



Catch22 Education Policy

Anti-Bullying

Catch 22 Include Suffolk Primary School

Contents

Education intent statement	2
1. What is the policy about?	4
2. Who does this policy apply to	4
3. Policy requirements	4
4. Definitions	5
5. Related policies	12
6. Appendices	13
Annex 1 – Equality Impact Assessment	15

This policy will be reviewed every 3 years.

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

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	January 2018
Date of last review:	September 2026
Date of next review:	September 2029
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Education staff

Catch 22 Independent Schools Education

Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

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

Purpose

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

People

Building networks of people around individuals

Our Education Mission:

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

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?
Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	
Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	X X X

1. What is the policy about?

This policy sets out Catch 22 Suffolk Include Primary School's commitment to prevent bullying, recognise it early and respond to it effectively. It is designed for supporting children and young people with special educational needs (SEN), including pupils whose communication, cognition, regulation, social understanding or previous experiences may affect how they experience, disclose or respond to bullying.

It should be read as part of the school's wider safeguarding, behaviour, equality and online-safety arrangements.

Bullying is unacceptable. Every pupil has the right to feel safe, respected and able to learn. Our three rules are: Be Kind, Be Safe, Be Ready to Learn. These expectations apply in school, during school activities and online.

2. Who does this policy apply to?

This policy applies to all pupils, staff, leaders, governors/trustees, volunteers, contractors, visitors and parents/carers connected with Catch 22 Suffolk Include Primary School.

It applies to bullying that takes place on school premises, during transport or school activities, online, or outside school where it affects a pupil's safety, wellbeing, attendance or education or the orderly running of the school.

3. Policy requirements

3.1 Commitment and objectives

The school will stop and prevent the continuation of harmful behaviour; respond in a reasonable, proportionate, consistent and child-centered way; safeguard all involved; provide relevant support; use consequences where appropriate; help pupils learn alternative behaviours; encourage reporting; and ensure pupils, staff and parents/carers know how concerns are reported and managed.

Incidents will be considered individually. A bespoke response may be required, particularly where pupils have SEN, communication needs, trauma histories, regulation needs or different levels of developmental understanding.

3.2 Our values and three rules

- Be Kind – speak and act respectfully, include others, value difference and repair harm.
- Be Safe – protect physical and emotional safety, use technology safely, and tell an adult when something is wrong.
- Be Ready to Learn – allow others to learn, respond to support, use agreed regulation strategies and learn from mistakes.

Bullying is incompatible with all three rules. Staff will explicitly teach and model these expectations rather than relying only on sanctions.

3.3 SEN and alternative provision

Pupils in alternative provision may have complex and overlapping needs and may be particularly vulnerable to harm. The school will consider individual communication profiles, cognitive/developmental understanding, sensory needs, social communication, regulation, trauma and known safeguarding information when responding.

Reasonable adjustments will be made to reporting routes, investigation, teaching, restorative work and consequences where required. Additional needs may explain behaviour and inform support, but do not remove the need to address harm or maintain safety.

Where the school works with another educational setting, safeguarding responsibilities and information-sharing arrangements must remain clear. The school will follow its quality-assurance and safeguarding procedures.

3.4 Prevention

Prevention is the responsibility of the whole school community. The school will provide curriculum-based education on tolerance, respect, difference, relationships, emotional literacy and online safety through PSHE/PSHCE, personal development, assemblies, circle time, targeted sessions and other appropriate learning.

Staff will receive induction and ongoing professional development on bullying, prejudice-based bullying, cyberbullying, child-on-child abuse, safeguarding and the needs of pupils who may be vulnerable to bullying.

The school will use pupil voice, surveys, suggestion/worry boxes, supervision of unstructured times and analysis of incidents to identify patterns and improve practice.

3.5 Recognising vulnerability

Staff will remain alert to pupils who may be particularly vulnerable, including pupils with SEND, pupils known to children's social care, looked-after and previously looked-after children, young carers, pupils affected by discrimination, and pupils experiencing mental health or wellbeing difficulties.

