Catch22 Independent Schools Policy

Behaviour Policy

Catch22 Include Wales

Contents

	Education intent statement	2
1.	What is the policy about?	4
2.	Who does this policy apply to	4
3.	Policy requirements	5
4.	Definitions	11
5.	Related policies	11
6.	Appendices	12
	Annex 1 – Equality Impact Assessment	19

This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher, Andrew Preedy
Queries to:	Headteacher, Andrew Preedy
Date created:	October 2019
Date of last review:	August 2026
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Catch22 Education staff

V2.0

Catch22 Independent Schools

Education Intent Statement

Catch22's Vision:
To deliver better social outcomes through transforming public service through the 3Ps:

Place
Supporting people to find, retain, transition safely into homes and communities

Purpose
Working with people to achieve their purpose in education, employment or training

People
Building networks of people around individuals

Our Education Mission:
To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development **Relationships beat structures** • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓ ✓ ✓

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. **Unleash Greatness** • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment **Let robots be robots and humans be human** • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. **Incubate, accelerate, amplify** Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

1. What is the policy about?

This policy has been developed in accordance with the Independent School Standards (Wales) Regulations 2024 and reflects the school's duties under:

- The Education Act 2002
- Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Social Services and Well-being (Wales) Act 2014
- Rights of Children and Young Persons (Wales) Measure 2011
- Keeping Learners Safe Guidance
- Curriculum for Wales Framework
- Welsh Government Whole-School Approach to Emotional and Mental Wellbeing

This policy promotes a positive, relational and trauma-informed approach to behaviour that prioritises wellbeing, safety, inclusion and educational engagement.

This policy is about what we do every day to show, teach, encourage, and celebrate caring and purposeful behaviour of staff and pupils.

This Behaviour Policy intends to support a learning environment where all our pupils:

- learn successfully in a safe and purposeful environment;
- benefit from personalised behaviour support to enable them to fulfil their learning potential;
- are supported by caring, passionate and trustworthy adults who inspire high expectations and aspiration in their pupils;
- And learn and practice how to meet their own needs without harming others.

The policy provides practical guidance and support documents for staff so they can be safe adults and apply our behaviour expectations all the time across all schools and academies. It also outlines our practices for preventing and dealing with harmful behaviour.

Our Safe Place Promise is:

1) We will do all we can to stop harmful behaviour; we will support, teach and learn how to

meet needs harmlessly.

2) We will stop anyone gaining or being advantaged (in any way) by causing harm.

3) We will stop anyone gaining or being advantaged by refusing to follow reasonable instructions.

4) We will communicate with all parties involved when deciding on the course of action to be taken when harm has been caused.

5) We will focus on the impact and wellbeing of those involved, not only their actions and what they have done.

6) We will focus on repairing and building relationships and teach behaviour and the understanding of consequences (rather than just 'manage' it).

2. Who does this policy apply to?

This policy applies to all staff including the teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of Catch22 Education (collectively referred to as 'staff' in this policy) as well as pupils and parents/carers.

The school recognises its duties under the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Where a pupil has ALN, behaviour will always be considered within the context of identified needs, provision plans, risk assessments and support strategies.

Reasonable adjustments will be made to behaviour systems, sanctions and support approaches where appropriate.

3. Policy requirements

Staff will consistently create and maintain a safe, purposeful, relational environment with:

- Mutual trust and respect throughout the learning community;
- Equality of opportunity for all;
- Celebration of pupils' educational achievements, inside and outside of school;
- and, Integration and success for pupils that have been excluded from mainstream education and/or are emotionally vulnerable.

We will foster a community life rich with cultural capital as a vehicle for pupils' growth by enabling them to:

- be cared for, encouraged, and celebrated;
- recognise issues that may affect their behaviour and develop strategies to deal with them respectfully;
- develop self-discipline, manners and a sense of ownership of and responsibility for their actions and choices;
- and and have high expectations and aspirations for themselves.

We will establish points of contact with parents, carers, and partner agencies to promote collaborative care and clarify responsibilities for supporting pupils' positive behaviour.

