

Catch22 Education Policy

Behaviour Policy

Catch22 Include School Suffolk

Be Kind. Be Safe. Be Ready to Learn.

Regulation before reasoning | Connection before correction | Teaching before sanction

Amended September 2026

Policy owner	Catch22 Education / Include Suffolk
Queries to	Headteacher, Include Suffolk
Original consultation	Staff and parent consultation, March 2026
Date last reviewed	September 2026
Next review	September 2027, or earlier following significant statutory/guidance change
Applies to	Include Suffolk: Ipswich, Lowestoft and Bury St Edmunds
Policy status	Independent school behaviour policy; published and implemented across all sites

Catch 22 and Independent Schools

Education Intent Statement

Catch22's Vision:

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

Place

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

Purpose

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

People

Building networks of people around individuals

Our Education Mission:

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

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments	
• Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.	X
• Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	X
Relationships beat structures	
• Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	X
Things about you, built with you, are for you	
• Understand pupils' unique needs and help them overcome their barriers to learning	X

- 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.	X
Unleash Greatness	
Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.	X
Instil belief in pupils so they can progress and succeed in education, training and employment	X
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.	X
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.	

Policy information

This September 2026 version retains the relational, trauma-informed approach developed with staff and parents in March 2026 and incorporates subsequent developments in Include Suffolk's therapeutic behaviour curriculum, safeguarding practice and national guidance.

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1. Purpose, scope and statutory context

Include Suffolk is a specialist primary alternative provision and an independent school operating across Ipswich, Lowestoft and Bury St Edmunds. Our pupils often arrive following disrupted education and may have complex social, emotional and mental health needs, SEND, communication and interaction needs, experiences of trauma, exclusion or reduced engagement with education. This context shapes how we teach and respond to behaviour; it does not reduce our expectations for safety, dignity, learning or the rights of others. This policy sets out the behaviour culture, expectations, support and consequences used across Include Suffolk. It applies during the school day, on educational visits and off-site activities, during transport or transitions where the school has responsibility, and to behaviour outside school where it has a clear impact on pupils, staff, safeguarding or the orderly running of the school.

As an independent school, Include Suffolk is required by the Independent School Standards to have a written behaviour policy, implement it effectively and keep a record of sanctions imposed for serious misbehaviour. The policy is read alongside Keeping Children Safe in Education (KCSIE) 2026, Behaviour in Schools guidance, the Equality Act 2010, SEND duties, and the April 2026 guidance on restrictive interventions including reasonable force.

Our central position

Behaviour is communication, but communication still requires a response. We seek to understand what behaviour is telling us while keeping everyone safe, teaching missing skills, maintaining boundaries and supporting pupils to take increasing responsibility for their actions.

2. Our vision and behaviour culture

At Include Suffolk, we believe that children do well when they can. Unsafe, disruptive or avoidant behaviour may reflect emotional overwhelm, anxiety, unmet need, communication difficulty, impulsivity, learned survival responses or skills that have not yet developed. When children are highly dysregulated, their capacity to reason, reflect and learn is reduced.

Our approach therefore prioritises:

- Regulation before reasoning.
- Connection before correction.
- Teaching before sanction.

These principles do not mean permissiveness. Adults provide calm, predictable boundaries and respond to unsafe or harmful behaviour. We separate the child from the behaviour, protect dignity, and maintain unconditional positive regard while remaining clear about what must change.

We expect adults to lead behaviour through visible consistency and visible kindness. The relationship remains intact even when a pupil has made repeated mistakes, caused harm or requires a firm boundary.

2.1 High expectations with high support

Equal ambition does not mean identical intervention. Pupils may need different scaffolds, communication approaches, sensory adjustments, regulation support or developmental steps to reach the same broad expectations. We do not confuse reasonable adjustment with the removal of boundaries, nor do we sanction a pupil for behaviour that arises from a need we have failed to identify or reasonably accommodate.

3. Our three school rules

Our expectations are summarised in three simple rules. They are explicitly taught, modelled, practised and revisited every day and connect to Catch22's People, Place and Purpose framework.

Rule	3 Ps	What it means
Be Kind	People	I treat myself and other people with care and respect.
Be Safe	Place	I keep myself and other people safe.
Be Ready to Learn	Purpose	I get myself ready, join in and keep going with my learning.