4. Definitions

4.1 What is bullying?

Bullying is behaviour that is intended to hurt, is repeated, and takes place where there is an imbalance of power. Bullying can happen face to face or online. Bullying may be carried out by an individual or group. It can seriously damage confidence, self-worth, wellbeing, attendance and engagement with education. Not every disagreement or unkind act is bullying. However, all

harmful behaviour will be addressed. In an SEN setting, the school will consider whether a pupil had the developmental and cognitive understanding to appreciate the impact of their behaviour while still taking the harm seriously.

4.2 Types of bullying

- Emotional/relational – exclusion, tormenting, intimidation or deliberate isolation.
- Physical – pushing, kicking, hitting, punching or other violence.
- Verbal – name-calling, sarcasm, rumors, teasing or derogatory language.
- Cyber/online – threats, abusive messages, exclusion from online groups, misuse of social media, gaming or messaging, harmful images/videos or repeated unwanted contact.
- Sexual – unwanted sexual comments, sexual harassment or unwanted physical contact. Where behaviour meets a safeguarding threshold, the safeguarding/child-on-child abuse procedure takes priority.
- Prejudice-based or discriminatory – racism, faith-targeted abuse, sexism, homophobia/biphobia, transphobia, disability/SEN-related bullying, age-related abuse or other prejudice connected with a protected characteristic or perceived characteristic.
- Bullying may also target a pupil because of home circumstances, care status, family circumstances, appearance, interests or another perceived difference.

4.3 Child-on-child abuse

Children can abuse other children inside or outside school and online. Bullying, cyberbullying, prejudice-based and discriminatory bullying may form part of child-on-child abuse.

Staff must consider safeguarding implications for both the pupil who has been harmed and the pupil who has caused harm. Timely, evidence-based support can help prevent children from going on to commit further abuse or violence.

Where bullying includes physical abuse, serious threats, sexual violence, sexual harassment, harmful sexual behaviour, image-sharing, hate-related abuse or another safeguarding concern, the DSL/Deputy DSL must be informed without delay and the school's safeguarding procedures followed.

5. Reporting and responding

5.1 Reporting – pupils

Pupils are encouraged to report concerns early. They do not have to be certain that something meets the definition of bullying before speaking to an adult.

Pupils can report to any trusted adult, their Class Teacher/TA, Advocate/Assistant Head, DSL/Deputy DSL, Headteacher, or through the school's worry box/other accessible reporting route.

Where speaking is difficult, staff will provide reasonable adjustments such as visual communication, writing, drawing, symbols, supported communication or another agreed method. Pupils can ask to speak privately in a safe space.

5.2 Reporting – parents/carers

Parents/carers should report concerns promptly to a member of staff. Where bullying is suspected, the matter will be referred to the Assistant Headteacher as appropriate.

Parents/carers should not confront another pupil or their family. The school will communicate with the families of pupils involved and keep them informed, subject to safeguarding, confidentiality and data-protection requirements.

If a concern has not been addressed appropriately, parents/carers may use the school's Complaints Policy.

5.3 Reporting – staff and safeguarding

Any staff member who receives or identifies a bullying concern must listen, take it seriously, act promptly and report them to a DSL without delay. Staff must not promise confidentiality.

Records should include a summary of the concern, actions taken, decisions made, the rationale for decisions and outcomes. CPOMS should be used as directed by the school; DATIX should be used where required by the escalation process.

Concerns about a member of staff must be managed under the school's safeguarding allegations/low-level concerns procedures, not simply through this anti-bullying process.

5.4 Response principles

When bullying is reported or suspected, the matter will be taken seriously and addressed as quickly as possible. Each incident will be considered on its facts and impact.

The school will:

- secure safety
- listen and believe
- investigate sensitively
- obtain accounts from relevant people
- assess safeguarding risk
- take action to stop the behaviour
- provide support
- use restorative approaches only where safe and appropriate
- apply proportionate consequences where required and monitor for recurrence.

6. Online and cyberbullying

Online bullying may happen through social media, messaging, gaming, email, group chats, shared devices, video platforms or other digital services. It may happen outside school but still require a school response where it affects a pupil's safety, wellbeing or education.

When online bullying is reported, staff will reassure the pupil, consider immediate safeguarding risks, preserve relevant evidence where safe, avoid encouraging retaliation, record the concern, inform the DSL/Deputy DSL where appropriate, contact parents/carers as appropriate and apply the escalation process.

