

# Catch22 Include Suffolk Primary School

## Curriculum policy

### Catch 22 Include Suffolk Primary School

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This policy will be reviewed annually.

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

|                                              |                                     |
|----------------------------------------------|-------------------------------------|
| Policy Owner:                                | Headteacher Daryl Bates             |
| Queries to:                                  | Headteacher Daryl Bates             |
| Date created:                                | August 2019                         |
| Date of last review:                         | Sept 2024                           |
| Date of next review:                         | July 2025                           |
| Catch22 group, entity, hub:                  | Catch22 Education                   |
| 4Policies level (all staff or managers only) | All school based staff and managers |

# Catch 22 Include Suffolk Primary School

## 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.

### Our School Vision:

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

### 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> | 1, 2, 3, 4, 7, 8, 9, 15, 17, 18<br><br>7, 9, 11, 12, 13, 15<br><br>9, 10, 15, 16, |

|                                                                                                                                                                                                                                                                                                                                                                                                          |                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <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>                                                                                                                                                                                                   | 20, 25                                    |
| <b>Things about you, built with you, are for you</b> <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> | 4, 16, 20, 25<br>1, 2, 3, 9, 15<br>19, 28 |
| <b>Unleash Greatness</b> <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>                                                                                                        | 1, 13, 14, 15, 28<br>4, 14, 15, 27        |
| <b>Let robots be robots and humans be human</b> <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>                                                                    | 9, 15, 17, 18<br>15, 16                   |
| <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.                                                                                                                                                                                                                 | 12, 28, 29, 31, 42                        |

## 1. What is the policy about?

This curriculum policy sets out the intention of our curriculum approach, how we implement it and how we measure the impact of our curriculum on our students. It covers our approach to curriculum content and delivery and stands alongside other essential policies for curriculum implementation.

## 2. Who does this policy apply to?

The Curriculum Policy is for all Catch22 Education Staff, Commissioners, LAB Parents/Carers, young people and Inspectors.

## 3. Policy requirements

### *Intent*

At Catch 22 Include Suffolk Primary School, we are committed to delivering a bespoke and ambitious curriculum, tailored to meet the diverse needs of our pupils. We understand that education is not just about imparting knowledge, but about nurturing **people**, helping them to find their **place** in the world, and instilling in them a sense of **purpose**. We offer an engaging learning experience that sparks curiosity and fosters a love of learning, setting a strong foundation for lifelong education. Our dedicated and passionate staff strive to make our school a place where every pupil feels valued, inspired and equipped to pursue their most ambitious dreams.

To do this, we provide young people a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum in line with the National Curriculum alongside a school structure which supports our young people overcome their barriers to learning ensuring they have bright futures both in their personal and professional lives.

### Curriculum Knowledge and skills intentions

1. Equip students with key knowledge and skills to be successful in current learning as well as in future life
2. A clearly designed curriculum showing progression of skills and knowledge as determined by the National Curriculum
3. Key stage 1 students will have the opportunity to sit Phonics screening if it is appropriate for them to do so
4. Key stage 2 students will have the opportunity to sit Multiplication tests and SATS if it is appropriate for them to do so

5. A carefully reviewed curriculum where planning is regularly tailored to the needs and prior skills and knowledge of the students with the intent to close gaps in learning
6. Improve the literacy and numeracy of our students with embedded opportunities to develop and practice skills
7. Targeted plans to ensure reading is a key focus, reducing the gap between reading age and chronological age
8. Ensuring all students are empowered with the skills, knowledge and attitudes necessary to navigate life's challenges, make informed decisions and contribute positively to their communities, promoting a healthy and fulfilling life through our PSHE/RSE curriculum
9. Ambitious curriculum including exposure to a variety of new experiences
10. Life skills lessons to equip students with essential practical and interpersonal skills that are necessary for success in various aspects of life.