3.1 What the rules look like in practice

Be Kind includes respectful language, listening, respecting personal space, cooperating, managing disagreement, taking responsibility and repairing relationships. Be Safe includes recognising risk, asking for help or a break, accepting support, using space and regulation strategies safely, keeping bodies and objects safe, moving safely and returning after dysregulation. Be Ready to Learn includes arriving and settling, attending, beginning, accepting support, managing challenge and not knowing, persisting, taking a learning break appropriately, returning and restarting, using feedback and recognising achievement.

4. Teaching behaviour: our therapeutic behaviour curriculum

Behaviour is taught as a curriculum. We do not assume that a pupil knows how to meet an expectation simply because it has been stated. Adults identify the skill, model it, scaffold it, rehearse it, give specific feedback and support the pupil to use it in increasingly independent ways.

Our developmental progression is:

- 1. Adult-led - the adult provides high structure, co-regulation and direct support.
- 2. Co-supported - the pupil participates with substantial adult support.
- 3. Prompted - the pupil can use the skill following a reminder, cue or scaffold.
- 4. Independent - the pupil uses the skill without adult prompting in the familiar context.
- 5. Generalised - the pupil transfers the skill across people, places and situations.

Progress is not expected to be linear. A pupil may work at different stages for different competencies and may temporarily need more support when tired, anxious, unwell, dysregulated or faced with an unfamiliar demand. Staff use this progression to plan support rather than to label children.

5. Adult practice, language and take-up time

Predictability reduces anxiety. Adults use calm, concise, positive and specific language. We avoid sarcasm, public shaming, raised voices as a default response, threats that cannot be followed through, and lengthy reasoning while a pupil is dysregulated.

Useful language includes:

- "I can see you are upset. I am going to help you stay safe."
- "The behaviour is not safe. You are safe with me."
- "You can take a break. We will come back to this when you are ready."
- "I noticed you returned and restarted - that took effort."

Take-up time gives a pupil a short opportunity to process a clear instruction or reminder before responding. The adult gives the instruction, allows space, avoids immediate

repetition or escalation, and notices when the pupil meets the expectation. This reduces pressure and power struggles while keeping the boundary intact.

6. Responding when behaviour falls below expectations

Staff respond early, proportionately and consistently, using professional judgement and the pupil's individual plan. The purpose is to restore safety, support regulation, teach the expected behaviour and reduce recurrence.

- Regulate: reduce stimulation, co-regulate, provide space or sensory/regulation support and ensure immediate safety.
- Connect: use a trusted relationship, calm tone and concise language.
- Clarify: state the relevant rule and boundary without argument or shame.
- Teach: identify and practise the missing behaviour or communication skill.
- Repair: support accountability and restoration when the pupil is regulated.
- Review: consider triggers, antecedents, patterns, reasonable adjustments, risk assessment and whether plans need updating.

Where behaviour is repeated, escalating or unusually out of character, staff must consider whether this may indicate unmet SEND, a safeguarding concern, exploitation, abuse, bullying, attendance difficulty, health need or a change in the pupil's circumstances. The response should not be limited to behaviour management.

6.1 Consequences and sanctions

The Independent School Standards require the school to set out sanctions and to record sanctions imposed for serious misbehaviour. At Include Suffolk, consequences are lawful, reasonable, proportionate, developmentally appropriate and linked where possible to the behaviour and its impact. They are never humiliating, degrading or designed to withdraw the relationship.

Depending on the circumstances, responses may include:

- A reminder, re-teaching or supported reset.
- A change of activity, space or level of supervision for safety.
- Temporary removal from a particular activity where continued participation is unsafe, with education and support maintained.
- Repair or restorative action, where appropriate and safe.
- Loss or restriction of access to an item or activity where directly related to risk or misuse.
- Parent/carer contact and review of the pupil's support or risk plan.
- A formal behaviour/safety plan or multi-agency review.
- Temporary exclusion/suspension in serious circumstances, in accordance with this policy and the school's independent-school arrangements.

A record is kept of sanctions imposed for serious misbehaviour and of the rationale, action taken and outcome. Data is reviewed for patterns, disproportionality and the effectiveness of support.

7. Reflection, repair and proportionate consequences

Reflection is not a punishment. It takes place when the pupil is sufficiently regulated to participate meaningfully. Repair conversations are adapted to age, communication and developmental need and may be verbal, visual, written, practical or supported by a trusted adult.