Pupils should not retaliate, forward harmful material or attempt to investigate the incident themselves. Where safe, they may retain messages or screenshots and show them to a trusted adult.

Serious threats, hate-related incidents, sexual harassment, sexual violence, assault or other suspected criminal offences may require police involvement. The school will also support appropriate reporting to online platforms or relevant services where necessary.

7.Support and Repair

7.1 Support for the pupil who has been bullied

The pupil will be offered the opportunity to discuss their experience with a trusted member of staff and receive further support to address harm caused.

Support may include a named trusted adult, check-ins, safe-space arrangements, increased supervision, changes to routines, social/emotional support, online-safety support, risk assessment and referral to other services where appropriate.

The pupil's voice will be considered in decisions about how the concern is managed. Restorative contact will not be required where it would be unsafe or inappropriate.

7.2 Support for the pupil who has bullied

Staff will explore what happened, the pupil's understanding and motivation, any needs or contributing factors, the impact on others and alternative ways to meet their needs.

The school will set clear boundaries around unacceptable behaviour and may use restorative work, targeted teaching, social-skills/emotional-literacy work, behaviour or support plans, individual targeted teaching sessions, increased supervision and proportionate consequences. Consequences may look different for different pupils because of SEN, developmental level and individual circumstances, but will be clear, proportionate and consistent with the Behaviour Policy.

7.3 Repair and restorative practice

Where safe and agreed by those involved, a facilitated discussion may be used to repair harm and rebuild relationships. Restorative practice will never replace safeguarding action where a safeguarding concern exists.

8.Bullying escalation process

The school uses a four-level escalation process to ensure that bullying concerns are responded to consistently, proportionately and promptly. The level of response will be determined by:

- the seriousness of the behaviour;
- whether the behaviour is repeated;
- the impact on the pupil;
- the level of risk to safety and wellbeing;
- whether previous interventions have been effective;
- the individual needs and circumstances of the pupils involved.

An incident does not always have to begin at Level 1. Where the seriousness of the incident safeguarding risk or impact on a pupil requires it, the school may move directly to a higher level

8.1 Level 1 – Low-level incidents

Examples may include:

- Targeted name-calling.
- Minor teasing.
- Taking another pupil's belongings.
- Deliberately excluding a pupil from games or activities.
- Targeted comments about appearance or characteristics.
- Cyberbullying.

Sustained discrimination or prejudicial behaviour should move directly to Level 3.

Response:

The classroom teacher addresses the behaviour immediately using the school's relational practice approach.

Where appropriate, a restorative conversation takes place.

The pupil displaying the behaviour is supported to understand the impact of their actions.

The pupil is supported to make a meaningful apology where appropriate. This may be:

- verbal;
- written;
- visual; or
- another communication method appropriate to their needs.

The incident is recorded on CPOMS/SIMS.

An informal conversation takes place with parents/carers where appropriate.

The situation is monitored for 1–2 weeks.

Targeted whole-class teaching may be provided around:

- bullying;
- individual differences;
- kindness;
- respectful relationships; and
- the school's 3Ps.

8.2 Level 2 – Persistent or moderate incidents

Examples may include:

- Repeated Level 1 behaviours.
- Spreading rumours.
- Intimidation.
- Physical pushing.
- Persistent targeted name-calling.
- Persistent threatening behaviour.
- Cyberbullying.

Response:

The concern is escalated to senior staff – Advocate/Assistant Head.

The incident is recorded on CPOMS/SIMS.

Individual meetings take place with the pupils involved.

A facilitated restorative meeting may take place where this is safe and appropriate.

Parents/carers of both pupils are contacted.

The pupil's behaviour contract/support plan is reviewed and updated where necessary.

Proportionate consequences are applied in accordance with the Behaviour Policy. A designated member of staff monitors the situation regularly.

Targeted ongoing work is provided around:

- bullying;
- individual differences;
- kindness;
- respectful relationships; and
- appropriate behaviour.

8.3 Level 3 – Serious or repeated incidents

Examples may include:

- Persistent bullying despite previous interventions.
- Targeted physical violence.
- Targeted threatening behaviour.
- Coordinated or group bullying.
- Serious or persistent cyberbullying.
- Hate-related incidents.
- Racist bullying.
- Bullying connected to a protected characteristic.

