

St John's Catholic Infant School

Behaviour, Pastoral Care and Discipline Policy



"Loving, Learning and Laughter Together with God"

Article 3: "The best interests of the child must be top priority in all actions concerning children"

Article 23: "...Discipline in schools must respect children's human dignity."

*"Our children will **know more**, can **remember more** and **apply more**"*

Introduction

Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

"The dignity of the human person is rooted in his or her creation in the image and likeness of God."

Catechism of the Catholic Church

At St John's Catholic Infant School, we strive to ensure that this belief is put into practice so that all are welcome. We work to ensure that each person, in all their uniqueness, is able to thrive in our Catholic school, irrespective of gender, race, religion, ethnicity, socio-economic background, physical appearance, disability or the actual or perceived sexual orientation of themselves or of their parents/carers.

"Because all people are equal in God's sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice."

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1. Aims and Objectives

- 1.1 It is a primary aim of our school that **every member of the school community feels valued and respected, and that each person is treated fairly and well**. We expect every member of the school community to behave in a considerate way towards others. As a Catholic school, we treat children with love, understanding and forgiveness and aim to provide an opportunity for reconciliation so that any difficulties are resolved and each day brings a new start.
- 1.2 We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We want **every member of the school community to feel valued and respected, and for all persons to be treated fairly**
- 1.3 Our behaviour strategy is aimed at improving educational outcomes for all children by promoting and supporting their engagement, motivation and well-being ensuring everyone can learn effectively. Our school will provide an environment where everyone feels happy, safe and secure and is very much rooted in our School Mission Phrase: *"Loving, Learning and Laughter Together With God"*. Our Mission Statement is lived out everyday, so that children are enabled to have the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive and fair action will be taken.

"We will offer every child - whatever their individual characteristics - the chance to achieve their full potential, feel secure and enjoy growing up."

".....We will offer every child - whatever their individual characteristics – the chance to achieve their full potential, feel secure and enjoy growing up" Extract from School Mission Statement

Our Christian School Values are embedded into the heart of the school:

"The fruits of the Holy Spirit are: Love, Peace, Faithfulness, Joy, Goodness, Gentleness, Patience, Self-Control and Kindness" (Galatians 5, 22-23)

- 1.4 We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to **provide positive everyday experiences so that our children are self confident and secure**, with a strong sense of belonging, and so more likely to reach their full potential
- 1.5 We aim to **teach children behaviour that is appropriate to different situations** and raise awareness of the need to recognise and manage their emotions and reactions. We will support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- 1.6 St John's Infants is also a Rights Respecting School which aims to teach children about their rights and responsibilities towards others. Our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC). [Article 19: to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment. Article 28: Every child has a right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax and play.]
- 1.7 The emphasis at St John's Infants is always on self-discipline. In all aspects of everyday life in the school the children are encouraged to make decisions for themselves, within the context of consideration for the needs of others. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.8 Our policy provides expectations for behaviour within the school day and/or on the school premises with clear strategies for regulating conduct and promoting good behaviour, self discipline and respect. These will help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community. We have a written statement
- 1.9 The school rewards and reinforces good behaviour, as it believes that this will develop an ethos of kindness and cooperation so that children feel good about themselves. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.10 Our school expects all staff to know how to manage difficult or dangerous behaviours, and to have an understanding of what challenging behaviour might be communicating. The focus is always on de-escalation and preventative strategies rather than reactive

2. Our Behaviour Rewards and Sanctions

- 2.1 This policy is used as a framework to build into school a system of agreed rewards and sanctions which will clarify, establish, develop and maintain expected standards of behaviour as agreed, for both staff and children.
- 2.2 As part of the PSHE scheme of work, each teacher develops a class charter with the children at the start of the new academic year. The children decide, with guidance from the teacher, on the articles to address showing their rights and responsibilities which come with this. They will also agree the pathway of sanctions if children fail to adhere to the class charter. Equally a playground charter has been created in similar way through the School Council. (See Playtime and Lunch Time Charter in Playground Supervision Policy) This explains clearly how children should behave to each other and the sanctions that occur when they do not.
- 2.3 Children will be expected to adhere to the Behaviour, Pastoral Care and Discipline Policy in any situation and with any responsible adult. The consistency approach by all adults is crucial to the success of the policy.
- 2.4 A reward and sanction system has been established and is achieved through:
 - a) *Golden Rules/ Class & Playground Charters*
 - b) *Golden Time*