3.1 Our core behaviour expectations

All members of our learning community and visitors are expected to behave in a caring way towards themselves, others and our environment.

Staff

We expect our staff to consistently and explicitly model Catch22's ethos in their own behaviour and relationships with pupils and each other (see appendix 1).
In all elements of school life, including all related activities and travel on and offsite, staff are expected and supported to display attitudes for learning in 3 aspects (the 3Ps):
Place – Create, model and support pupils to follow clear school learning day routines
Purpose –

Create and update regularly Behaviour Support Plans that articulate pupils' needs to be successful learners

engage pupil with lessons and activities informed by their Behaviour Support Plans

People – be attentive and relational, enabling pupils to be purposeful

Schools/Academies will have clear procedures to address harmful behaviour and a designated senior member of staff to take action, when pupils' behaviour means they are not able be in their designated learning space, and make a final decision that ensures safety and supports all (these will be published as part of this behaviour policy).

In some cases, where purposeful and/or legally required, incidents of harmful and/or criminal behaviour may be reported to the Police or other agencies after discussion with a member of the senior leadership team.

Pupils

In all elements of school life, including all related activities and travel on and offsite, pupils are expected and supported to display attitudes for learning in 3 aspects (the 3Ps):
Place - be in the correct space as allocated by staff
Purpose - engage with lessons and activities

People – be respectful of the learning environment and others, allowing them to be purposeful

3.2 Responding to positive behaviour

Where pupils display behaviour that meets and/or exceeds expectations, staff will respond to the behaviour to ensure that:

1. Behaviour that is safe, purposeful and/or kind is highlighted and encouraged.
2. Pupils who demonstrate progress in attitudes and behaviour are celebrated for it.
3. Pupils are able to recognise the impact of their behaviour so they can learn to pursue their needs harmlessly.

Staff will model expected behaviour and wherever possible, *shine a light* on pupils' positive behaviour that is kind and/or contributes to a safe and purposeful learning environment. Staff will do so by being explicit and descriptive; staff will ensure the pupil recognises both the behaviour and its effect on themselves and others – this can also include introducing a reward.

Together with our pupils, we will create schemes of rewards for positive behaviours that are achievable and relevant. These will consist of both short and long-term targets as well as spontaneous celebration of positive behaviour.

3.2.2

Each of our provisions will devise the most suitable way to record the 3Ps in accordance with their pupils, the nature of the provision and their curriculum (Examples in use are: Class-charts; classroom dojo; excel; and google forms).

Good practice will consist of:

- Involvement of the pupil in defining and making explicit what we mean by each category and what 'it looks like' in their classroom and other school/academy tasks.
- Localised (corridors and classrooms) displays, both corporate and pupils' work.
- Pupils involvement in assessing and recording their attitude for lessons/activities

Communication should be at a level which is understood by the pupil and enables them to

express themselves in an individual way. All staff need to recognise that the pupil's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all possible triggers that would need to be explored.

All pupils will have a Behaviour Support Plan and risk assessment which is regularly reviewed and involves the pupils and parents/carers in its production. These contain key information used by all staff to support their interactions with a young person, including:

- Commonly displayed behaviours;
- Risk assessment around anticipated harmful behaviour;
- Effective strategies and approaches to be utilised by staff when interacting with pupils that are dysregulated and/or in crisis;
- And; Triggering responses and approaches to be avoided by staff when interacting with pupils that are dysregulated and/or in crisis.

3.3 The use of sanctions

We understand behaviour to be a form of communication and a means for pupils and adults to meet their needs. The specific actions a person may take and the circumstances around them vary greatly, therefore the school has a variety of processes which will be used on a case by case basis in order to ensure we keep our Safe Place Promise outlined above (see appendix 3, each school to devise)

Where pupils display behaviour that **does not meet** the 3Ps expectations above staff will respond to the behaviour in order to ensure that Behaviour that is harmful to themselves or others is stopped.