Response:

The Headteacher is informed.

The incident is recorded on CPOMS/SIMS.

Restorative work may take place where it is safe and appropriate.

Formal meetings are held with parents/carers, initially separately.

A risk assessment is completed or reviewed for the pupil experiencing bullying.

The pupil displaying bullying behaviour has their PSP and pupil risk assessment reviewed, with specific targets identified.

Additional support and intervention are put in place.

Possible measures may include:

- internal exclusion;
- fixed-term suspension;
- classroom separation;
- break-time separation; and/or
- increased supervision.

Targeted ongoing work is provided to address the behaviour.

Where the incident involves discriminatory or prejudicial behaviour, appropriate safeguarding action and recording will take place.

8.4 Level 4 – Severe or persistent despite interventions

Examples may include:

- Ongoing bullying following Level 3 interventions.
- Severe physical harm.
- Serious threats.
- Sexual harassment.
- Hate-related incidents.
- Other behaviour presenting a serious safeguarding risk.

Response:

The Headteacher initiates formal procedures.

The incident is recorded on:

- CPOMS/SIMS; and
- DATIX, where applicable.

The school's formal behaviour and safeguarding procedures are followed.

Permanent exclusion may be considered only in accordance with the school's lawful exclusion procedures.

Where a suspected criminal offence has occurred, the school will consider police involvement. This may include:

- assault;
- serious threats;
- hate crime; or
- sexual harassment.

8.5 Escalation decision points

Staff will consider moving to the next level when:

- Previous interventions have not worked, typically after 2–3 weeks with no improvement.
- The behaviour is repeated despite warnings or interventions.
- The severity or frequency of the behaviour increases.
- The safety of the targeted pupil or others is compromised.
- New targeted and sustained behaviours emerge.
- The targeted pupil's wellbeing significantly deteriorates.
- The behaviour continues outside school and is affecting the pupil's safety, wellbeing or education.
- Parents/carers are not engaging with attempts to address the behaviour.
- There is a safeguarding concern.

9. Recording, monitoring and review

All bullying incidents will be recorded promptly using CPOMS. Records will describe the concern, actions taken to safeguard, decisions made, the rationale for decisions, support offered, consequences and outcomes.

The Headteacher will be informed of bullying concerns and will oversee patterns, trends and escalation as appropriate.

The school will monitor incidents by pupil, location, time, type, protected characteristic, online platform and other relevant factors to identify patterns or emerging risks.

Pupils will have regular opportunities to say how safe and happy they feel through pupil voice, questionnaires, School Council, key-worker conversations, worry boxes or other accessible methods.

This policy will be reviewed annually, and sooner if there is a significant incident, change in statutory guidance, emerging safeguarding issue or learning from practice.

10. Roles and responsibilities

All staff

Model Be Kind, Be Safe and Be Ready to Learn; recognise bullying; intervene promptly; listen and believe; record concerns; report safeguarding concerns to the DSL/Deputy DSL without delay; and participate in prevention and follow-up work.

DSL/Deputy DSL

Receive and assess safeguarding concerns; coordinate safeguarding responses; ensure relevant records and referrals are made; consider child-on-child abuse; liaise with safeguarding partners; and ensure staff understand reporting routes.

Headteacher

Provide leadership and oversight; ensure serious/repeated incidents are escalated; communicate with parents/carers; oversee formal consequences; and monitor school-wide patterns and effectiveness.

Pupils

Follow Be Kind, Be Safe and Be Ready to Learn; report concerns; support others to feel safe; and participate in learning and repair where appropriate.

Parents/carers

Report concerns promptly; work with the school; support respectful and safe behaviour; and avoid direct confrontation with other pupils or families.

11. Definitions

CPOMS - (Child Protection Online Management System)

12. Related Policies

- Safeguarding policy
- Behavior policy
- Code of Conduct
- Equality and diversity policy

- SEND Policy
- Online Safety/ Acceptable Use Policy
- Complaints Policy

13. Appendices

Appendix 1 – Signs of bullying

Emotional and behavioural signs

Changes in sleep or eating patterns; frequent tears or anger; mood swings; feeling ill in the morning; withdrawal; stammering; increased aggression; refusal to talk about what is wrong; targeting siblings; unexplained loss of money or belongings.