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c) Circle Time

- i. Every child has the right to *Golden Time*. The loss if this time is the sanction imposed for the breaking of the *Golden Rules*.
 - ii Children should be taught skills and strategies to help them keep the *Golden Rules*.
 - iii Children will be treated equally irrespective of race, creed, sex, age, ability/disability according to the aims and expectations set out in the policy.
 - iv Children need to know and understand the values and attitudes inherent in the *Golden Rules*.
 - v The philosophy is that of forgiveness and the child is always encouraged to reflect upon their actions and on how they can make a new beginning.
 - vi This knowledge and understanding will help to enable children to become more responsible for their own behaviour.
- 2.5 The school also employs a range of other sanctions to help reinforce the *Golden Rules* and prevent the loss of *Golden Time*, thus ensuring a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we move the child from the rest of the class until they calm down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If the child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned accordingly. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The Golden Rules

The *Golden Rules* need to be learnt and understood by everyone at St John's Catholic Infant School. They are central to our whole school ethos.

Do be gentle	Do be kind and helpful
Do work hard	Do look after property
Do listen to people	Do be honest

- Keeping the *Golden Rules* is rewarded by having *Golden Time*.
 - *Golden Rules* are reinforced during 'Circle Time' and Assemblies.
 - *Golden Rules* are operated inside and outside the classrooms, lunchtimes and playtimes.
 - *Golden Rules* should be displayed in classrooms, community areas and the playground.
 - Loss of *Golden Time* is the main sanction for breaking the *Golden Rules*.
 - Lunchtime supervisors, Teaching Assistants, adult helpers and students should have access to the sanction and reward system by reporting back to the class teacher.
- 2.6 We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children.
 - Teachers give children stickers/stamps.
 - Each week we nominate two children from each class to be entered into the *Golden Book*. These children are chosen for keeping the *Golden Rules* or consistently good work.
 - Each child in the *Golden Book* receives a certificate in the *Golden Book Assembly*.
 - The school acknowledges all the efforts and achievements of children, both in and out of school. We celebrate these achievements in our weekly Golden Book Assembly.

- 2.7 The class teacher discusses the *Golden Rules* with each class. In addition to these, each class also have its own classroom charter, which is agreed by the children and displayed on the wall of the classroom along with the *Golden Rules*. In this way, every child in the school knows the standard of behaviour that we

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expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

- 2.8 The school does not tolerate **bullying** of any kind. This includes online misbehaviour and child on child abuse. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.9 Our school has a zero-tolerance approach to sexual harassment and sexual violence. We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information
- 2.10 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Reasonable Force– Guidance*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions. The school recognises that at times there needs to be physical contact between staff and children. In line with DFE policy it does not operate a 'no touch' policy but instead expects staff to be able to consider when physical contact may be required for example:
- when supporting a child with physical needs
 - when comforting a child who is distressed
 - when providing first aid
 - when guiding a child to direct their actions
 - physically intervening to manage inappropriate behaviours and ensure the health and safety of all.

Please refer to our Intimate Care Policy for further information

- 2.11 **Confiscation, Banned and Searching Children** – The headteacher and teaching staff have the right to confiscate any item from a child which is deemed inappropriate to be in school. The headteacher and teaching staff have the right to search any child or child's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the child needs to be searched, two members of staff will be present. Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation, items on the banned list include:
- Alcohol
 - Drugs
 - Stolen items
 - Knives
 - Weapons
 - Cigarettes
 - Pornographic material
 - Anything else perceived to pose a threat to children in school
 - Fireworks

The school will always follow DFE guidance which can be found here:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation#full-publication-update-history>

- 2.12 When there is a case of poor behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a child at the school), the school may enforce its right to apply a consequence to a child in school. Examples of this may include:

- Continued bullying of a child outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of the day when children are in school uniform
- Behaviour that poses a threat to another child or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

3. Responding to misbehaviour from children with SEND

3.1 Recognising the impact of SEND on behaviour – the school recognises that children’s behaviour may be impacted by a special educational need or disability (SEND)

When incidents of misbehaviour arise, we will consider them in relation to a child’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a child with disabilities caused by the school’s policies or practices (Equality Act 2010)
- Using our best endeavours to treat the needs of the children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely requirements of the child concerned. These may include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still long
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in site of the teacher
- Training for staff in understanding conditions such as Autism, ADHD
- Use of separation space (e.g. rainbow room/ quiet area) where children can regulate emotion during a moment of sensory overload

3.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made.

