

**Plasmarl Primary School**  
**Ysgol Gynradd Plasmarl**  
**Strategic Equality Plan 2020 to 2024**



**As a Rights Respecting School, we uphold these key rights (and others) in all that we do.**

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: All children have the right to say what they think should happen and be listened to.

Article 28: All children have the right to learn and go to school

Article 29: All children have the right to become the best that they can be

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Chair of Governors</b>	Mr Colin Goulding		
<b>Head Teacher</b>	Miss Lucy Saunders		
<b>Date of next review</b>	June 2024		

**Ysgol Gynradd Plasmari Primary School**  
**Strategic Equality Plan 2020 to 2024**

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy links to Article 23.

Link to Strategic Equality Plan for Swansea LA – [Strategic Equality Plan](#)

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## **1. Our Distinctive Character, Priorities and Aims**

### **1.1 School values**

#### **‘Caring, Learning, Achieving Together’**

At Plasmarl Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Plasmarl Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our vision at Plasmarl is to provide a school where the children, parents, staff, governors and community work together to offer a welcoming, caring, stimulating and safe environment in order to stimulate effective learning and instil a sense of pride in oneself, the school, the community and the country.

We endeavour to celebrate our achievements together, as a school community, with each person being valued and respected. The children, their education and welfare are central to all decision-making at Plasmarl Primary School. Our vision is to provide a rich, varied, balanced and well-resourced curriculum, which will stimulate the natural curiosity and enquiring mind of every child, regardless of ability, race or gender. We want each and every child to achieve his or her true potential.

Our aim is that the lives of all who leave Plasmari Primary will have been enhanced by their experience with us, and that each child will leave equipped with the ability and an eagerness to learn more, and be ready to meet the challenges of adolescent and adult life.

## 1.2 Characteristics of our school

Plasmari Primary School is located in a built up area near Landore in the suburbs of Swansea and is administered by the City and County of Swansea. The majority of pupils come from the surrounding area which is generally economically disadvantaged. The annual intake covers the full ability range, with a significant number of pupils entering the school with limited language skills.

*Our mission statement of:*

***'Caring, Learning, Achieving Together'***

*recognises our commitment to developing high expectations of ourselves and for our children at all times.*

As a school we are committed to working in partnership with all stakeholders and are working hard to develop a philosophy of teamwork and good communication.

The Headteacher was appointed in April 2008 and the Deputy Headteacher was appointed in September 2021.

There are currently:

- 8 full-time teachers including the Headteacher and the ALNCo/ Deputy Headteacher
- 3 part-time teachers
- 1 unqualified teacher participating in a salaried PGCE with the Open University.
- 9 full-time teaching assistants
- 6 part-time teaching assistants
- 1 Well-being Officer
- 1 part-time administration officers
- 1 caretaker
- 2 lunchtime assistants. Teaching assistants also provide lunchtime cover.
- English is the predominant communication medium of the majority of pupils. There are no Welsh first language welsh speakers.
- Pupil mobility is above the LA average at 17.5%.
- 50.4 % of pupils of statutory age are in receipt of free school meals, a figure which is well above the Swansea average.
- 26.8% of pupils are on the ALN Register, including 11 pupils with IDPs and 4 pupils with statements
- 3 pupils on School Child Protection Register
- 1 LAC pupil and 1 pupil under a special guardianship order (SGO)

- 27.2% of pupils have English as an additional language (EAL)
- 88.7% of pupils on roll live in the most deprived 30% areas in Wales which again is well above the LA average and the Welsh average.
- The percentage of permanent pupil exclusion is 0% and the percentage of reports of racial incidences is nil.

*The FSM benchmarking group is Group 5 (32%+). However the school's FSM percentage is always significantly higher*

### **1.3 Mainstreaming equality into policy and practice**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

### **1.4 Setting our equality objectives**

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity

- race
- religion or belief
- sex
- sexual orientation

The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in Appendix 1;
- views expressed by our pupils, school council, parents and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls.

## **2. Responsibilities**

### **2.1 Governing Body**

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

## **2.2 Head teacher / Senior Management Team (SMT)**

The SMT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

## **2.3 Staff – teaching and non-teaching**

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **3. Information gathering and Engagement**

### **3.1 Purpose and process**

The collection of information is crucial to supporting us in:

- Deciding what actions to take to improve equality and eliminate discrimination within the school community

- Reviewing our performance.
- Undertaking Equality Impact Assessments

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

### **3.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- An analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- Pupil attainment and progress data relating to different groups;
- Children and young people's views actively sought and incorporated in a way that values their contribution;
- Information about how different groups access the whole curriculum and how they make choices between regarding their learning;
- Sports and activities choices of all groups;
- Uptake of enrichment activities by group;
- Exclusions data analysed by group;
- Records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development and retention of employees;
- Outcomes of activities promoting community engagement and community cohesion;
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### **3.3 Engagement**