Where harm has occurred pupils will be expected and supported to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly, and where possible to repair this harm. Staff are expected to consistently respond to behaviour exhibited by pupils which does not meet the school's expectations. The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of

action. This is viewed as professional strength and is encouraged by the school's Senior Leadership Team (See Appendix 2 for action flowchart).

We will support pupils and/or staff who have been harmed by the actions of another in the event that they wish to report the matter to the police.

In accordance with the law, any use of sanctions (including sessions outside regular school times, e.g. Twilight/detention) **must** satisfy the following conditions:

- The decision to sanction a pupil must be made by a paid member of staff that has been authorised by the Headteacher to do so according to training and level of role and responsibility in the school; It must be made on the school premises or while the pupil is under the charge of the member of staff.
- The use of sanctions must not compromise the pupil's safety and must be relevant to the incident - staff will give due consideration as to whether the young person's behaviour under review gives cause to suspect that s/he is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy.
- The sanction must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, special educational needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the pupils' age, any special educational needs or disability they may have, and any religious requirements affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances.
- Parent/carer's consent for sanctions is not required. However, the school must make clear to pupil and parent/carer the reasons that lead to the decision to use sanctions as soon as possible.

- All staff (unless stated otherwise by the Headteacher) have responsibility for the pupils, at all times.

3.3.1 Use of powers of search and confiscation

All school staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item in their possession; although there is no legal requirement to make or keep a record of a search, staff will do so.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. For full guidance see the Welsh Government Behaviour and Discipline Guidance and School powers relating to prohibited items under applicable legislation

3.3.2 Use of sessions outside the school's regular times (twilight) sessions

Sessions outside the school's regular times will be issued only for the purpose of preventing harm, rebuilding relationship following harm and/or completing school tasks and learning work that has not been completed in timetabled hours due to the pupil's refusal or lack of engagement. It is a form of 'repairing' loss of learning time, not a punishment. These arrangements will be accompanied by exploration of the reasons for the initial lack of engagement.

Staff members have a specific legal power to impose sessions outside the school's hours. The times when this is permitted include:

- Any school day where the pupil does not have other permission to be absent.
- Non-teaching days when school is open on, e.g. Training days/INSET days.
- Lunchtime detentions - staff should allow reasonable time for the pupil to eat, drink and use the toilet.

These sessions must not put the pupil at risk or prevent the pupil from keeping any caring responsibilities they might have.
Travel to and from the school should be rearranged if impacted upon and be made clear and safe for the pupil.

3.3.3 Change of provision & Suspensions

Staff may change a pupil's immediate provision (same day only) when necessary in response to behaviour which is harmful to the learning environment.

Staff will make every effort to avoid suspension or permanent exclusion of pupils. Suspension will only take place if agreed in advance within schools' non-negotiables and/or if the pupil becomes an overwhelming risk to others or themselves through physical violence, bullying or harassment.
The Headteacher may revise and change a pupil's overall provision in response to their changing needs (manifested through their behaviour).
For further information on exclusions see Exclusions policy

3.4 Procedures and processes

The Headteacher must ensure that further to this policy the following processes and procedures are in place and are known by all staff:

- School – pupil – home expectations
- Response to behaviour incidents and support procedures: Duty & ad hoc support Rotas
- Procedure for addressing harm to property (Criminal Damage)
- Physical intervention recording & monitoring procedure
- Behaviour incidents monitoring procedures

The Headteacher must ensure staff knowledge, understanding and consistent following of this policy in school's/academy's everyday practice.

