



YGG Llwyncelyn
Child Safeguarding Policy

Date: September 2015

Review Date: September 2016

Chair of Governors		
Governor Responsible for Child Protection		

Headteacher		
Designated Senior Person		
Designated Deputy Person		
Designated Deputy Person		

The School has mechanisms for monitoring and reviewing this policy and its effectiveness. The policy must be annually reviewed and the head teacher and responsible governor must ensure its inclusion as a standing item on the governing body's agenda.

This Child Protection Policy should be read in conjunction with other Safeguarding Documents which cover the following areas:-

- Attendance
- Anti Bullying Policy
- Restraint Policy and Physical intervention
- Whistle Bowing Policy
- Off site Educational Visits
- Health and Safety
- Time out
- PSE
- Behaviour Policy
- Allegations of Abuse against Teachers and other Staff
- Children with Additional Needs
- E Safety
- Intimate Care
- Staff Code of Conduct
- Recruitment and Selection
- Substance Misuse

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Child Safeguarding Policy

1. Introduction

Ysgol Gynradd Gymraeg Llwynceilyn acknowledges that:-

- 1.1. Section 175 of the Education Act 2002 requires Local Authorities and Governing Bodies of maintained schools to have arrangements in place to safeguard and promote the welfare of children.
- 1.2. Governing Bodies and school staff must have regard for this guidance when fulfilling their responsibilities for safeguarding and promoting the welfare of children.
- 1.3. A judgment on the procedures in place at a school and its effectiveness in implementing those procedures to safeguard children from harm is included as part of the school inspection process.

- 1.4. The Governors and staff of YGG Llwynceilyn fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers and visitors, has a full and active part to play in protecting our learners from harm.
- 1.5. All staff and Governors believe that the school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual learner. This Policy incorporates four main elements :
 - a) Protection through teaching and pastoral support offered to learners;
 - b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Day to day contact with learners mean school staff are uniquely placed to observe signs of abuse;
 - c) Support to learners who may be at risk of abuse or neglect;
 - d) Concerns in relation to school staff who may abuse positions of trust.
- 1.6 This Policy applies to all staff and volunteers working in the school including school governors. It recognises that Learning Support Assistants, Supervisors, Caretakers, Secretaries as well as Teachers can be the first point of disclosure for a learner. As a consequence, all staff should:
 - a) Be aware of the signs that a learner has been neglected or abused;
 - b) Listen to learners who tell them about abuse;
 - c) Report concerns effectively and in line with procedure.
- 1.7 The school acknowledges that children are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children and young people to protection from abuse are taken seriously and effective action is taken in response to any signs or abuse or neglect.

2. Aims

This policy aims to:

- Promote an understanding that a learner who is abused or who witnesses violence may be deeply affected and this may manifest itself in a number of ways ;
- Recognise that school may provide the only stability in the lives of children who have been abused or who are at risk of harm;
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- Provide a nurturing environment where self esteem and self-assertiveness are promoted for all pupils including those that are vulnerable;

- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty;
- To include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- To support the child's development in ways that will foster security, confidence and independence;
- To include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting;
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known, or thought, to be a child at risk;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the educational setting, that will be followed by all members of the educational community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially the Police and Children's Services;
- To ensure that all adults within the school, who have access to children, have been checked as to their suitability in line with statutory guidance.

3. Procedure

YGG Llwynceilyn will follow the All Wales Child Protection Procedures endorsed by the Cwm Taf Safeguarding Children Board. The school will ensure a senior member of staff is appropriately trained and charged with the responsibility for co-ordinating child protection matters within the School, and that all staff, both teaching and non-teaching, are aware of who that person is. Welsh Government Guidance "Keeping Learners Safe" refers to this person as the Designated Senior Person and this is the term used throughout this policy.

