
- if unsure about whether a case should be formally referred or if there are genuine concerns regarding a child's health or development, to seek advice from other appropriate professionals.

c. ensure every member of staff and every governor knows:

- the name of the designated person and their role;
- 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;
- that they need to be alert to signs of abuse;
- what to do when they have observed abuse by other staff in the school;
- what to do if there is an allegation against the headteacher;

- how to take forward those concerns where the designated person is unavailable;
  - how to refer disclosures and / or allegations about abuse from (i) within the school and (ii) home or outside; and
  - not to contact parents if it would put the child at risk.
- d. 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;
- e. 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 brochure;
- f. provide training for all staff so that they know:
- i. their personal responsibility;
  - ii. the agreed local procedures;
  - iii. the need to be vigilant in identifying cases of abuse;
  - iv. how to make pupils feel encouraged and secure to discuss any concerns they may have; and
  - v. how to support a child who discloses abuse.
- g. notify the local social services team if:
- a pupil on the child protection register is excluded either for a fixed term or permanently; and
  - 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);
- h. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences;
- i. keep full written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately;
- j. ensure all records are kept secure and in locked locations;
- k. adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 *Staff Disciplinary Procedures in Schools*;
- l. ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 *"Child Protection: Preventing Unsuitable People from working with Children in the Education Sector"*;

- m. ensure that all staff are in possession of a current and valid CRB certificate (this is the responsibility of the headteacher); and
- n. designate a governor for child protection who will oversee the school's child protection policy and practice.

**The Nominated Governor for Child Protection in this school is:** Emily Pearce

**The role of the Nominated Governor for Child Protection is as follows:**

- to ensure that the school has a Safeguarding/Child Protection Policy in place which is reviewed annually to ensure its effectiveness;
- to ensure that the Designated Teacher and other staff attend appropriate and regular training;
- to ensure that any allegation made against the Headteacher is immediately reported to them. The Chair of Governors will then contact the Schools Service Designated Lead for Child Protection/Safeguarding or Children's Services and attend any Professional Strategy meeting which is convened as a result;
- to ensure that the school has an up to date and agreed Staff Disciplinary Procedure for dealing with allegations of misconduct against members of staff including Child Protection allegations;
- to ensure that the school operates safe recruitment procedures and ensures that all appropriate checks are carried out on all relevant staff in accordance with current regulations;
- to ensure that there is an item on the agenda of the Governing Body meeting, at least once a year, where the Safeguarding/Child Protection Policy is reviewed and a report is provided on:
  - changes to Child Protection procedures;
  - training undertaken by all staff and governors in the preceding twelve months;
  - the number of incidents of a Child Protection nature which arose in the school within the preceding twelve months (without details or names);
  - where and how Child Protection and Safeguarding appear in the curriculum;
- provide a link between the Governing Body and the school in relation to Child Protection and Safeguarding;
- act as a critical friend - support and challenge the school;
- keep their own Child Protection/Safeguarding knowledge up to date through attending training events for Nominated Governors;
- be familiar with current guidelines on Child Protection/Safeguarding and Safer Recruitment and be aware of changes to the regulations;
- ensure that Child Protection Policies and Procedures are in place and readily accessible to all staff;
- ensure that all staff and governors know what to do if they suspect a child is being abused;
- ensure that accurate records are being kept by the school and that the Child Protection file is up to date.

## **Training**

The Child Protection/Safeguarding training provided for all staff comprises the following:

## **Induction**

The school will make available to all new members of staff and volunteers working in the school for the first time and governors, either prior to taking up their role or immediately after taking up their role, a copy of the Powys Local Safeguarding Children Board Induction Booklet entitled 'A Quick Guide to Child Protection, Protecting and Caring for the Children and Young People of Powys'. Staff and volunteers will be given the opportunity to read the booklet and sign the school's training record to confirm that they have read the document. The Designated Teacher for Child Protection will confirm the member of staff/volunteer's understanding of basic Child Protection information through a conversation with the individual.

## **Foundation Training**

The school will make available to all staff and governors opportunities to follow the LSCB Foundation Child Protection Training. These opportunities will either be made available on an individual school basis or as part of a cluster or regional Child Protection Training opportunity. The training will be offered at least every three years and, where members of staff and governors miss this training or are employed / join the governing body after a recent training opportunity, they will be expected to join the Child Protection training being delivered in a neighbouring school or undertake the LSCB e-learning Foundation Child Protection package.

## **Training for the Designated Teacher for Child Protection**

The school will make sure that the designated teacher for Child Protection receives additional training at least every 2 years, which covers the role of the designated teacher for Child Protection, developments in the Local Safeguarding Children Board approaches to Child Protection and Safeguarding, lessons learned from cases and inter-agency working. This training will be provided through the following:-

- specific training offered on an annual basis, by the Schools Service, in relation to the role of the designated teacher for Child Protection and related issues;
- attendance at the Local Safeguarding Children Board conference;
- attendance at the Area Child Protection Fora arranged twice a year through the Local Safeguarding Children Board.