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Stakeholders	Collaboration and consultation through:
Pupils	<ul style="list-style-type: none"> <li>• Rights Respecting School Council</li> <li>• Eco Council</li> <li>• Criw Cymraeg</li> <li>• Listening to Learners</li> <li>• Class discussions</li> <li>• My Selfie</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Questionnaire and comments</li> <li>• Open Door policy</li> <li>• Parent Consultations</li> <li>• Direct contact with individual parents, verbally or written</li> <li>• Discussions at ALN reviews/LAC meetings</li> <li>• Contact with parent governors</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Daily contact/discussion</li> <li>• Staff meetings</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Performance management meetings</li> <li>• Open door policy</li> <li>• Staff Wellbeing Check Ins</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Governing body meetings</li> <li>• Sub-committee meetings</li> <li>• Regular contact with governors: visits, telephone, email</li> </ul>
Local Authority	<ul style="list-style-type: none"> <li>• Annual review of school's performance with School Improvement Advisers</li> <li>• Reports following visits by LA officers</li> <li>• Headteacher meetings</li> </ul>
Wider Community	<ul style="list-style-type: none"> <li>• Attendance at school events e.g. coffee mornings, fetes, concerts</li> <li>• School visits</li> </ul>

Social Services	<ul style="list-style-type: none"> <li>• Contact via school visits, review meetings, LAC reviews, CP meetings, Early Help Hub meetings</li> </ul>
City and County of Swansea Health Board (Swansea Bay)	<ul style="list-style-type: none"> <li>• Contact with school nurse</li> <li>• Regular contact with physiotherapists, occupational therapists</li> <li>• Contact with SALT</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Accreditation visits – healthy schools, ECO schools, Trauma Informed Schools</li> <li>• Comments from visiting groups e.g theatres, ministers etc.</li> <li>• Collaborative working forums</li> </ul>

#### 4. Equality Impact Assessment (EIA)

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex

- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all. We will undertake EIAs on all our policies and proposals.

## **5. Objectives and Action Plans**

Our Equality Objective is to develop an atmosphere, which is friendly and open so that everyone feels and is respected and valued

Our Equality Objectives are:

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Publish and promote Equality Policy through school website, newsletters, staff meetings;
- Monitor and analyse pupil achievement by protected characteristics, act on trends/ patterns in the data that require additional support in order to narrow the gap;
- Ensure the curriculum promotes role models that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co- option, class assemblies, etc;
- Ensure racial incidents are reported, monitored and acted upon effectively;
- Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population;
- Promote Governor vacancies with information in accessible formats and specifically welcoming applications from disabled candidates;
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs  
Involve representatives from a range of these to participate in our celebrations
- To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
- Teachers work collaboratively with outside agencies and advise support staff accordingly;
- Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
- Clear Bilingual signage in all areas of the school;
- Visual support in place in all areas of the school;

- User-friendly language in place for all communication;
- Communication translated into main community languages.

The school evaluates the effectiveness of the SEP on a regular basis, through the Governing Body and with Estyn when the school is inspected.

## **6. Publication and reporting**

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP, we commit to:

- Revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- Undertaking an annual review of progress against our Equality Objectives.

**We will undertake a full review of our SEP by June 2024**

## **Appendices**

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## **Appendix 1: Regional Equality Objectives**

### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

### **2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

### **4. Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

## Appendix 2: School Equality Objectives

<b>Plasmari Primary School</b> <b>Equality Objectives 2020 to 2024</b>						
Strand	Objective / Action	Monitoring	People	Timeframe	Success indicators	RAYG
Protected Characteristics	<p>To promote messages and positive role models across all protected characteristics.</p> <p>To increase participation and achievement within these groups.</p> <p>Publish and promote Equality Policy through school website, newsletters, staff meetings, etc</p>	Invitation for parents to respond to published document annually	SMT GB	Annually	<p>All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays.</p> <p>Parents are aware of policy and have communicated interest / amendments</p>	Yellow
Protected Characteristics	<p>Monitor and analyse pupil achievement by protected characteristics.</p> <p>Act on trends and patterns in the data that require additional support in order to narrow potential gaps.</p>	Achievement data analysed by protected characteristics	HT SMT	<p>Annually using</p> <ul style="list-style-type: none"> <li>• Test data,</li> <li>• My Selfie data</li> <li>• Internal Tracking System</li> <li>• Annual Reviews</li> </ul>	Analysis of teacher assessments/annual data indicates the gap is narrowing for equality groups.	Green
Protected Characteristics	Ensure the curriculum promotes role models that young people positively identify with, which reflect the school's diversity	Increased pupil participation, confidence and achievement levels.	All staff	Ongoing	Increase in participation and confidence of all groups	Orange