The core questions are: What happened? Who was affected? What needs to happen now? What can help next time? Accountability at Include Suffolk is about learning, repairing and moving forward - not shame.

Where a pupil has harmed another child, the needs and wishes of the child who has been harmed are considered separately. Restorative work is not automatic and will not be used where it would be unsafe, coercive or place responsibility on the harmed child to repair the situation.

8. Safeguarding, child-on-child abuse and bullying

Behaviour and safeguarding are inseparable. KCSIE 2026 requires all staff to recognise that changes in behaviour or attendance may be indicators of abuse, neglect or exploitation and to act immediately on safeguarding concerns. Staff must report concerns to the DSL or deputy without delay and follow the Child Protection and Safeguarding Policy.

Behaviour that may constitute child-on-child abuse is never dismissed as “banter”, “just having a laugh”, “part of growing up” or simply a behaviour issue. This includes physical or sexual violence, sexual harassment, harmful sexual behaviour, coercion, bullying (including cyberbullying), prejudice-based or discriminatory bullying, intimidation, exploitation and abuse within intimate personal relationships between children.

The school will:

- Act to protect the child who may have been harmed and consider the needs of all children involved.
- Record and share safeguarding information appropriately, including the concern, actions, decisions, rationale and outcomes.
- Use the DSL-led safeguarding process alongside, not instead of, any behaviour response.
- Consider patterns across incidents, peer groups, locations, online activity and protected characteristics.
- Respond to bullying, discriminatory language and harassment promptly and explicitly.
- Consider early help or statutory referral where behaviour indicates wider vulnerability, including repeated removal from learning, part-time timetables, exploitation risk or significant changes in presentation.

8.1 Online behaviour and mobile devices

Online behaviour that threatens, harms, bullies, harasses or disrupts the school community may be addressed under this policy even when it occurs away from school. Include Suffolk is a mobile-phone-free environment for pupils during the school day by default. Any individual exception must be agreed by a senior leader for a clear educational, medical, communication or safeguarding reason and recorded in the pupil's plan.

9. Absconding / leaving site without permission

Leaving the school site without permission or supervision is a significant safeguarding concern. The immediate priority is to locate and safeguard the pupil, follow the site absconding procedure, inform the DSL/senior leader, communicate with parents/carers and involve police or other agencies where risk requires it.

The March 2026 policy specified an automatic three-day suspension following any absconding incident. This September 2026 policy replaces that blanket response with an individual, risk-assessed decision. A serious incident may still result in temporary exclusion/suspension, but the response will consider the circumstances, level of risk, intent and understanding, SEND and communication needs, previous incidents, reasonable adjustments, safeguarding information and whether exclusion would increase risk.

Following an incident, the school will review the pupil's risk assessment and safety plan, identify triggers and missing skills, consider environmental or staffing changes, agree prevention and response strategies, and plan a safe return to learning. The seriousness of absconding is reinforced through teaching, supervision and proportionate consequences rather than through an automatic tariff.

10. Suspension / temporary exclusion and reintegration

Include Suffolk is an independent school. The statutory suspension and permanent exclusion guidance for maintained schools, academies and pupil referral units does not directly govern our exclusion arrangements. Decisions are therefore made in accordance with the Independent School Standards, the school's contractual/commissioning arrangements, safeguarding duties, Equality Act duties, this policy and any relevant Catch22 procedures.

Temporary exclusion/suspension is a serious response and is not used as routine punishment, as a substitute for reasonable adjustments, or simply because a pupil is difficult to manage. It may be considered where there has been serious or persistent behaviour, significant risk of harm, or where a short period away is necessary to enable safety planning and review. The Headteacher (or authorised senior leader in their absence) makes the decision and records the reasons and duration.

Parents/carers and relevant commissioning/dual-registration partners are informed promptly. Appropriate education and welfare contact are maintained during the period away, taking account of the pupil's circumstances and safeguarding needs.

A reintegration process will normally include the pupil and parent/carer and, where appropriate, the dual-registered school, SENDCo, social worker or other professionals. It reviews what happened, what has been learned, changes to support and risk planning, repair where appropriate, and how the pupil will be positively welcomed back.

Reintegration is not conditional on an apology or on a pupil being able to give a verbal account of the incident.

