

# Catch22 Independent School Policy

## Behaviour Policy

### Catch22 Include School Norfolk

## 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 | 15 |

This policy will be reviewed annually.

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

|                                              |                             |
|----------------------------------------------|-----------------------------|
| Policy Owner:                                | Jamie Nielsen (Headteacher) |
| Queries to:                                  | Jamie Nielsen (Headteacher) |
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| Catch22 group, entity, hub:                  | Catch22 Education           |
| 4Policies level (all staff or managers only) | n/a                         |

# Catch 22 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 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? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Brilliant basics, magic moments</b> <ul style="list-style-type: none"><li>• Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.</li><li>• Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development</li></ul> | ✓<br>ü                    |
| <b>Relationships beat structures</b> <ul style="list-style-type: none"><li>• Treat pupils as individuals and help them to build bright futures in both their personal and professional lives</li></ul>                                                                                                                                                                            | ü                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p><b>Things about you, built with you, are for you</b></p> <ul style="list-style-type: none"> <li>• Understand pupils' unique needs and help them overcome their barriers to learning</li> <li>• Engage pupils with a broad and rich curriculum so they can realise their ambitions</li> <li>• Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.</li> </ul> | <p>ü</p>                   |
| <p><b>Unleash Greatness</b></p> <ul style="list-style-type: none"> <li>• Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.</li> <li>• Instil belief in pupils so they can progress and succeed in education, training and employment</li> </ul>                                                                                                          | <p>ü</p> <p>ü</p>          |
| <p><b>Let robots be robots and humans be human</b></p> <ul style="list-style-type: none"> <li>• Ensure pupils have a rounded understanding of themselves and the world around them.</li> <li>• Harness curiosity and nurture a love of learning.</li> <li>• Support and protect our pupils to be safe and feel safe online and offline.</li> </ul>                                                                    | <p>ü</p> <p>ü</p> <p>ü</p> |
| <p><b>Incubate, accelerate, amplify</b><br/>Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.</p>                                                                                                                                                                                                                      | <p>ü</p>                   |

## 1. What is the policy about?

This policy is about our daily practice to celebrate, teach and encourage respectful and purposeful behaviour. It provides practical guidance and support documents to ensure all staff are role models of positive behaviour and consistently apply our behaviour expectations across all schools. It also outlines our practices for preventing and dealing with harmful behaviour. Our Behaviour Policy intends to enable all of our pupils:

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

Our Safe Place Promise:

- 1) We will do what 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 trustees, 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.

### 3. Policy requirements

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

- Mutual trust and respect throughout the learning community.
- Equality and opportunity for all.
- Positive regard to pupils' educational achievements, inside and outside of school.
- Integration and success towards 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 celebrated and encouraged.
- 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 actions and choices.
- be intellectually challenged 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 it.

#### 3.1 Our core behaviour expectations

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

##### Staff

We expect our staff to consistently and explicitly model our ethos in their own behaviour and relationships with pupils and each other (see appendix 1).

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.

There must always be a designated senior member of staff to take action, when pupils' behaviour means they can't be in their designated learning space, and make a final decision that ensures safety and supports all.

## Pupils

In all elements of school life, including all school activities and travel on and offsite, pupils are expected and supported to display attitudes for learning in 3 aspects:

**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 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 Recording the 3 Ps in Norfolk**

Our Norfolk schools record their students' 3Ps on an Excel tracker at the end of each lesson. This is held on Teams and is visible to all students, and is tallied at the end of each week.

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 the classroom and other school 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 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 behaviours
- Effective strategies and approaches to be utilised by staff when interacting with the pupil when they are dysregulated and/or in crisis.

Where pupils display behaviour that **does not meet** the three expectations above staff will respond to the behaviour in order to ensure that:

Behaviour that is harmful to themselves or others is stopped

1. Where harm has occurred, pupils will be expected and supported to repair this harm
2. Pupils are able to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly

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 must not be viewed as professional failure and is encouraged by the school's Senior Leadership Team (See Appendix 2 for action flowchart).

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)

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.

### 3.3 The use of sanctions

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, school's staff should follow the school's 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 Search and Confiscation Policy.

### **3.3.2 Use of sessions outside regular school times (detentions/twilight sessions)**

Sessions outside regular school 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 time, not a punishment.

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

- Any school day where the pupil does not have other permission to be absent.
- Non-teaching days that 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 child at risk or prevent the child from keeping any caring responsibilities s/he might have.

Travel to and from school should be rearranged if impacted upon and be made clear and safe for the pupil.

### **3.3.3 Change of provision & fixed term exclusions**

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 making a fixed term or permanent exclusion of pupils. Exclusion will only take place 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.

For further information on exclusions see Exclusions policy

**Use of reasonable force and other restrictive interventions in school (As per the DfE's Use of reasonable force and other restrictive interventions in schools guidance – February 2025)**

Parent/carer's consent for sanctions and physical intervention are not required. However, the school will make clear to pupil and parent/carer the reasons that lead to the decision to use sanctions or physical intervention as soon as possible.