3.1 The Designated Senior Person (DSP) for Child Protection will:

- Ensure that in the absence of the designated teacher for Child Protection, all staff are aware of how to forward any Child Protection concern. It is expected that a member of staff trained to Level 3 of the LSCB recommended standard is on site at all times;
- Liaise and work with all other support services and agencies involved in the safeguarding of children;
- Receive concerns and disclosures made to staff;
- Act as a source of advice and support within the school and provide the point of contact for staff who have concerns or information that a student may be suffering from abuse;
- Understand their individual responsibility to make any necessary reports to children's services within proper channels and timescales;
- Ensure the school contributes fully to the child protection process e.g. by the provision of reports and attendance at conferences, core groups or meetings when needed;
- Ensure that all staff, both teaching and non-teaching, are aware of their personal responsibility to report concerns and of the need to be vigilant in identifying potential abuse and neglect;

- Ensure supply, volunteers and casual staff have access to and comply with requirements of the All Wales Child Protection Procedures;
- Ensure that all staff, including those newly appointed are aware of their child protection responsibilities, act in compliance with and have access to the school Child Protection Policy and the All Wales Child Protection Procedures;
- Ensure that all staff are trained and aware of the indicators of abuse and how to respond and support a learner who discloses it. This should be reviewed annually, at the start of each academic year;
- Disseminate child protection information gained from training and other sources to all staff in the school;
- Ensure an understanding that it is not the role of school staff to investigate reported abuse.
- To feedback appropriate information to staff on a 'need to know' basis;
- Ensure that the identity of the DSP and Governor responsible for Child Protection is known by every member of staff;
- To consult with Childrens Services where there is uncertainty about the need to make a report;
- Ensure parents are given access to the Child Protection Policy as part of their child's induction into the school and that learners are made aware of the existence of this policy;
- Ensure a clear record of concerns about a child is maintained even if there is no need to make an immediate report;
- All records including copies of child protection referrals and child protection conference minutes are kept confidentially and securely and are separate from learner records;
- Ensure that when a learner whose name appears on the Child Protection Register transfers to another school, the learner records, including information about registration is transferred without delay. Records should be sent electronically to coincide with the day the learner commences on roll at the new educational setting;
- Children's Services should also be informed;
- Provide continuous support to a learner about whom there have been concerns who leaves the school by ensuring that appropriate information is confidentially forwarded to the new educational setting.

3.2 Record Keeping

- A copy of the All Wales Child Protection Procedures 2008 must be kept on the school site and be accessible to all staff;
- All records pertaining to child protection must be securely kept in a locked cupboard located in the Head teachers' office;
- Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the DSP.

3.3 Role of the Nominated Governor for Child Protection

This Governor will:

- Ensure that the School has a robust Children Safeguarding Policy in place which is consistent with the All Wales Child Protection Procedures, and is reading accessible to all members of staff, both teaching and non-teaching;
- Ensure that the implementation and effectiveness of the policy and any associated policies are reviewed annually by ensuring its inclusion as a standard item on the governing body's agenda. This will also ensure that account is taken of new guidance;
- Ensure that the School Induction booklet contains a section on the Child Protection policy in order to make parents aware of the Schools responsibilities and duties;
- Ensure in conjunction with the Headteacher and DSP that Safeguarding retains a position of prominence within the school agenda/ curriculum;
- Ensure that designated and other staff attend appropriate training;
- Ensure that they are appropriately trained for the role of Governor with responsibility for Child Protection and understand their role in relation to any referral of abuse in relation to the Headteacher;
- Liaise with the Local Authority Safeguarding Coordinator for Education in relation to any allegations of child abuse made against the Headteacher which may include attendance at any Professional Abuse Strategy meetings under Part IV of the All Wales Child Protection Procedures;
- Have an understanding that it is not the role of the Child Protection Governor to receive and act upon child abuse referrals other than in this specific circumstance.

4 Safe Recruitment

- The educational setting will ensure that safe recruitment procedures are in place and that all appropriate checks, including the Disclosure and Barring Service checks are undertaken in respect of all staff and unsupervised volunteers who work with learners. Please refer to the Local Authority Recruitment Policy.