4. Definitions

N/A

5. Related policies

- Trips and Visits Policy
- Anti-bullying Policy
- Safeguarding Policy

- Physical Intervention Policy
- Exclusions Policy
- E-Safety Policy
- Personal Development Policy
- RSE Policy
- Weapons Policy

6. Appendices

Appendix 1 - Core practice expectation from staff

Safe Place

1. **Communication** is positive and professional.
2. **Staff regulate themselves** before pupils.
3. **Staff promotes PACE** culture - Playful, Accepting, Curious & Empathetic interactions

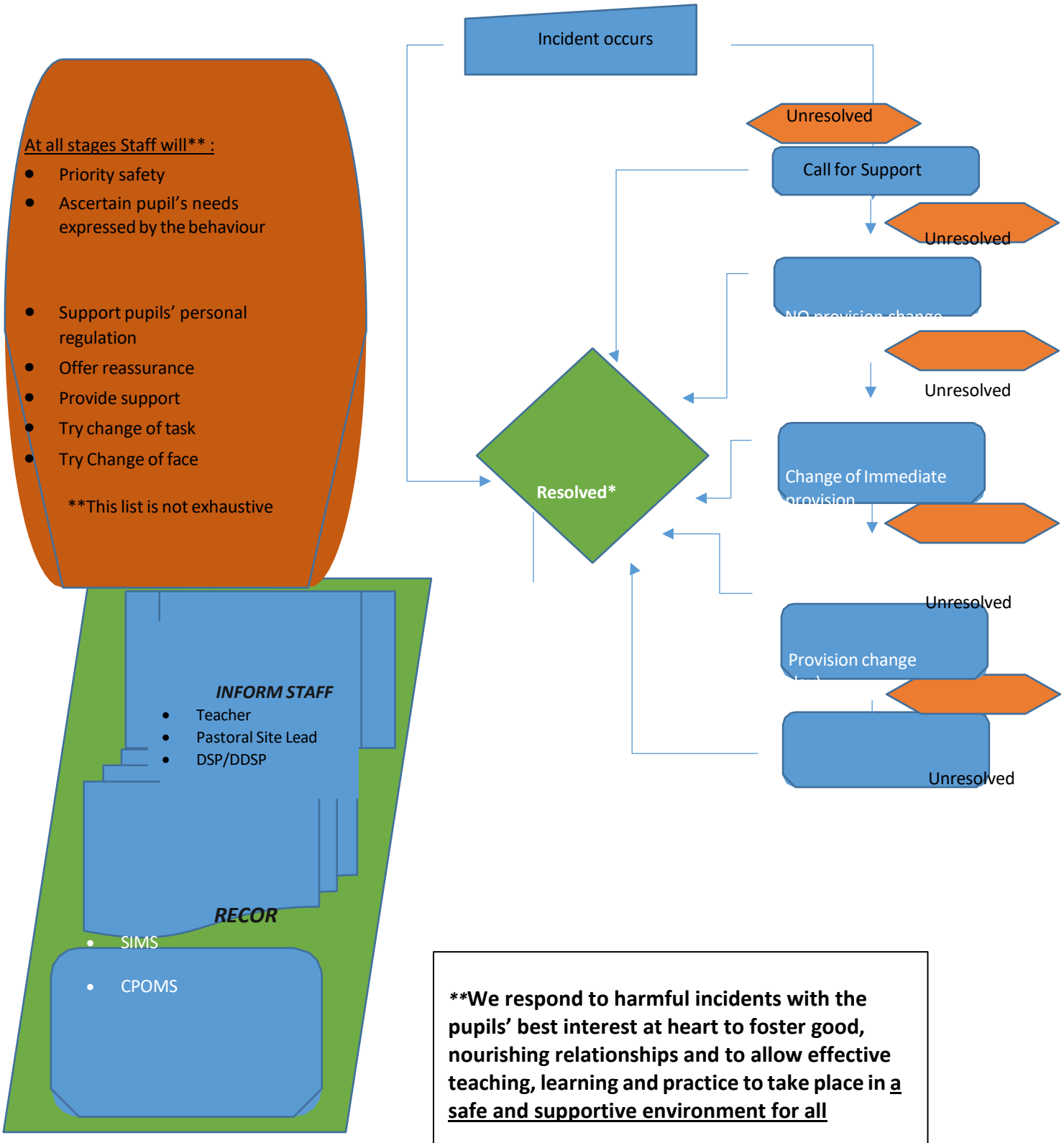
Purposeful Learning Environment

4. **Learning Objectives** and **Success Criteria** are explicitly shared, displayed and referenced throughout.
5. **Modelling** includes explicit communication of feelings, thought processes, activities, behaviour and attitudes.
6. **Feedback** promotes progress and growth; Pupils respond to the feedback.
7. **Recording** is timely: SIMS, CPOMS and lesson recording

Good People

8. **Relationships are valued** and staff seek to repair harm.
9. **Personalisation** involves all interactions.
10. **Staff engage pupils** in lessons, activities, break times and lunchtimes.