11. Restrictive interventions, reasonable force and seclusion

Include Suffolk follows the Department for Education guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. It applies to independent schools. Staff are trained in TeamTeach and use prevention and de-escalation to minimise the need for restrictive intervention.

Reasonable force may only be used where it is necessary, reasonable and proportionate in the circumstances. It is never used to punish, humiliate, secure compliance with a minor instruction or because a pupil is refusing to learn. Staff consider the pupil's age, SEND, communication, health, trauma and known risks and use the least restrictive response reasonably available.

Preventative and de-escalation strategies include calm voice and body language, predictable routines, environmental adjustment, take-up time, redirection, offering space, co-regulation, sensory/regulation support, changing the adult or task where appropriate, and following individual positive handling/risk plans.

Examples of physical intervention may include guiding away from immediate danger, blocking an unsafe action, supporting movement to a safer space or, where necessary, a proportionate TeamTeach hold. Any intervention must end as soon as it is no longer necessary.

Recording and reporting from April 2026

Every significant incident involving the use of force must be recorded and reported in accordance with the 2026 statutory requirements and school procedure (at Include Suffolk, this is on CPOMS). All use of seclusion must also be recorded and reported. Parents/carers must be informed in line with the statutory requirements, subject only to any safeguarding exception set out in the guidance. Records must capture what happened, why intervention was necessary, the intervention used, duration where relevant, injuries or medical attention, debrief/support, parent communication and follow-up actions.

After a restrictive intervention, the pupil is offered regulation and recovery support. Staff involved are also supported and given an opportunity to debrief. The incident is reviewed for learning, including whether the risk assessment, positive handling plan, environment, staffing or curriculum needs to change. Leaders analyse restrictive-intervention data for frequency, patterns, repeated use, disproportionality and opportunities to reduce future restriction.

12. Recognition and positive culture

We deliberately notice effort, improvement, kindness, safe choices, learning focus, successful regulation, return to learning and repair. Recognition may include specific praise, certificates, recognition boards, celebration assemblies and positive communication home. Recognition is inclusive. It should not disadvantage pupils whose disability, SEND, health or circumstances mean they need more support to demonstrate a skill. We value progress from the pupil's starting point as well as independent success.

13. Partnership with parents/carers and other professionals

Behaviour improves when adults around a child share information, expectations and strategies. Parents/carers can expect timely, respectful and solution-focused communication, clear information about serious incidents, and involvement when plans or reasonable adjustments are reviewed.

We ask families to reinforce Be Kind, Be Safe and Be Ready to Learn; share information that may help us understand changes in behaviour; support agreed regulation and safety strategies; and work with us to repair relationships and re-engage the child with learning. Because many pupils are dual-registered or supported by multiple agencies, Include Suffolk will work with the home/commissioning school, SEND professionals, social care, health, Educational Psychology, transport, EWO and other relevant partners where this supports safety, attendance, behaviour and successful transition or reintegration.

14. Roles, responsibilities, recording and monitoring

14.1 Leaders

- Create and model a calm, safe and supportive behaviour culture across all three sites.
- Ensure staff understand this policy, KCSIE 2026, safeguarding procedures, TeamTeach expectations and individual pupil plans.
- Ensure serious sanctions, significant use of force and all seclusion are recorded and reported as required.
- Review behaviour, safeguarding and restrictive-intervention data for patterns, repeat incidents, disproportionality and impact.
- Ensure pupils with SEND receive appropriate support and reasonable adjustments without lowering the expectation that everyone should be safe.

- Quality assure risk assessments, positive handling plans, behaviour/support plans and reintegration arrangements.

14.2 All staff

- Know and consistently teach the three rules and relevant routines.
- Remain regulated and use agreed language, take-up time and de-escalation.
- Follow individual plans and make reasonable adjustments.
- Record incidents accurately, factually and promptly on the school system, distinguishing observation from interpretation.
- Report safeguarding concerns immediately to the DSL/deputy and never assume another adult has done so.
- Record the action taken, decisions, rationale and outcomes where a concern or serious incident is managed.
- Participate in reflection, repair, review and professional learning after incidents.

14.3 Pupils

Pupils are taught the expectations in ways they can understand. They are supported to recognise feelings, communicate need, ask for help or a break, keep themselves and others safe, return to learning and repair harm. Their views are sought when support and safety plans are reviewed.