5. Referral to Multi Agency Safeguarding Hub (MASH)

All referrals to MASH, including verbal referrals should be followed up with a completed **C1 Form** within **two working days** of the original contact. Please also refer to flow charts at Appendix 1 (RCT) and Appendix 2 (Merthyr)

	RCT	MT
Telephone Referrals	01443 743665	01443 743665
Fax	01443 743769	01443 743768
Email	Childrens.mash@rctcbc.gcsx.gov.uk	Childrens.mash@merthyr.gcsx.gov.uk
Post	MASH	MASH

	RCT / Merthyr Tydfil Children's Services, Pontypridd Police Station, Berw Road, Pontypridd, CF37 2TR	RCT / Merthyr Tydfil Children's Services, Pontypridd Police Station, Berw Road, Pontypridd, CF37 2TR
Local Authority Safeguarding Officer	Sian O'Donovan Child Protection Coordinator Sian.ODonovan@rctcbc.gov.uk Telephone: 01443 484520 Treena Morris 01443 484520 Treena.Morris@rctcbc.gov.uk	Alex Beckham Safeguarding Manager Alexandra.Beckham@merthyr.gov.uk Telephone: 01685 724686 Sarah Bowen Lead Manager for Child Protection – Education Sarah.Bowen@merthyr.gov.uk Telephone: 01685 725082

6 Local Authority Safeguarding Co-ordinator

Rhondda-Cynon-Taf Safeguarding Coordinator for Education
Sian O'Donovan 01443 484520 Sian.ODonovan@rctcbc.gov.uk Treena Morris 01443 484520 Treena.Morris@rctcbc.gov.uk
Merthyr Tydfil Lead Managers for Child Protection in Social Services
Alex Beckham Safeguarding Manager 01685 724686 Alexandra.Beckham@merthyr.gov.uk
Sarah Bowen Lead Manager for Child Protection in Education Department Telephone: 01685 725082 Sarah.Bowen@merthyr.gov.uk

7. Partnership with Parents

- The School supports parents to educate and keep children safe from harm, to support their welfare and are committed to working with parents positively, openly and honestly.
- The school will ensure that all parents are treated with respect, dignity and courtesy.
- Parents' rights to privacy and confidentiality are respected and sensitive information will not be shared without permission or if it is necessary to do so in order to protect a child.

In order to promote this ethos:

- Parents are encouraged to discuss any concerns they may have with class teachers or the Head teacher;
- Parents are made aware of the Child Protection Policy in the School Handbook and at

the start of their child's education within the school. It is vital that parents understand the role of the school in relation to its safeguarding responsibilities from the outset of the child's time at school;

- Parents are made aware that they can view this policy on request.

8. Responsibilities of All School Staff

- **Any concerns - whether about a child, young person, family, colleague or another professional, must be shared with the DSP.**
- All staff have a duty to assist in the assessment of possible child abuse by sharing information and reporting concerns as outlined in this policy. Staff may have the one key piece of information that will help Children's Services make the best decision about a child.
- Doing nothing is not an option.
- Never promise a child you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe.
- It may be difficult or upsetting to report a concern and it is sometimes hard to accept that a child is being harmed, particularly if there is an existing relationship with the family or professional concerned. However, the needs of the child must always come first. It is the role of the DSP to support and listen to concerns.

8.1 If a child tells you something that causes you concern:

- Listen to the child;
- Never promise a child you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe;
- Encourage the child to talk but don't prompt or put words into their mouths and do not ask leading questions. Do not ask the child to repeat again and again;
- Explain what action you must take- in a way that is age appropriate;
- As soon as you are able write down what the child has told you. Use the child's exact words if possible. Record the date, time and place and any other people present at the time;
- Report concerns without delay to the DSP;
- Do not worry you may be mistaken, it is better to discuss your concerns with someone who has the experience and the responsibility to make an assessment;
- Do not confront an alleged abuser;
- Try to remain calm and not to appear shocked by what they are telling you.
- A child, parent, caregiver or member of the public who tells staff their concerns about a child's welfare must never be expected to be asked to make a self referral to social services or police;
- If you have concerns about the behaviour of another colleague, do not dismiss these concerns. Action should be taken in accordance with the appropriate school policies. It is very important not to ignore or dismiss suspicions about another professional or colleague but approach the Head teacher with your concerns;
- If a child discloses a matter of concern to you it can be very upsetting, try not to take these feelings home with you. Talk to the DSP- it is important not to ignore these feelings.

9. Confidentiality

- Staff cannot keep a disclosure of abuse confidential and must refer the matter on to the DSP.