3.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO), may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, and educational psychologist, medical practitioners and/or others to help identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

3.4 Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan

4. Roles, Rights and Responsibilities

The role of the class teacher

- It is the responsibility of class teachers to ensure that the Golden Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teacher will guide and support the children in creating a class charter at the start of the academic year, ensuring the children have ownership and understanding of their rights and responsibilities.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Line Manager and following that, if required from the headteacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of support staff

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate with sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Being aware of procedures for giving directions about tasks and reinforcing them when teaching children about behaviour skills and self-regulation
- Reassuring, refocusing and reaffirming tasks set for children fulfilling roles identified within ASP/EHCP/Provision Maps
- Having high expectations for children
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in for example, playground games and conversation

- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussions
- Responding to children's needs swiftly
- Observing children and informing class teachers and/or head teacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment

The role of MIDDAY staff members

- Being friendly and approachable
- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards or imposing agreed sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Support children's development of behaviour, skills and self-regulation
- Having high expectations, observing the children and informing class teachers and /or the headteacher about specific incidents or trends of behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment
- Support children with SEND using agreed strategies

The role of children

- Discuss the school rules and class charter within their class
- Understand the consequences of breaking the school rules
- Vote for members of their class to represent them on the School Council

The role of the headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus and on the school website, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

5 Fixed-term and permanent exclusions

- 5.1 In cases of severe and persistent misbehaviour, the Head teacher may exclude a child from school for either a fixed period of time, known as a suspensions or permanently. If such action is taken, the head teacher will inform the chair of governors and seek advice from the local authority
- 5.2 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance from the DfE and our Local Authority. Examples of types of behaviour which may result in exclusion include:
- Physical assault
 - Bullying
 - Cyber bullying
 - Possession of drugs
 - Possession of weapons
 - Serious breaches of this behaviour policy
 - In such a case as when allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school
- 5.3 The governing body has a discipline committee, which is made up of between three and five members. This committee will be put together as and when the need arises in line with statutory requirements (See pupil discipline committee constitution and procedures). This committee considers any exclusion appeals on behalf of the governors
- 5.4 The school will consider whether a child's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the child. Reference will be made to the Equality Act 2010 and schools guidance
- 5.5 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 5.6 If the headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 5.7 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 5.8 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 5.9 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

6 Malicious Allegations

- 6.1 Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy
- 6.2 Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy
- 6.3 In all cases where an allegation is determined, unfounded, false or malicious, the school (in collaboration with the local authority officer LADO, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate

The school will also consider the pastoral needs of staff and children accused of misconduct

Please refer to our safeguarding and child protection policy and the Wirral Safeguarding Partnership policy and procedures for allegations against staff for more information on responding to allegations of abuse against staff or other children

7 Pupil Transition

Induction incoming children: The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour expectations and wider school culture

Preparing outgoing children for transition: We will ensure a smooth transition to the next year and to the junior school. Children will have transition sessions with their new teachers. In addition staff members hold transition meetings to share information

To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour issues may be recorded on CPOMs and will be transferred to relevant staff at the start of the term or year

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding and child protection policy for more information.

8 Monitoring and review

- 8.1 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give oral details of any incident in the incidents book. Serious behaviour incidents are recorded on CPOMs
- 8.2 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently
- 8.3 The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the matters of the Equality Act 2010 and that no child is treated unfairly

- 8.4 This behaviour policy will be reviewed by the headteacher and governors' safeguarding committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour data

9. Legislation, Statutory requirements and statutory guidance

This policy is based on legislation and advice from the DfE:

Behaviour and discipline in school: advice for headteacher and school staff 2022

Searching, screening and confiscation at school 2022

The Equality Act 2010

Keeping children safe in education

Suspension and permanent exclusions from maintained schools in England 2022

Use of reasonable force in schools

Supporting children with medical needs in school

It is also based on the Special Education Needs and Disability SEND Code of Practice

In addition, this policy is based on:

Section 175 of the Education Act which outlines a school's duty to safeguard and promote the welfare of children

Section 88-94 of the Education and Inspection Act, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate children's property

DfE guidance explaining that maintained schools must publish their behaviour policy on line

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.

We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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