## **Supporting the Pupil at Risk**

4.1 We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 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.

4.3 The school will endeavour to support the pupil through:-

- a. the content of the curriculum to encourage self esteem and self motivation (see section 2 on Prevention);



- b. the school ethos which:
  - i. promotes a positive, supportive and secure environment; and
  - ii. gives pupils a sense of being valued (see section 2 on Prevention);
- c. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour or the offence committed by the child but does not damage the pupil's sense of self worth. 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;
- d. liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and
- e. keeping records and notifying Social Services as soon as there is a recurrence of a concern.

4.4 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 Teacher for Child Protection will make immediate contact with the Designated Teacher 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 Case Conference Chair for the transfer of minutes of Case Conference meetings and Core Groups, together with other relevant Child Protection information, to the new school.

Detailed information in relation to definitions of abuse and procedures to address issues of a Child Protection nature is included in the **APPENDIX** which is attached to this document.

### **Bullying**

4.5 Our policy on bullying is set out in (*a separate document/the school's behaviour policy*) and is reviewed annually by the governing body.

### **Physical Intervention**

4.6 Our policy on physical intervention is set out in (*a separate document*) and is reviewed annually by the governing body.

### **Children with Statements of Special Educational Needs**

4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

## **Review**

This policy and the appendix will be reviewed annually and will be placed on the agenda for discussion at a full governing body meeting at least once a year. The discussion will be minuted and will be supported by a report provided by the designated teacher for Child Protection, 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.

## **CHILD PROTECTION – DEFINITIONS AND PROCEDURES**

### **DEFINITIONS 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 ill treatment or the impairment of health and development of a 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**

- Emotional abuse
- Sexual abuse
- Neglect
- Physical abuse

#### **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 involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children.

It may feature age or developmentally inappropriate expectations being imposed on a child.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. The definition of significant harm has been extended to include ‘suffering experienced by children who witness the ill-treatment of another person such as domestic violence’ (children and adoption act, 2002).

## **Possible signs and indicators of emotional abuse**

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsession or phobias
- Sudden underachievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- Neurotic behaviour – obsessive rocking, thumb sucking, and so on
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating and lack of appetite
- Depression, withdrawal

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **Possible signs and indicators of sexual abuse**

- Any allegations made concerning sexual abuse
- Bruises, scratches, or bite marks on the body
- Excessive pre-occupation with sexual matters and detailed knowledge of adult sexual behaviour
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia (these may indicate the possibility that a child or young person is self-harming)
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the child’s age – shown for example in drawings, vocabulary, games etc.
- Frequent public masturbation

- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Repeated urinary infections or unexplained stomach pains
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Pregnancy (in older young people)

### **Sexual abuse: why children don't tell**

- Threats
- Bribes
- Making the child feel guilty
- Persuading that what is happening is normal
- Being told that they will be taken away if they tell
- Hoping to protect a brother or sister if they put up with the abuse
- Being persuaded that this is how people show their love
- Being told that they asked for it because they acted seductively
- Fear of losing favours, such as a place on the team or squad
- Being told that they will be responsible for the abuser going to prison
- Fear of losing control of their lives
- How to put it into words

### **Neglect**

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

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect may occur during pregnancy as a result of maternal substance abuse.

### **Possible signs and indicators of neglect**

- Hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness and non-attendance
- Untreated medical problems
- Poor social relationships
- Compulsive stealing or scrounging
- Tiredness

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm

may also be caused when a parent or care-giver fabricates or induces illness in a child whom they are looking after.

### **Common sites for accidental injury**

- Forehead
- Chin
- Spine
- Forearm
- Hips
- Shins
- Knees
- Elbows
- Nose

### **Common sites for non-accidental injury**

- Eyes – bruising (particularly both eyes)
- Skull – fracture, bruising or bleeding under skull (from shaking)
- Cheek/side of face – bruising, finger marks
- Mouth – torn frenulum
- Neck/shoulders/chest/upper and inner arms – bruising, grasp marks
- Genitals – bruising
- Knees – grasp marks
- Back, buttocks, thighs – linear bruising, outline of belt/buckles, scalds/burns

### **Possible signs and indicators of abuse**

- Unexplained injuries or burns, particularly if recurrent
- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games etc.
- Reluctance to change for, or participate in, games or swimming
- Refusal to discuss injuries or improbable explanations
- Untreated injuries or lingering illnesses
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression / bullying
- Over-compliant behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Bruises on babies, bites, burns, fractures, etc. Which do not have an accidental explanation (these may also indicate the possibility that a child or young person is self-harming)
- Cuts/scratches/substance misuse (these may also indicate the possibility that a child or young person is self-harming).

### **Signs of abuse**

The above lists are not exhaustive and there may be other indicators of abuse.

- What is important is to keep everything in context with the wider situation and not to jump to conclusions, and
- Talk to your designated teacher for child protection, or other appropriate professionals, if you have concerns.