Physical signs

Unexplained bruises, cuts or scratches; damaged or missing belongings or clothing; physical complaints or other unexplained injuries.

School signs

Reluctance or refusal to attend school; changes in route or transport; falling grades; reduced engagement; increased absence or lateness; avoiding particular spaces or people.

Other signs

Often being alone or excluded from friendship groups; being a frequent target for teasing, mimicking or ridicule; appearing insecure or frightened; changes in behaviour or attendance; or a noticeable deterioration in wellbeing.

SEN-specific indicators to consider

Changes in communication, sensory presentation, regulation, routines, eating, sleep, toileting, self-injury, school refusal, avoidance, shutdowns or distress that are unusual for the individual pupil. Staff should consider whether a change may indicate bullying, another safeguarding concern, or an unmet need.

Appendix 2 – Accessible pupil reporting guide

If someone is hurting, frightening, excluding, threatening or targeting you, tell an adult. You do not have to deal with it on your own.

You can tell any adult you trust, your Class Teacher/TA, Advocate/Assistant Head, DSL/Deputy DSL or Headteacher. You can also use the worry box or another agreed reporting method.

If it happens online, tell an adult. If it is safe, keep the message or screenshot. Do not reply to hurtful messages or send them on.

Remember: Be Kind. Be Safe. Be Ready to Learn.

Appendix 3 – Equality Impact Assessment

Summary

This policy is intended to have a positive equality impact by preventing bullying, harassment and victimisation and by promoting equal access to safety, education and participation.

The policy applies to all pupils and staff. Particular attention will be paid to disability/SEN, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, age, and marriage/civil partnership, as well as other characteristics or circumstances that may make a pupil vulnerable to targeting.

Potential impacts and mitigation

Age – the policy applies to all pupils and adults, with teaching and responses adapted to developmental stage.

Disability/SEN – the policy recognises communication, cognitive, sensory and regulation needs and provides for reasonable adjustments.

Race – racist and faith-targeted bullying is treated as serious prejudice-based behaviour and escalated where required.

Religion or belief – religious discrimination is not tolerated and is addressed through safeguarding, equality and behaviour procedures.

Sex – sexist or gender-based bullying is addressed promptly.

Sexual orientation – homophobic and biphobic bullying is addressed as prejudice-based bullying.

Gender reassignment – transphobic or targeted behaviour related to gender identity is addressed in accordance with the school's safeguarding and equality arrangements.

Pregnancy and maternity, age, and marriage/civil partnership – any bullying related to these protected characteristics will be addressed under this policy and relevant equality procedures.

Appendix 4 – KCSIE 2026 alignment check

Key KCSIE 2026 expectations reflected in this policy

Child protection and behaviour systems are linked: this policy directs staff to the Child Protection/Safeguarding Policy and Behaviour Policy and states that the behaviour policy must contain measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Child-on-child abuse: the policy recognises that children can harm other children inside and outside school and online, identifies bullying as a form of child-on-child abuse, and requires safeguarding escalation where appropriate.

DSL reporting: staff are instructed to act immediately on safeguarding concerns and report to the DSL/Deputy DSL without delay.

Record keeping: records should capture the concern, actions, decisions, rationale and outcomes.

Online safety: online bullying is addressed through prevention, curriculum teaching, reporting, evidence preservation, filtering/monitoring and safeguarding escalation.

Prejudice and discrimination: racism, faith-targeted abuse and other discriminatory behaviour are explicitly identified and linked to safeguarding and equality procedures.

Alternative provision: the policy recognises the additional vulnerabilities that may be present in AP and the need for clear safeguarding responsibility, oversight and information sharing.

Prevention and support: the policy promotes early identification, evidence-informed support, pupil voice, staff training, relationship-based practice and learning from incidents.

Annex 1:

Equality Impact Assessment

1. Summary

This EIA is for:	Anti-Bullying
EIA completed by:	Executive Assistant
Date of assessment:	January 2021
Assessment approved by:	Education SLT

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

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

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

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

2. Potential Impacts, positive and negative

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

Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.

Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.
--	--------------------------	-------------------------------------	--------------------------	---