Protected Characteristics	Ensure that displays in classrooms and corridors reflect the diversity of the community we serve.	Increase in pupil participation, confidence and positive identity – monitor through Health & Wellbeing AoLE	HT SMT	On-going	More diversity reflected in school displays across all year groups	
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school. e.g. through involvement in our Pupil Voice Groups	Consideration that all Pupil Groups reflect representation by race, gender, disability.	HT SMT	On-going	All Pupil Voice Groups, Teams, Clubs, etc reflect our diversity in order for all pupils to feel confidence and representation.	
Protected Characteristics	Ensure all pupils are given the emotional support needed to be mentally healthy	Develop a mentally healthy school model	HT All staff	On-going	A clear minimum expectation for all staff.	
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	The HT and GB will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied with outcomes?	HT SMT GB	Reporting in termly report to governors if there is an occurrence	All staff aware of and respond to racist incidents.  Consistent nil reporting is challenged by Governing Body  Pupils and Parents feel secure and trust the school to deal with incidents swiftly, with productive outcomes moving forward.	
Gender Equality	To continue to encourage girls to take up sport outside the curriculum requirements, including	Increased participation of girls in sports clubs and	HT SMT H& WB Leader	Ongoing	More girls take up after school sport.	

	football, cricket, basketball and rugby to ensure participation rates more reflective of school population.	extra-curricular activities	PE Lead			
Disability Equality	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	SMT	Ongoing	Increased number of applications from disabled candidates. Increased number of disabled GB members.	
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations.	Survey of participant and stakeholder	HT SMT H& WB Lead GB	Ongoing	Increased awareness of different communities, beliefs and ethnicity.	

**N.B – Protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation**

## Appendix 3: School Accessibility Plan

<b>Plasmari Primary School</b> <b>Accessibility Plan 2020 to 2024</b>						
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	RAYG
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via pupil progress review meetings  My Selfie	ALNCO, HT	Termly	All pupils are making at least expected progress.  All pupils demonstrate good levels of wellbeing	Green
Access to curriculum	Teachers work collaboratively with outside agencies and advise support staff accordingly	Monitor via pupil progress review meetings  My Selfie	ALNCO, HT	Termly	All pupils are making at least expected progress.  All pupils demonstrate good levels of wellbeing	Green
Access to curriculum	SMT to organise music provision to enable every child access to a tuned musical instrument	Termly monitoring against timetable	HT	Termly	All pupils are making at least expected progress.  All pupils demonstrate good levels of wellbeing	Green

<b>Access to Physical Environment</b>	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment.	Plans and accommodation include adaptations	HT	Termly	All stakeholders can access appropriate areas	
<b>Access to the written environment</b>	All signage to be accessible with illustrations and appropriate bilingualism	Learning Walks	HT	Termly	All stakeholders can understand the written environment	

## Appendix 4: Recording of Racist Incident Form

### Incident Recording Form (for racism, harassment, bullying or other significant incidents)

Incident Reported by		Position in school	
Incident Reported to		Position in school	
Date:	Date of Incident:		Term

#### SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT

Record details of each wrongdoer and target (if more than one). Please attach an additional sheet if necessary.

<b>TARGET</b> Name:  <input type="checkbox"/> Pupil in school? If yes, year group/ class:  <input type="checkbox"/> Member of staff or governor? If yes, please give status :  <input type="checkbox"/> Pupil from another school?:  <input type="checkbox"/> Other (specify, e.g. parent or visitor) :  <input type="checkbox"/> Involved in previous incidents? If yes, how many and when? :  Year Group:  Ethnicity – if racist incident (for pupils only, from pupil records):  Gender:	<b>WRONGDOER</b> Name:  <input type="checkbox"/> Pupil in school? If yes, Year group/ class:  <input type="checkbox"/> Member of staff or governor? If yes, please give status:  <input type="checkbox"/> Pupil from another school?:  <input type="checkbox"/> Other (specify, e.g. parent or visitor):  <input type="checkbox"/> Involved in previous incidents? If yes, how many and when?:  Year Group:  Ethnicity - if racist incident (for pupils only, from pupil records):  Gender:
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## SECTION 2 – TYPE OF INCIDENT

Location: \_\_\_\_\_

What type of incident occurred?

<input type="checkbox"/> Name calling	<input type="checkbox"/> Threatened assault
<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Attacks on property
<input type="checkbox"/> Physical abuse	<input type="checkbox"/> Abuse by electronic means (i.e. Text or instant messaging)
<input type="checkbox"/> Refusal to co-operate due to culture or religion	<input type="checkbox"/> Socially isolated
<input type="checkbox"/> Graffiti	<input type="checkbox"/> Other (please specify)

Please describe briefly what happened:

## SECTION 3 – ACTION TO BE TAKEN TO DEAL WITH THE INCIDENT AND DETAILS OF SUPPORT OFFERED TO VICTIM AND PERPETRATOR

What action(s) was / were taken to deal with the incident?

- Warning to the wrongdoer
- Discussion with the target's parent(s) / guardian / carer
- Discussion with the wrongdoer
- Discussion with the wrongdoer 's parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police

- Referral to another body**
- Other sanction (please specify):**
- Other action (please specify):**
- No action**

**If no action was taken, why was this (e.g. allegations were unsubstantiated)?:**

**The school should retain this form.**

**The LA will regularly collect information about racial and/or other incidents.**

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