

Pegswood Primary School



Behaviour Policy February 2019

Created by: All Staff

Date: February 2019

Approved by Governors: 

Date: 5/3/19

Headteacher: 

Date: 5/3/19

Review Date: February 2020

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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

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We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a nurture room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as sixth form pupils or pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the 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'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,

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pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

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The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour;
- ensure school rules are displayed around the school and that all stakeholders know what they are;

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- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the Nurture Room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - ☐ maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ☐ ensure pupils move around the school in an orderly manner
 - ☐ praise good behaviour
 - ☐ celebrate successes
 - ☐ the good performance of school personnel
 - ☐ take action if school personnel do not follow this policy
 - ☐ ensure school personnel praise good behaviour and work
 - ☐ ensure school personnel understand the additional needs of all pupils in their care
 - ☐ monitor the number of sanctions and rewards given by individual school personnel
 - ☐ have in place clear strategies for pupils who are likely to misbehave
 - ☐ ensure school personnel are aware of these strategies and apply them
 - ☐ have in place support mechanisms for pupils with behaviour difficulties
 - ☐ ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- recommend to the Governing Body the use of a parenting contract:
 - ☐ in cases of truancy/poor attendance;
 - ☐ when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - ☐ when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
 - ☐ pupil attitudes to school and learning
 - ☐ the views of pupils, parents, school personnel and governors
 - ☐ the number of fixed-period and permanent exclusions
 - ☐ incident logs, rewards and sanctions

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- ☐ the number of reported cases of bullying
- ☐ strategies to improve behaviour and discipline

- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

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Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

School visits

Any child judged as demonstrating behaviours which may put other children, themselves or property at risk while on a visit out of school may be excluded from specific school visits.

Positive reinforcement

The Pegswood Primary School ethos is designed to highlight and encourage positive behaviour. This is present in the way we interact with each other and our children and also through the role of pupils within the school. We believe children rise to the challenge of being given meaningful responsibilities and that this supports positive behaviour. Children will be given responsibilities within their class, and as they get older, across the school.

In addition, good behaviour is encouraged and reinforced by a variety of other positive methods:

- House points
- Stickers/stampers from class teacher

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- Showing others their good work
- Descriptive praise
- Class reward system
- Positive feedback to parents (verbal and written).
- Visits to other teachers/staff
- Visits to Headteacher and stickers
- 'Star of the week' certificate and celebration assemblies
- Class Dojo 'Star of the week'
- Attention to successes rather than failures
- Class Dojo points

Alternative, individual reward programmes may be used alongside these for children experiencing behaviour difficulties.

Reward systems

Every child from Reception to Year 6 belongs to one of four houses: Alnwick, Bamburgh, Bothal or Warkworth.

All staff are able to award house points which can be awarded to children for excellent work, positive behaviour, showing kindness, making a special effort or other positive characteristics we wish to encourage. House points are counted half termly and the winning house is announced in our end of half term celebration assembly. The winning house 'wins' a non-uniform day for themselves towards the end of the half term.

In addition to our whole school reward system, individual classes have their own reward systems in place.

In Foundation Stage, classes use a 'star', 'rainbow' and 'sad cloud' with rewards and sanctions applicable to the class. Nursery also have a 'Star' of the day and Reception two 'Stars' of the week.

In Year 1 a similar system is in place with a 'super star' added for those children who are behaving exceptionally well. Again, rewards and sanctions applicable to the class are in place. In Year 2 they have a 'move up the lighthouse' reward system.

In Years 3, 4, 5 and 6 Class Dojo points are used as a reward. Reaching a certain number of Dojo points enables a variety of class rewards.

Expectations in Key Stage 2 for independent learning are high. All children in Key Stage 2 are expected to complete homework to a good standard and to hand it in on time each week. In addition, children are expected to read three times a week and have a parent/carer/adult sign to verify this has happened. Weekly spellings are given out and children are expected to learn these over the time period given. An improvement on their 'cold' test score given to them without seeing the spellings should be improved upon.

After discussion with, and a vote by Key Stage 2 children, it was decided that in order to attend the Dojo reward afternoon at the end of each half term, children will have one chance to 'forget' or not complete one item of homework per half term.

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Therefore, if children each week manage to complete the following (or fall down on one aspect a ½ term) they will be invited to a reward afternoon in school at the end of the half term.

- read 3 times in the week
- complete homework to a good standard and hand it in on time
- learn their spellings and improve on their 'cold' score

Children that do not manage to complete the above all but on one occasion a half term, will continue as if it were a normal afternoon, working with a teacher.

Sanctions

We believe that drawing attention to and rewarding positive behaviours is the best way to encourage positive behaviour. We try to minimise the use of sanctions but recognise that there are times when they become necessary to ensure a child understands their behaviour is not acceptable.

Our Code of Conduct is simple and easy and has just three 'rules':

1. We always follow instructions from adults in school.
2. We always keep hands, feet and objects to ourselves.
3. We always speak politely and show respect to others.

Application to vulnerable pupils

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those children with SEND including behavioural issues and children at risk. These children will be identified through our provision map and on our SEND register. A key member of staff, in most cases our SENCO will ensure good links with home and act as a reference point for staff. Adjustments in provision will be outlined in our pupil profiles. Risk assessments and individual behaviour plans will be drawn up where necessary. However, should reasonable adjustments be made and behavior continues to be inappropriate, sanctions in line with this Behaviour Policy will be adhered to.

Classroom

Inappropriate/unacceptable behaviour will result in the school system of sanctions being applied.