### **Compromised parenting**

No single factor causes children to be abused. Many factors influence family life and the development of a child.

Parental problems such as mental illness, domestic abuse and substance misuse can make the task of parenting harder and may increase the risk of abuse or neglect.

These factors can affect children in a number of ways. They may directly affect the growing foetus, expose a child to stress or harm and limit the adult's ability to parent.

### **Abuse of trust**

Welsh Assembly Government Circular No: 005/2008 Safeguarding Children in Education – The role of local authorities and governing bodies under the Education Act 2002, states as follows:

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, teaching assistant, support 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.

### **Procedures**

#### **What to do if you are worried or concerned about a child/young person**

Seek advice from the school's designated teacher for child protection or their deputy.

If school staff are not available, advice can be requested from the following:

Schools Service designated lead for child protection / safeguarding

Michael Gedrim

Tel: 01597 826431

Email: Michael.gedrim@powys.gov.uk

In addition, advice can be requested from Social Services Officers (contact telephone numbers below) and Family Protection Officers within the Dyfed Powys Police – telephone number 101 or 0845 330 2000.

If the child is in immediate danger, the police should be called. If the child is not in immediate danger, Children's Services should be called 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 to the Duty Officer based at:

- Neuadd Maldwyn, Welshpool 01938 552017
- The Park, Newtown 01686 617520/1
- 1 High Street, Llandrindod Wells 01597 827325
- Neuadd Brycheiniog, Brecon, 01874 624298
- Hendreladus, Ystradgynlais, 01639 844595
- Out of Office Hours 0845 757 3818

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

## **Allegations against Staff**

If a member of staff observes abuse by other staff in the school or becomes aware of an allegation against the headteacher, he / she should immediately refer this matter to the designated teacher for Child Protection. If the designated teacher for Child Protection is the member of staff involved, the concern / allegation should be reported to the deputy designated teacher for Child Protection. If that individual is not available, the member of staff should, without delay, report the matter to the Schools Service Lead Officer for Child Protection / Safeguarding (tel: 01597 826431) and, if this officer is unavailable, liaise with Children's Services regarding appropriate action.

## **What to do if a child discloses to you**

- If a child discloses to you, do not further question the child but ensure that the child is safe. Don't interrogate or ask 'leading' questions, for example, 'What did he/she do next?' Such questions may invalidate your evidence (and the child's) in any later prosecution. You may ask an open question, for example, 'Is there anything else you want to say?' but nothing more. Ensure the physical environment is welcoming, giving the opportunity for the child to talk in private but making sure that others are aware that the conversation is taking place.
- Remain open to the disclosure: do not appear shocked or disbelieving (even if you feel like it). Be attentive and look at them whilst they are speaking. Above everything else, listen without interrupting. Allow the child to feel secure and give them time. Try to remain calm, even if on the inside you are feeling somewhat different. Do not criticise the alleged perpetrator and do not ask the pupil to repeat what they have said for another member of staff.
- Never promise that you will keep what they say secret but do reassure them that you will act on their behalf to ensure only those who need to know are told. **REMEMBER** the procedures after disclosure can seem more frightening to a child than the alleged abuse. They may have been threatened that something bad will happen to them if they tell.



- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Only speak of the allegation to those to whom you must refer. Only discuss this with those who need to know to safeguard the child – confidentiality is still essential except for the line of referral.
- **RECORD** accurately everything you have been told, observed and/or have actioned, by whom, where, when, time – using the child's own words (do not interpret what they have said). Brief notes should be written immediately with the record written up as soon as possible afterwards. Do not destroy your original notes in case they are required by a court.
- Remember overall that the **CHILD'S WELFARE IS PARAMOUNT.**

#### **Helpful responses:**

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

#### **Don't say:**

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure that this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else.

## Appendix 2

### 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>	

**Name(s) of Victim(s)/Alleged Victim(s)**

**Name(s) of Perpetrator(s)/Alleged Perpetrator(s)**

**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</b>	<input type="checkbox"/>	<b>Attempts to Recruit to</b>	<input type="checkbox"/>

<b>offensive Badges/Insignia</b>		<b>Discriminatory Groups</b>	
<b>Encouraging Others to Behave in a Discriminatory or offensive manner</b>			
<b>Other (please specify):</b>			

**Location of Incident:**

**Brief Description of Incident:**

**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>Disability</b>					
<b>Other protected characteristic if relevant</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Victim Y/N</b>					
<b>Previous Incidents Reported 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>Disability</b>					
<b>Other protected characteristic if relevant</b>					

<b>Year Group / Staff / Visitor</b>					
<b>Repeat Alleged Perpetrator Y/N</b>					
<b>Previous Incidents Reported 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>OOBH</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:**

**Plus:** Powys County Council – Schools Service  
marked for the attention of the  
School Effectiveness Officer: Working with Others  
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>			

**Location of Incident:**

**Brief Description of Incident:**

**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>OOBH</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
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**\*If known. When incidents involve pupils refer to pupils' registration records**

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

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