- Educational staff have a legal responsibility to share relevant information about the protection of children with the designated statutory agencies.
- All referrals should be made with the knowledge that during any subsequent investigation, the source (i.e. the School) will be made known to the family.
- Any disclosure should be dealt with sensitively and the child must be helped to understand that there is a need to inform the appropriate people who can help. Staff should be aware that any disclosure may have taken significant courage to voice and that there may be a variety of accompanying emotion such as guilt, embarrassment, disloyalty and hurt.
- Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. Information should only be shared on a strict need to know basis.
- Ensure that only those with a professional involvement e.g. the DSP, have access to the child protection records. At all other times they should be kept securely locked and separate from the learner's main file.

10 Allegations against staff/ and volunteers

The school acknowledges that a learner may make an allegation against a member of staff:

- Any allegation against the Head teacher should be directly referred to the Chair of Governors. It is the responsibility of the Chair of Governors to make the appropriate referral;
- When an allegation is made, the member of staff to whom the allegation has been made known will immediately inform the Headteacher or chair of governors.
- The action that will be taken to safeguard children in the School will be in line with guidance contained in the All Wales Child Protection Procedures;
- Any allegations against staff should be taken directly and as a matter of urgency to the Head teacher, or chair of governors who will seek advice from coordinator. Advice from Local Authority Safeguarding Coordinator may be sought;
- The Headteacher should discuss the content of the allegation with the Local Authority Safeguarding Coordinator for Schools – refer to Section 6 of this Policy for detail of contacts. This discussion will consider the nature, content and context of the allegation and agree a course of action;
- The initial enquires should establish
 - That an allegation has been made
 - What is alleged to have occurred
 - When and where the incident/s are alleged to have occurred
 - Any other parties who may have been involved
 - Any other persons present
- False or malicious allegations will be dealt with in line with the school discipline policy.

11 Whistle-blowing

- There is a recognition that learners cannot be expected to raise concerns in an environment where staff fail to do so.
- If concerns exist in relation to attitude or actions of colleagues, staff should be aware of their duty to raise these issues.

12 Safeguarding Learners On and Off the school site

- The school is considered a safe and secure place to learn and develop.
- Access to the school site is strictly monitored and reviewed in line with the Local Authority

- guidance in relation to the Health and Safety of school premises.
- Visitors to the school premises will be subject of robust and relevant Risk Management processes.
-

13 Educational Visits outside of school premises (including Foreign Exchange visits)

- It is recognised that there will be occasions when there will be opportunity to expand educational and social development by learner participation in school activities that take place away from the usual school setting.
- There may or may not be a residential component to the activity.
- Schools should carry out all necessary Disclosure and Barring checks on adults providing care and accommodation. These visits differ to usual school trips as learners spend less time under the direct supervision of teachers.
- Whenever a trip is organised it is important that there is close communication over the arrangements to enable clarity as to the organisation of the learners time
- Appropriate Risk Assessment should be carried out in conjunction with the Consortium using the Evolve System.