They may include the following 'Steps to improve behaviour':-

Step 1

- drawing the pupils' attention to what they are doing wrong and reminding them of the required appropriate behaviour

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Step 2

- removal of a free choice activity
- children separated from each other
- children seated on their own
- completing unfinished work at playtime/lunchtime
- removal of playtime/lunchtime in the playground
- 'Time out' away from an activity or children
- Informal discussion with parent/carer at end of school day

Step 3

- 'Time out' in another classroom
- withdrawal of a privilege or trust
- eating lunch on their own
- Child discussion with deputy headteacher / headteacher
- Formal discussion between teacher and parent/carer

Step 4

- Use of behaviour diary to support improvement
- Formal discussion between teacher and parent/carer about the behaviour diary

Step 5

- Drawing up a class teacher behaviour report card that lasts a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing class teacher report card

Step 6

- Drawing up a second class teacher report card that last a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing class teacher report card

Step 7

- Drawing up a headteacher report card that lasts a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing headteacher report card

Step 8

- Drawing up a second headteacher report card that lasts a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing headteacher report card

Step 9

- Fixed term exclusion

Steps 4 -7 are to be completed in order. Once the targets in these steps are achieved, the child works their way backwards through the steps until they get to Step 3.

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A child returning from a fixed term exclusion will automatically return to school on Step 6 and will work back through the Steps.

Breaktime/lunchtime

Unacceptable behaviour in the playground during break or lunch times may result in:

- a child being stopped playing a game or activity for a short time
- children being required to remain with an adult for a specific period of time
- children being prevented from taking breaks with other children
- certain games being stopped for a restricted period
- In more serious cases it may be necessary to call a member of the Senior Leadership Team to the playground to deal with an incident. This may result in a child being removed from the playground.

Persistent poor behaviour in the playground will be dealt with in the same way as persistent bad behaviour in the classroom and will be allotted a suitable step on the 'Steps to improve behaviour' and the process will be identical to in the classroom.

Lunchtime supervisors will ensure that a child's teacher is informed of any significant behaviour issues experienced during lunchtime.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

The school follows the DfE guidance. Only the Headteacher or Acting Headteacher, if the Headteacher is absent, can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school behaviour policy in a violent way;
- a range of alternative strategies have been tried and failed and the 'Steps to Improve Behaviour' have been followed and failed.
- If allowing the pupil to remain in school would seriously harm the welfare or behaviour of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.

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- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 45 days in a school year. In any event after 5 days of exclusion the child is required to follow an education programme at a school.

Records of Behaviour

Teachers will keep appropriate records of instances of poor behaviour. It is essential that an ongoing written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the Senior Leadership Team together with contributions from any other staff who are involved.

Bullying Behaviour

This is different from a single, isolated unkind act. Bullying has a repeated or persistent element to it and may include:

- physical, verbal or emotional abuse
- someone using their power to dominate or seek to control another person
- pushing, tripping, hitting or deliberate ignoring of someone
- targeting an individual or a group of children
- deliberate isolation or exclusion of a pupil

Bullying behaviour is unacceptable at this school. It is defined as any action inflicted by a person on another over a period of time which causes stress, fear or injury to the victims.

It will always be challenged and dealt with seriously.

Every pupil in Pegswood Primary School has the right to enjoy their time at school free from fear or intimidation. Unkind actions or remarks will not be tolerated. Children are encouraged to see bullying as a collective responsibility and let adults know if bullying occurs.

All school staff are alert to signs of bullying. Anti-bullying skills are developed with all children within the SEAL curriculum, which empowers children and provides them with strategies to solve conflict. Children and adults are encouraged to support by reporting any concerns about bullying.

Key Stage two children have anti-bullying sessions run by an accredited individual external to school. This includes e-safety and cyber bullying.

Exceptional circumstances and extremely challenging behavior

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It is possible that there may be circumstances where careful adherence to the behaviour policy has failed to be effective or where a 'one off' serious incident has occurred. Such cases will be treated on an individual basis and may enter the 'Steps to Improve Behaviour' at any stage as deemed by the deputy headteacher or headteacher. The class teacher, support staff, Senior Leadership Team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies may be considered alongside the 'Steps to Improve Behaviour':

- Designation of a member of the Senior Leadership Team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Additional one to one support.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Application for Top Up funding in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.
- Use of 'safe haven' at lunch times.
- Referral to SEND behaviour team.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission the Head teacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Phoning or sending a child for help from other staff.
- Issuing instructions for the child to stop, clearly using their name.
- Removing the child from the area where they are causing disruption and by members of staff with relevant and up to date positive handling training.
 - If necessary taking the class out of the room leaving the child with an adult.
- Reassuring the class afterwards.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are concerning regarding their own safety or there is a high level of concern for the safety of others. Parents / carers will need to receive an honest report of any incident including concerns raised.

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Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Regular praise and encouragement is part of the school ethos.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - ☐ Maintaining good order and discipline
 - ☐ Safeguarding pupils
 - ☐ The use of reasonable force
 - ☐ Dealing with bullying
 - ☐ Pupils at risk of disaffection
 - ☐ Pupil support programmes
 - ☐ Searching, Screening and Confiscation
 - ☐ Equality
 - ☐ Inclusion

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- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Anti-Bullying
- Health and Safety
- Home School Agreement
- Positive Handling (Restraint of Pupils)
- Pupil Exclusion
- Safeguarding and Child Protection

Review

This policy will be reviewed every three years

February 2019