Catch22 Include Norfolk's staff have the power to use reasonable force in certain circumstances, the use of prevention before a hold and the use of de-escalation techniques will be used before any reasonable force is used, if a staff member has to use reasonable force then the following happen:

- The hold will be necessary, proportionate and will consider the pupils welfare at all times.
- The hold will only be used for an appropriate amount of time. Until the pupil is to be safe and calm.
- The pupils welfare will be check by the most appropriate member of staff after a hold.
- The Staff member involved welfare will be checked by the most appropriate member of staff after the hold.
- Parents/ Carers of the pupil involved will be notified as soon as the hold is over and welfare has been checked and confirmed.
- The incident will be recorded on Datix as well as on CPOMS as soon as possible, in which the headteacher is also notified. Accounts from witnesses will also be gathered.

Prevention and de-escalation are the first point of call as a means of minimising the need to use reasonable force and other restrictive interventions. We have a specific whole school measures that the school employs to minimise the need to use reasonable force and other restrictive interventions as well as tailored approaches for individual pupils.

Whole-school measures include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of reasonable force and other restrictive interventions to inform improvement planning

Individual approaches can include:

- working closely with parents to support individual pupils

- strategies to support individual pupils based on their identified needs, including the development of pupil support plans, where any reasonable adjustments needed for pupils will be documented.
- giving pupils time, space and strategies to calm down before their behaviour escalates

### **Consideration for pupils with special educational needs and/or disabilities (SEND)**

At Catch22 Include Norfolk we seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. As a school we consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing. We utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of reasonable force and/or other restrictive interventions being used. As a school we also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

These strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

All strategies are gathered and added onto the pupil support plans so all staff are aware of the de-escalation techniques that work for the pupil. Support plans are shared with parents/carers termly, the use of parents evenings and calls are used to gain parental feedback on techniques used.

### **Complaints and allegations**

Any complaints regarding the use of reasonable force and other restrictive interventions will be dealt with in accordance with the Catch22 Include Norfolk's school's complaints procedure.

## **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
- Support procedures: Duty & ad hoc support Rotas
- Procedure for addressing harm to property (Criminal Damage)

- Safe touch & RPI recording & monitoring procedure
- Behaviour incidents monitoring procedures

## 4. Definitions

N/A

## 5. Related policies

- Trips and Visits Policy
- Anti-bullying Policy
- Safeguarding Policy
- Care & Control Policy
- Exclusions Policy
- E-Safety Policy
- Personal Development Policy
- RSE 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