#### Curriculum flexibility intentions

11. Provide opportunities and experiences for students' personal development and support them with their personal aspirations.
12. Provide a flexible approach to teaching that meets the varying needs of our students through the use of Trauma Informed Practise and the Boxall Profile programme and other interventions working with external agencies to provide an individualised learning experience

#### Cultural capital intentions

13. A full programme of PSHE incorporating RSE to support students in learning how to keep themselves safe, and to develop personal values and respect for others.
14. Fully embedded approach to SMSC, alongside personal development, RE, citizenship and British values
15. Working towards achieving the Rights Respecting Schools award, and ensuring our students know their rights and the rights of others.
16. Through the ambitious curriculum, alongside extra experiences and support offered enable our students to move to sustainable positive destinations.

### *Implementation*

At Catch 22 Primary school we meet these intentions with

#### **17. The whole school curriculum**

Our Timetable is set out as per Appendix 1.

An overview of the curriculum is set out per **Appendix 2.**

Please note there are some small changes to LKS2 and UKS2, for example including 'Modern Foreign Languages' fortnightly.

Catch 22 Include Primary School offers a rich curriculum which is set in line with the National curriculum to enable pupils to progress in all areas of learning and to ensure they can continue this progression after transition. Each half term consists of focus on an

engaging topic for each key stage following a two-year cycle. Our timetable consists of a clear structure placing phonics, literacy and numeracy at the beginning of the day for pupils to then demonstrate and implement the skills that are taught throughout the foundation subjects that follow. Lessons are short and productive to stimulate active learning and the timetable includes two break times to facilitate the pace appropriate for the varying needs of our students.

There are multiple allocated lessons throughout the week for the teaching of PSHE and RSE alongside targeted interventions and life skills lessons to embed continuous opportunities for pupil's personal development.

Throughout each half term there are also a range of activities, assemblies and learning opportunities embedded within the topics which are derived from the Social, Moral, Cultural, Spiritual (SMSC) coverage or emerging events and needs within the locality of the school. Pupils are given the opportunity to engage in discussions, debates, school council and educational visits to enhance their SMSC development and understanding of British Values. There are also events to celebrate, apply and present their knowledge and understanding at the end of the half term.

#### Core curriculum

| Subject                           | Board                                                    | Specification link                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English                           | National Curriculum                                      | <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#key-stage-3">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#key-stage-3</a>                                                                                                                |
| Reading/<br>Phonics               | National Curriculum/ Ruth Miskin Read, Write, Inc scheme | <a href="https://publishing.service.gov.uk/government/publications/reading-framework/reading-framework">Reading Framework (publishing.service.gov.uk)</a><br><a href="https://www.readwriteinc.co.uk/">Read Write Inc. Phonics - Ruth Miskin Literacy</a>                                                                                                                                                                                                                              |
| Maths                             | National Curriculum/ White Rose Maths/ Numicon           | <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study</a><br><a href="https://www.whiteroseeducation.com/">Maths resources for teachers   White Rose Maths (whiteroseeducation.com)</a><br><a href="https://www.oup.com/primary/school-maths-resources/">Numicon, Primary School Maths Resources (oup.com)</a> |
| Science                           | National Curriculum                                      | <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study</a>                                                                                                                                                                                                                                                              |
| PSHE                              | National Curriculum (including RSE)                      | Lessons covering national curriculum requirements based on PSHE association<br>RSE is built into these lessons<br><a href="https://publishing.service.gov.uk/government/publications/relationships-education/relationships-education">Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)</a><br>Please see RSE policy for more information                                                                             |
| SMSC, British Values, Citizenship |                                                          | These are embedded throughout our curriculum and completions are recorded through Gridmaker.net as evidence                                                                                                                                                                                                                                                                                                                                                                            |