14 Other Policies

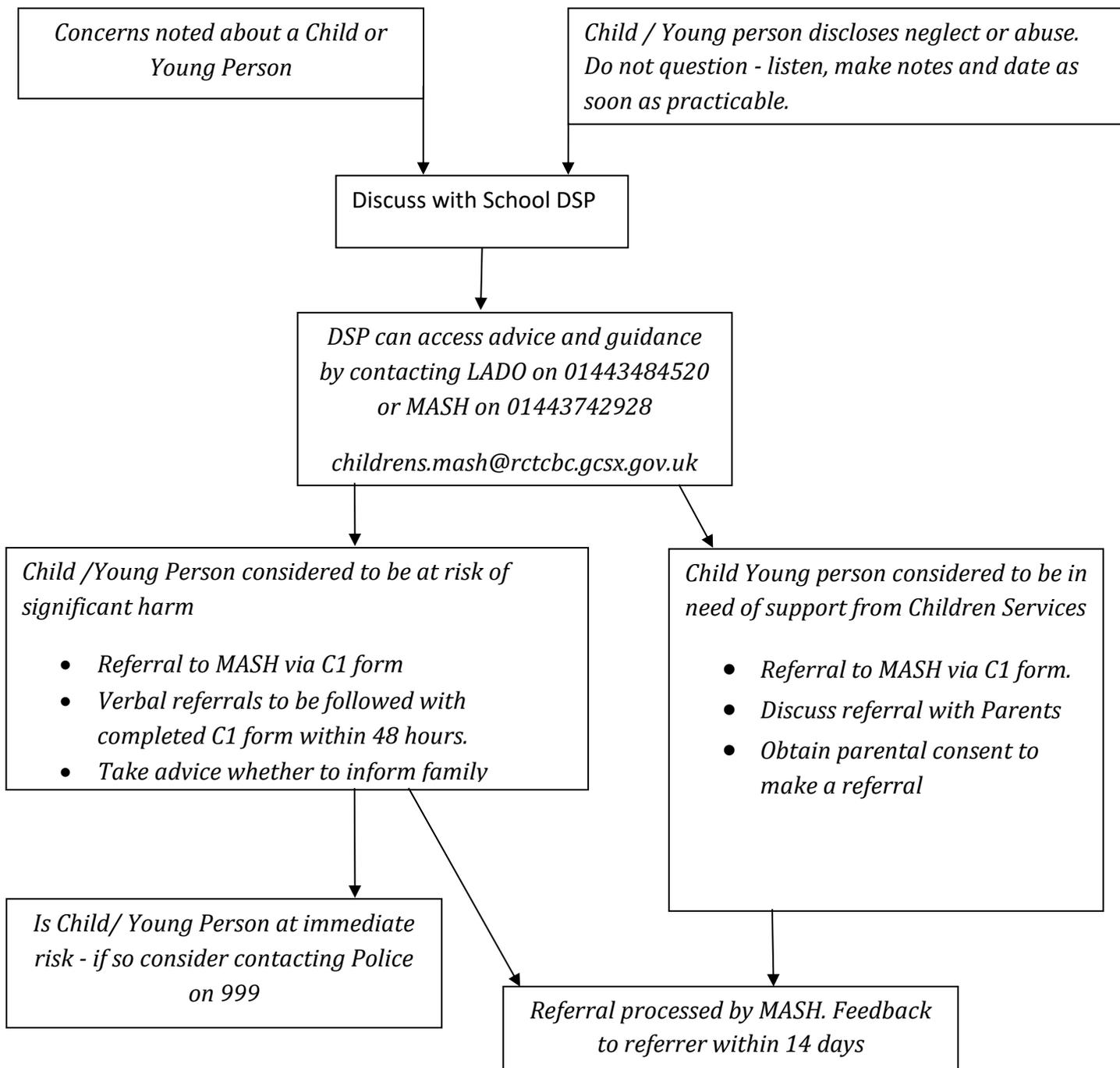
- The school will give regard to safeguarding principles when developing other policies.
- Information in respect of further guidance and policies referred to within this document can be found at the start of this Policy. Further information in relation to Guidance and Circulars can also be accessed as a Useful Document.