Appendix 2 - Behaviour incident response flowchart



****We respond to harmful incidents with the pupils' best interest at heart to foster good, nourishing relationships and to allow effective teaching, learning and practice to take place in a safe and supportive environment for all**

Escalating according to frequency and level of harm by Teacher, Pastoral Site Lead & SLT

Behaviour	Consequences	Protecting/Preventing harm– Boundaries setting	Repairing harm – Building relationships
Physical Assault	• Physical injury caused • Damage to relationship • Reduced sense of safety	• Police involvement • Permanent exclusion • Tutor contact parent/carer • Change of provision • Any decision to suspend will be made on an individual basis following consideration of risk, proportionality, safeguarding, additional learning needs, disability and the best interests of all pupils and staff.	• Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Verbal Assault	• Emotional harm • Damage to relationship • Reduced sense of safety	• Phone call home • Meeting with parent/carer • Suspension • Police involvement • Change of provision • **Lose reward points/prize**	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Swearing	• Damage to relationship • Reduced sense of safety	• Challenged **EVERY** time • Recording log • Phone call home • Meeting with parent/carer	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Sexualised Behaviour; Consumption of pornography	• Damage to relationship • Reduced sense of safety • Repeat into wider community and adulthood	• Suspension • Police involvement • Permanent exclusion	• Specific education intervention (free up training and 'A Call to Men')

Appendix 4 – Pupil – Home -School Agreement (non-negotiables)

NON-ENGAGEMENT WITH LEARNING AND SCHOOL ACTIVITIES: Pupils that harm the learning environment consistently may be suspended. Pupils that do not engage with lessons or school activities will be expected to complete their learning at break/twilight sessions and/or home. ABSCONDING: If a pupil leaves the site during the school day or leaves an activity off site without the expressed permission of a member of staff: Staff will remain in the school's boundary. The parent/carer will be informed immediately. If the pupil's location and safety can't be guaranteed otherwise, the police will be contacted to report the pupil as missing. USE OF VIOLENCE/ POSSESSION or USE OF WEAPONS: is not acceptable in the school. If staff or pupils are harmed and/or made unsafe by the action of any pupil, staff may physically intervene* to stop the harm, in order to keep everybody safe. When necessary the Police will be called. *Physical Intervention will only be used to enhance safety of the pupils and in consideration of individual needs (i.e., ALN, age, etc.). USE OF WORDS: All members of our community will always be challenged for using offensive, discriminating and or intimidating words. Everybody has the right to be safe and not to be spoken to in such a way. It is everyone's duty to ensure that this is a reality at the Academy. Language will always be considered offensive if it is: · Threatening · Sexist and/or sexualised · Racist · Homophobic · Disrespectful of individuals' beliefs or religion	***DAMAGE TO PROPERTY:*** is a criminal offence; All incidents of damage will be recorded and notified to the Premises Manager and SLT. We will use pictures of the damage to ascertain responsibility and inform parents. We all take personal responsibility for our actions by taking a Restorative approach to harm. In that spirit an alternative to payment could be for the pupil to contribute time to repair the damage or take part in the maintenance work (this will be agreed by all and supervised by staff or parent). Repeated acts of damage or vandalism may result in police and/or Youth Offending Team involvement and legal action will be taken. **School's entry/CUSTIOMS:** all pupils will be expected to go through customs when they enter the school building handing in the items detailed below. Failure to do so will result in them being refused entry to the school and marked as Unauthorised Absence. If students climb into the school site, they will be considered trespassing ***MOBILE PHONES:*** We would prefer that pupils leave their phone at home, but if they bring it to school: <u>In Customs, pupils will hand their phone to a member of staff before entering the school's site</u>. These will be safely stored in a secure location. Phones will be returned to pupils at the end of the day. ***FIZZY DRINKS/ENERGY DRINKS:*** The school does not allow 'energy' or fizzy drinks to be brought in or to be consumed in Academy. <u>On arrival, pupils will hand their drinks to a member of staff before entering the school's site</u>. If these drinks are seen they will be confiscated and returned to the pupil at the end of the day.