#### Non-Core coverage

| Subject   | Coverage Link                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art       | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf</a>                                                                                                                          |
| Geography | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf</a>                                                                                                                                    |
| History   | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf</a>                                                                                                                                        |
| PE        | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf</a>                                                                                                                  |
| Music     | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf</a><br>Resources: Kapow: <a href="https://www.kapowprimary.com/">Music Scheme of work - Lesson Plans, Resources and CPD (kapowprimary.com)</a> |
| DT        | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf</a>                                                                                                            |
| Computing | <a href="https://www.computingschool.org.uk/data/uploads/primary_national_curriculum_-_computing.pdf">https://www.computingschool.org.uk/data/uploads/primary_national_curriculum_-_computing.pdf</a><br>Resources: Kapow: <a href="https://www.kapowprimary.com/">Computing Scheme of Work - Lesson Plans And CPD (kapowprimary.com)</a>                                                                                                              |
| RE        | DeepDive PlanIt (Twinkl) <a href="https://www.twinkl.com/planit/primary/religious-education/lesson-plans">PlanIt RE Lesson Plans - Primary Resources - Twinkl</a>                                                                                                                                                                                                                                                                                      |
| MFL       | DeepDive PlanIt (Twinkl)                                                                                                                                                                                                                                                                                                                                                                                                                               |

18. In addition, therapeutic offers to young people, dependent upon need, may include

- SALT
- Trauma Informed practice
- Boxall Profile interventions for behaviour
- Drawing and Talking

19. Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers and focus events and charity days to add to our young people's experience.

Experiences our pupils have the opportunity to engage with include, but are not restricted to, Young Writers Competitions, Suffolk Wilder Schools, and off timetable focus days.

20. Our young people have the opportunity to stand for school council election, to represent their peers at the school council and also nationally, through Catch 22's youth parliament enabling our learners to have a voice in their education and experience both locally and nationally.

21. Our school is also working to gain the Rights Respecting Schools Award at Bronze level this year to demonstrate our commitment to developing our young people to understand their rights and the rights of others.

22. At a classroom level, implementation is demonstrated through our delivery of engaging lessons which allow our learners to succeed. We ensure our lessons are fully differentiated by need, meeting the needs as identified on Pupil Support Plans

(PSPs) and also preferred learning styles. We put learning into context for students, and use real world examples to show why the learning is important both now and in the future.

23. All lessons provide the opportunity for fully embedded literacy, numeracy, SMSC, RE and PD as well as other cross curricular links to ensure that learning is holistic and joined up.
24. Lessons have been planned to follow the National Curriculum and have been planned by a range of teachers to share experience and expertise to ensure our young people receive high quality input. They are then differentiated fully for the needs of each individual learner, and pitched at their working level with the opportunity for stretch and challenge to ensure good progression for all.
25. Marking and feedback is according to our policy and is moderated across sites to ensure accuracy and consistency. Feedback provides clear actions for students to improve their work. Targets for each subject are clear, and are inside students books for ease of reference. This enables students to become responsible learners, and gives clear direction on how to achieve. High expectations of achievement are demonstrated in both short term and long-term targets
26. We use teacher professional judgement, regular work scrutinies and a range of formative and summative assessments to track our student's progress throughout the year. These include but are not limited to the British Spelling Test Series, New Group Reading Assessments, Sandwells Maths Assessments and Read, Write, Inc Assessments and Insight (tracker system)
27. Young people are supported with personalised approaches, following their PSPs, EHCP and Boxall Profile assessments alongside subject specific assessment needs. They may receive 1:1 support, targeted individual or small group intervention strategies, or technological assistance to overcome their barriers to learning ensuring success for our young people.
28. Lessons make use of techniques to revisit learning to support long term memory of concepts to further support achievement in current qualifications, but also to support students to see links in learning to provide a holistic view to their learning, rather than as isolated episodes.

#### Hidden learning

1. Outside of lessons and the curriculum offer our original approach to supporting our students overcome their barriers to learning is evident. We have advocates on site to work with our students when extra support is needed, and who work closely with home and other services to fully support students both in and out of school. We have trained trauma informed staff to support pupils with their emotional literacy and have specific interventions to support with educational needs.

2. Our school has a supportive and encouraging ethos, where students have freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectation both academically and personally for themselves and our students.