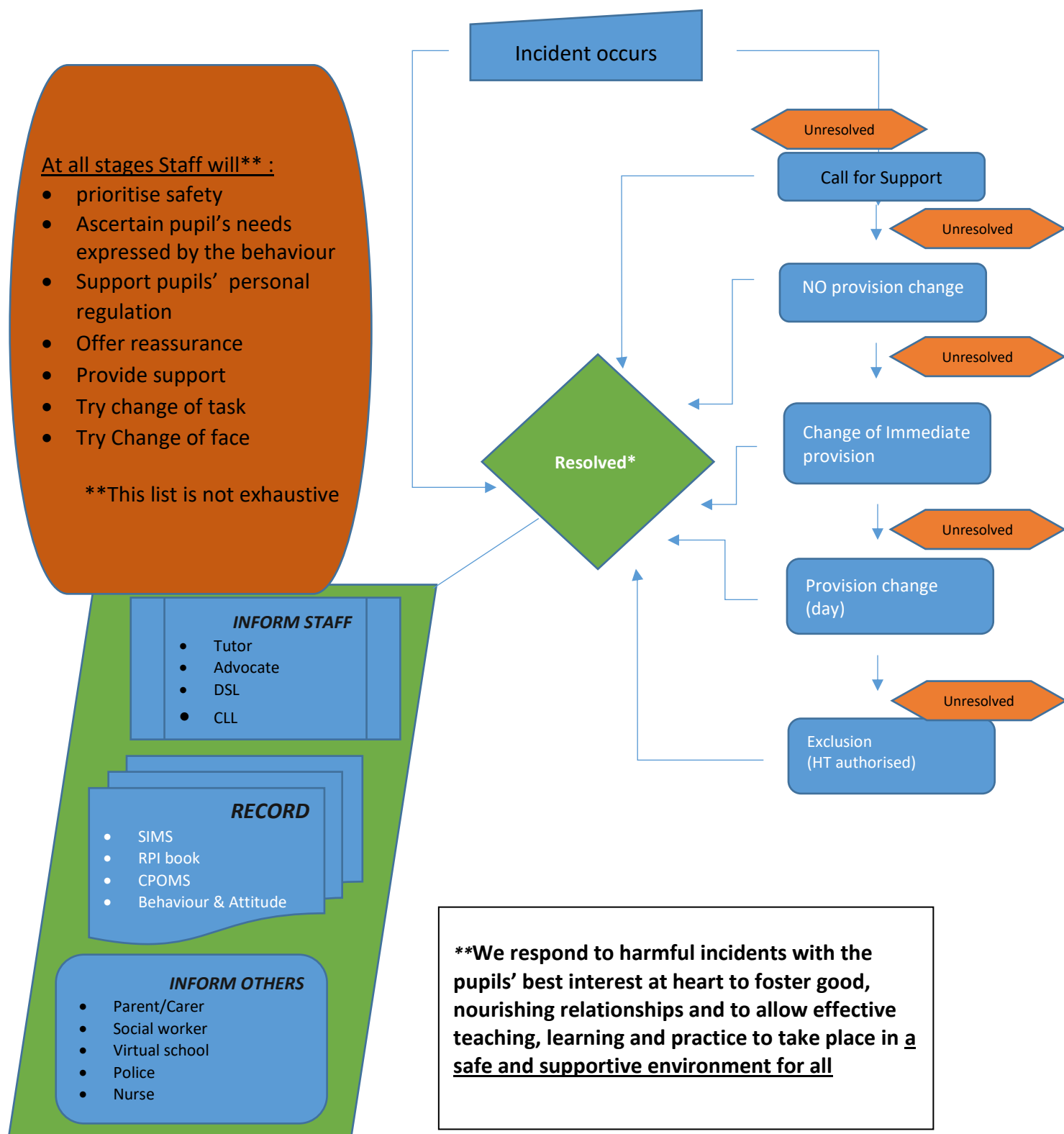
Good People

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



## Appendix 3 - Harmful behaviour - consequences, set responses and sanctions

Escalating according to frequency and level of harm by Tutor, Advocate & SLT

| Behaviour                                                   | Consequences                                                                                                                                                 | Preventing harm – Boundaries setting                                                                                                                                                                                                                                                                                 | Repairing harm – Building relationships                                                                                                                                                                               |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Assault</b>                                     | <ul style="list-style-type: none"> <li>Physical injury caused</li> <li>Damage to relationship</li> <li>Reduced sense of safety</li> </ul>                    | <ul style="list-style-type: none"> <li><b>Fixed term exclusion (FTE) ½ day if believed to be related to mental health</b></li> <li><b>1 day FTE if believed to be chosen</b></li> <li>Police involvement</li> <li>Permanent exclusion</li> <li>Advocate contact parent/carer</li> <li>Change of provision</li> </ul> | <ul style="list-style-type: none"> <li>Reintegration meeting with those involved (this may include parent/carer)</li> <li>Exchange of messages through 3<sup>rd</sup> party</li> <li>Written communication</li> </ul> |
| <b>Verbal Assault</b>                                       | <ul style="list-style-type: none"> <li>Emotional harm</li> <li>Damage to relationship</li> <li>Reduced sense of safety</li> </ul>                            | <ul style="list-style-type: none"> <li>Phone call home</li> <li>Meeting with parent/carer</li> <li>Fixed term exclusion</li> <li>Police involvement</li> <li>Change of provision</li> <li><b>Lose reward points/prize</b></li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Meeting with those involved (this may include parent/carer)</li> <li>Exchange of messages through 3<sup>rd</sup> party</li> <li>Written communication</li> </ul>               |
| <b>Swearing</b>                                             | <ul style="list-style-type: none"> <li>Damage to relationship</li> <li>Reduced sense of safety</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Challenged <b>EVERY</b> time</li> <li>Recording log</li> <li>Phone call home</li> <li>Meeting with parent/carer</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Meeting with those involved (this may include parent/carer)</li> <li>Exchange of messages through 3<sup>rd</sup> party</li> <li>Written communication</li> </ul>               |
| <b>Sexualised Behaviour;<br/>Consumption of pornography</b> | <ul style="list-style-type: none"> <li>Damage to relationship</li> <li>Reduced sense of safety</li> <li>Repeat into wider community and adulthood</li> </ul> | <ul style="list-style-type: none"> <li>Fixed term exclusion</li> <li>Police involvement</li> <li>Permanent exclusion</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Specific education intervention (free up training and 'A Call to Men')</li> </ul>                                                                                              |

## Annex 1: Equality Impact Assessment

### 1. Summary

This EIA is for:

Behaviour policy



|                                |                                                        |
|--------------------------------|--------------------------------------------------------|
| <b>EIA completed by:</b>       | Head of Behaviour, Personal Development, and Attitudes |
| <b>Date of assessment:</b>     | August 2020                                            |
| <b>Assessment approved by:</b> | 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                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b><br>Does this policy impact on any particular age groups or people of a certain age?                                                                                                                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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.                               |
| <b>Disability</b><br>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? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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.               |
| <b>Gender reassignment (transsexual, transgender, trans)</b><br>Does this policy impact on people who are transitioning from one gender to another (at any stage)                                                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. |
| <b>Marriage and civil partnership</b><br>Does this policy impact on people who are legally married or in a civil partnership?                                                                                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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.         |
| <b>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</b><br>Does this policy impact on people who are pregnant or in their maternity period          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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?                                                                                                                                           |                          |                                     |                          |                                                                                                                                                                                                                                                                                   |
| <b>Race</b><br>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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.                     |
| <b>Religion and belief</b><br>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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.                                           |
| <b>Sex</b><br>Does this policy impact on people because they are male or female?                                                                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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.                    |
| <b>Sexual orientation</b><br>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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