APPENDIX 1

Flow Chart - RCT Schools

Emergency Duty Out of Hours referrals - 01443 743665

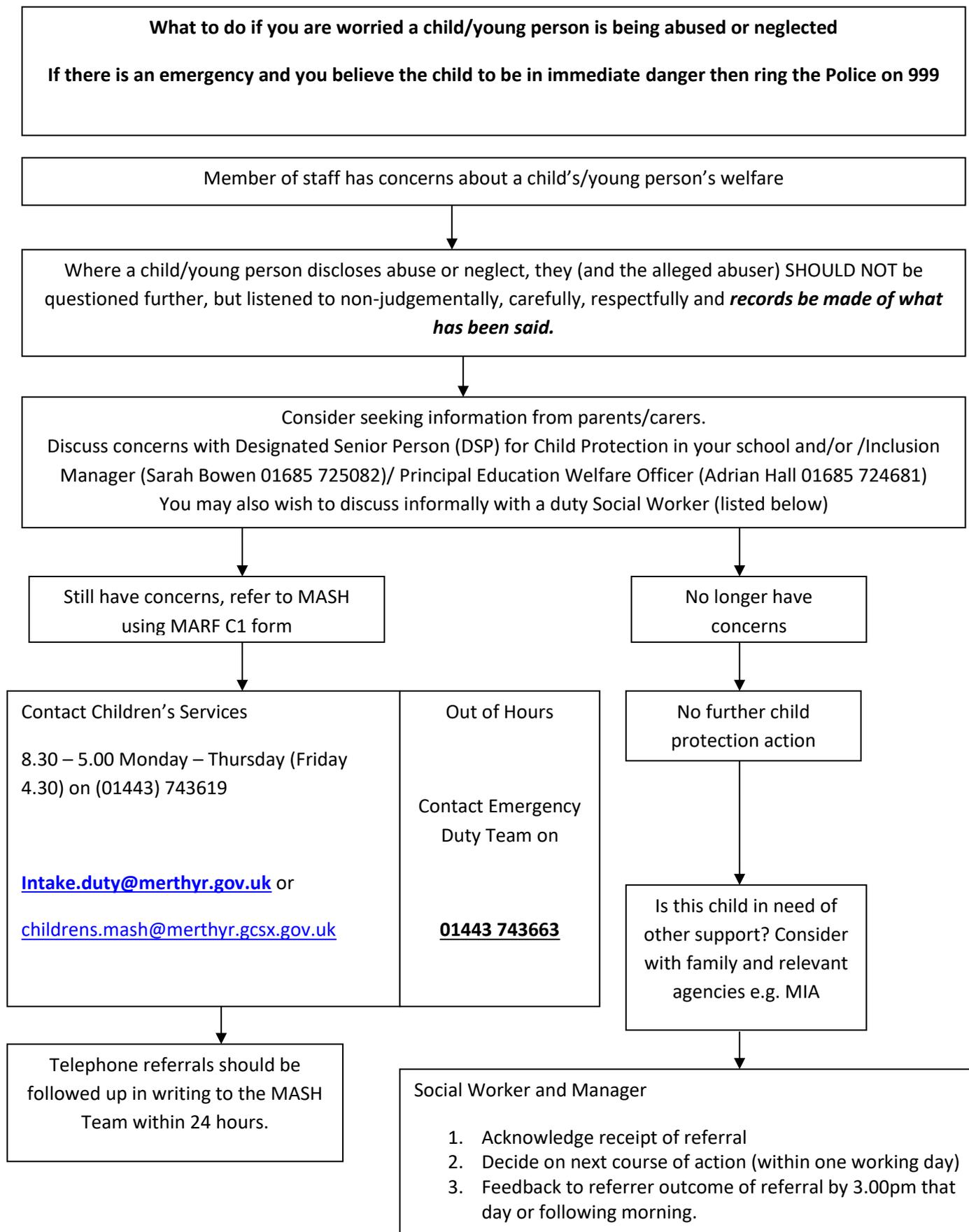
SocialWorkEmergencyDutyTeam@rctcbc.gcsx.gov.uk



This document is intended as a guide. Please refer to School Child Protection Policy and to the All Wales Child Protection Procedures.

APPENDIX 2

Flow Chart – Merthyr Tydfil Schools



Appendix 3

TYPES OF ABUSE

Physical Abuse

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

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 a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectation being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing 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.

Appendix 4

The Keeping Learners Safe Document (WG, 2015) highlighted specific issues in relation to Safeguarding Learners.

Abuse by children and young people, including sexual abuse (sexually harmful behaviour)

Children can be a threat either physical or sexual to other children. Sometimes relationships between children can be coercive, inappropriate or exploitative.

Asylum-seeking and refugee children

These children and young people should be seen as children first and migrants second. Children can come into the country as part of a family, with an adult carer, or even alone, which makes them more vulnerable. They may have witnessed or experienced traumatic events, suffered loss or have communication or language barriers.

Black and Minority Ethnic (BME) children

There are cultural differences in raising children but 'culture' is no excuse for harming a child. There is a need to be clear about differences between culturally specific practice that is not harmful, and incidents of abuse that may be linked to cultural or religious beliefs.

Bullying

Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails. It's important that schools have a culture where everyone is safe and included and that they step in quickly to stop bullying.

Child abuse images and the internet

Knowing who children are in contact with on the internet is important. In some cases abusers use the Internet to 'groom' children for inappropriate relationships, which may include persuading them to send inappropriate images or videos of themselves. As part of their role in stopping abuse and neglect, schools should consider activities to raise awareness about safe internet use in school and at home

E-Safety

Schools should make full use of the internet and to know how to use it safely.