This approach demonstrates our four key values at Catch 22



### *Impact*

We measure the impact of our approach through

- Assessment and progress data
- Improvements in their Boxall Profile Assessments
- Their destinations leaving us (tracked for a whole year, and support provided where necessary)
- Pupils returning to their mainstream education provision
- Regular review of the taught curriculum, and shared discussions on pedagogical approaches to ensure it remains relevant and meets the needs of our young people
- Regular review of our monitoring processes to ensure the highest quality of teaching and learning and sharing best practice.
- Regular monitoring schedule of both teaching and learning to ensure good progress for pupils and to ensure we meet and monitor the impact of our intended curriculum and approach.
- Continual improvements in quantity and quality off-site provisions and experiences to develop our learners' experiences and ambitions
- SEF reviews to monitor effectiveness of the whole curriculum
- Learner profiles and PSPs reviewed regularly and amended as necessary
- Annual reviews for SEND students showing progress for our students
- Improvements in attendance and reductions in behaviour incidents reflect on the appropriateness of the curriculum for our students
- Impact of graduated response

## **4. Definitions**

SALT- Speech And Language Therapy

SLCN- Speech and Language Communication Needs

PSP- Pupil Support Plan

EHCP- Education Health and Care Plan

TISUK – Trauma Informed Schools UK

## **5. Related policies**

Marking policy

Assessment Approaches

Literacy across the curriculum guidance

Numeracy across the curriculum guidance

RSE policy

PSHE policy

SEN policy

SMSC policy

Safeguarding policy

Personal Development policy

Behaviour policy

External Trips and Visits Policy

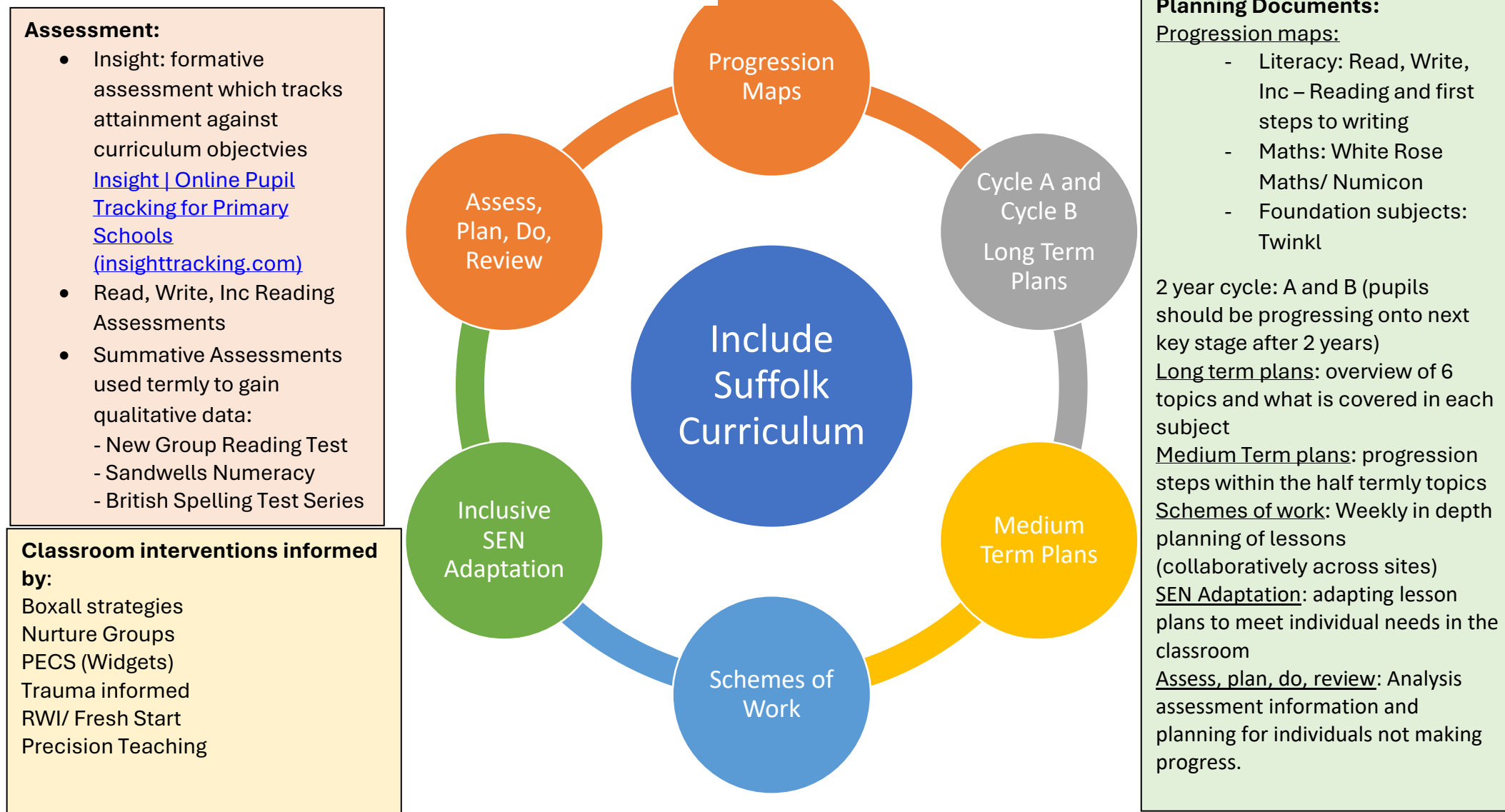
Provider Access policy

## **6. Appendices**

Appendix 1: Catch 22 Include Primary School Timetable – KS1

| Day       | 09.30-09.40                | 09.40 - 10.40                                                                                                        |                                                                                                                        | 10.40-11.00                     | 11.00 - 11.45                                                                                    | 11.45 - 12.15                                                                                        | 12.15-13.00                 | 13.00 - 14.15                                                                                                   |                                                                                                   | 14.15           |
|-----------|----------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------|