· Disrespectful of individuals' physical · appearance BULLYING: Bullying in any form will not be tolerated. A bully is an individual who repeatedly harms others the verbal harassment, physical assault and/or more subtle ways of pressurising and coercing (this includes cyber-bullying). - Pupils who are bullying may be suspended and expected to engage with stopping the bullying DRUGS/ALCOHOL are not allowed on site. Pupils suspected to be under the influence will not be permitted on site. Parents (and as relevant) Police and social care will be contacted. STEALING: Stealing is a criminal offence. All incidents of theft that are not immediately resolved will be reported to the police We will use the 3P's: Place, Purpose and People to record and monitor pupil's engagement as basis for reflection and communication to support and maximise their success. We will use these in our communications, recording and reporting processes. Pupil's may exchange their P points in our "Reward Store", which is available to them on ClassCharts. The points acquired over the term will allow them to access the end of half term rewards trips. The school will provide Place: A safe environment and the best possible education for each pupil. Purpose: The quality of Education will be constantly monitored to ensure that it is of the highest standard.	***SMOKING:*** Smoking is not allowed in or around the school. <u>On arrival, pupils will hand their vapes/tobacco and lighters to a member of staff before entering the school's site</u>. These will be safely stored. Vapes/Tobacco and lighters will be confiscated and parents will be informed. **Breaking any of these school rules may result in:** **Being asked to leave a lesson** **Suspension** **Parental involvement** **Police involvement** **<u>The pupil will</u>:** **Place**: Attend the school regularly and be in the "Right Place, at the Right Time" **People:** Be willing to get through difficulties in learning and overcome conflicts or challenges **Purpose:** Engage with work and school activities. I will follow the school rules and staff's instructions, and engage with work **Pupil name…… Pupil signature…….** **Date……..** **<u>The Family will</u>:** Support my child to attend regularly and on time. support the school as much as possible in their efforts to meet the needs of my child Inform the school of any absence Inform the school if we are experiencing difficulty with their child attending the school Work with the staff to resolve difficulties in learning and events of 'harm causing' that my child is involved in Share with staff (in confidence) home events that might affect the child's state of mind and behaviour before they arrive at school.

The curriculum will cover core subject and will be personalised, so as to meet each child's individual needs. Vocational opportunities and activities to build confidence, self-esteem, self-awareness and life skills will be offered. People: We will care, support and guide pupils, helping them understand how they are expected to behave (and why) and give them the skills to manage their own behaviour at the school and later life. Staff will ensure that parents and carers are fully informed about their child's behaviour and progress in the school. The School ☐ Staff Name…….. Signature…….. Date…… If you wish to discuss, complain or compliment, please do not hesitate to contact the Headteacher or you child's School	Share with staff the involvement of professional help with the family (Social Care, CAMHS etc.) to ensure we are all working together to benefit the welfare of the child. When a pupil behaves in a dangerous manner and failing to follow staff instructions, accept him/her returning home for the rest of the day, and to be made aware of this fact as soon as is reasonably possible. I then agree to return my child the next day and accept that the school will impose sanctions for his/her actions. If my child does not engage with learning completion sessions, I will bring him/her into the school to meet with staff and help resolve the situation. **Parent/Carer name…….** **Parent/Carer signature……..** **Date……**

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Behaviour policy
EIA completed by:	Head of Behaviour, Personal Development, and Attitudes
Date of assessment:	July 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.
Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

N/A