Child abuse linked to witchcraft or other spiritual beliefs

Belief in possession and witchcraft happens in many different countries, cultures and religions but there is never justification for harming a child.

Children living away from home

Children are seen as living away from home if they're in:
Foster care; residential care; secure units; residential schools; independent accommodation.
Sometimes this accommodation is temporary which can be unsettling and makes them vulnerable.

Child sexual exploitation (CSE)

Children don't volunteer to be sexually exploited and can't consent to their own abuse. They are forced or coerced.

CSE includes:

the exchange of sexual activity for payment; the production of indecent images; grooming; trafficking.

Raising awareness with children and young people is an important part of educating them to stay safe and speak up.

Trafficking

Child trafficking is child abuse.

Children who are trafficked may be used for:

- sexual exploitation
- domestic service
- exploitative labour
- criminal activity
- forced marriage.

APPENDIX 5

Guidance and Legislation

This Policy recognises and reflects roles, responsibilities and duties highlighted within the following:

- The Education Act 2002
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- The Children Act 2004
- Equality Act 2010
- Female Genital Mutilation Act 2003.
- Social Services and Well Being Act (Wales) 2014.
- All Wales Child Protection Procedures 2008.
- Children and Young People- Rights to Action The UN Convention on the Rights of the Child.
- Keeping learners Safe-circular 158/ 2015.
- Safeguarding Children: Working Together Under the Children Act 2004
- (WAG, 2006)- circular 12/2007.
- Safeguarding Children in Education - circular 158/2015.
- Safeguarding and Protecting Children and Young People: A Guide and good practice exemplification for awarding bodies- ACCAC/QCA/CEA 2006.
- Inclusion and Pupil Support- circular 47/2006.
- Exclusion from Schools and Pupil Referral Units- circular 1(A) 2004.
- Community Focussed Schools-circular 34/2003.
- Becoming a Qualified Teacher-circular 41/2006.
- Educational Records, School Reports and the Common Transfer System- circular 13/2006.
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service- circular 33/2005.
- Stronger Partnerships for Better Outcomes- circular 35/2006.
- Disciplinary and dismissal procedures for school staff (WG, 2013).
- WG circular 34/2002 'Child protection: Preventing Unsuitable People from working with Children in the Education Sector' and the school's commitment to Safe Recruitment and preventing unsuitable people from working with children by compliance with MTCBC Safe Recruitment Policy.
- Respecting Others: Anti-bullying Guidance -circular 23/2003.
- The Use of Reasonable Force to Control or Restrain Pupils- circular 37/1998.
- Supporting People with Medical Needs in Schools- circular 34/1997.
- The Education of Sick Children - circular 57/1994School's Department Anti-Bullying Strategy, 2012-13.
- School's Department Wellbeing Handbook School's Department Safe and Effective Intervention PolicyPersonal and Social Education and Work Related Education- circular 13/2003Substance Misuse-Children and Young People-circular 17/2002Guidance on the Education of Children Looked After by Local Authorities- circular 01/2001.
- Health and Safety of School Pupils on Educational Visits- circular 2/1999.

- School's PSE, Behaviour and Wellbeing Policies.
- Procedures for Whistle blowing in Schools and Model Policy- circular 12/2007.
- Staff Disciplinary Procedures in Schools- circular 45/2004.
- School Governing Bodies Complaint Procedures- circular 03/2004.
- Shared Planning for Better Outcomes- circular 31/200.
- Think You Know-an Education Initiative from the CEOP on line.
- All Wales Child Protocol on Female Genital Mutilation.
- Safeguarding Children and Young People from Sexual exploitation.
- All Wales Practice Guidance for Safeguarding Children who may have been trafficked.
- All Wales Guidance on Safeguarding Children and Young People affected by Domestic Violence.
- Multi Agency Guidance-Handling cases of Forced Marriage.
- Framework for Restrictive Physical Intervention, Policy and Practice.
- Safe and Effective Intervention - the Use of Reasonable Force.
- Tackling Hate Crimes and Incidents A Framework for Action.