|           |                            | Lesson 1                                                                                                             | Lesson 2                                                                                                               |                                 | Lesson 3                                                                                         | Lesson 4                                                                                             |                             | Lesson 5                                                                                                        |                                                                                                   |                 |
| Monday    | Breakfast / Activity Trays | <br>09.40- 10.00<br>Circle Time     | <br>10.40- 11:00<br>Read, Write, Inc. | Break<br>Activity Trays / Snack | <br>Numeracy   | <br>RE            | Lunchtime<br>Activity Trays | <br>PE/ Health and Wellbeing |                                                                                                   | Storytime/ Home |
| Tuesday   |                            | <br>Read, Write Inc./<br>Literacy   |                                       |                                 | <br>Numeracy   | <br>PSHE          |                             | <br>Science                  |                                                                                                   |                 |
| Wednesday |                            | <br>Read, Write Inc./<br>Literacy   |                                       |                                 | <br>Numeracy   | <br>Mindfulness   |                             | <br>Creative Arts            |                                                                                                   |                 |
| Thursday  |                            | <br>Read, Write Inc./<br>Literacy |                                     |                                 | <br>Numeracy | <br>PSHE        |                             | <br>Humanities             |                                                                                                   |                 |
| Friday    |                            | <br>Read, Write Inc./<br>Literacy |                                     |                                 | <br>Numeracy | <br>Life Skills |                             | <br>Computing              | <br>Assembly |                 |

## Appendix 2: Catch 22 Include Primary School Suffolk – Curriculum Overview



# Annex 1: Equality Impact Assessment

## 1. Summary

|                                |                              |
|--------------------------------|------------------------------|
| <b>This EIA is for:</b>        | Curriculum Policy            |
| <b>EIA completed by:</b>       | Head of Quality of Education |
| <b>Date of assessment:</b>     | 26 April 2021                |
| <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