15. Equality, SEND and reasonable adjustments

Include Suffolk applies this policy consistently but not mechanically. We have due regard to the Equality Act 2010 and our duties towards pupils with SEND. Staff consider whether behaviour is related to disability, communication need, sensory difference, trauma, health, developmental level or another protected characteristic and whether reasonable adjustments are required.

Reasonable adjustments may include changes to communication, task demand, environment, transition, sensory input, adult support, visual structure, break arrangements, regulation resources, timing or the way reflection and repair are completed. Adjustments are intended to increase access and success; they do not permit unsafe behaviour or remove the school's responsibility to protect other pupils and staff.

Where behaviour persists despite support, leaders consider whether the pupil's needs have changed, whether provision remains appropriate, whether an EHCP or provision plan needs review, and whether a multi-agency discussion is required.

16. Related policies and guidance

- Child Protection and Safeguarding Policy (including child-on-child abuse).
- Attendance Policy September 2026.
- Anti-Bullying arrangements.
- SEND / Special Educational Needs arrangements and individual pupil plans.
- Restrictive Intervention / Positive Handling procedures and TeamTeach guidance.
- Online Safety / Acceptable Use and Mobile Phone arrangements.
- Health and Safety, First Aid and Risk Assessment procedures.
- Complaints Policy and Staff Code of Conduct.

External framework used for this review: Keeping Children Safe in Education 2026; Independent School Standards guidance (April 2026); Behaviour in Schools guidance; Restrictive interventions, including the use of reasonable force, in schools (effective April 2026); DfE mobile phones guidance; and relevant Equality Act/SEND duties.

Appendix 1: Staff response framework

REGULATE -> CONNECT -> CLARIFY -> TEACH -> REPAIR -> REVIEW

The sequence is a guide, not a script. Safety and safeguarding override the sequence whenever immediate action is required.

Stage	Adult focus	Examples
Regulate	Reduce arousal and secure safety.	Space, co-regulation, sensory support, calm adult, reduce language.
Connect	Maintain relationship and dignity.	"I am here. I will help you stay safe."
Clarify	Restate the boundary.	Name Be Kind / Be Safe / Be Ready to Learn; avoid debate.
Teach	Practise the missing skill.	Ask for a break, return safely, use words, wait, accept help.
Repair	Address impact when regulated.	Restore, apologise if meaningful, practical repair, supported conversation.
Review	Learn from the incident.	Triggers, plan, reasonable adjustments, safeguarding, risk, multi-agency action.

Appendix 2: Developmental behaviour curriculum

The following competencies provide a common language for assessment, teaching and planning. Each can be considered across the five developmental stages: Adult-led, Co-supported, Prompted, Independent and Generalised.

Rule	Competencies
Be Safe	Know safety; Notice; Communicate; Seek help; Accept help; Take space; Regulate; Manage boundaries; Keep bodies safe; Move safely; Return; Repair and learn.
Be Kind	Notice others; Notice myself; Communicate kindly; Respect space; Listen; Cooperate; Manage disagreement; Manage others' success; Kindness under stress; Take responsibility; Repair relationships; Contribute.
Be Ready to Learn	Get ready; Arrive and settle; Attend; Begin; Accept support; Manage not knowing; Manage challenge; Persist; Take a learning break; Return and restart; Learn from feedback; Recognise achievement.

Appendix 3: Zones of Regulation summary

Zones of Regulation provides a shared language for recognising feelings and energy levels. All emotions are valid; the aim is not to keep pupils in the Green Zone at all times, but to help them notice their state, communicate need and develop safe strategies for regulation.

Zone	May include	Adult response
Blue	Tired, sad, bored, unwell	Connection, encouragement, movement/sensory input, appropriate task adjustment.
Green	Calm, focused, ready	Maintain predictable routines; notice and reinforce successful learning behaviours.
Yellow	Worried, frustrated, excited, restless	Reduce demand where appropriate, reassure, offer movement/breathing/regulation strategy, trusted adult.
Red	Overwhelmed, highly distressed or unsafe	Prioritise safety, reduce stimulation and language, co-regulate; reason and reflect later.

Key message: regulation is a foundation for learning. Children often need co-regulation with a trusted adult before they can regulate independently. The Zones are a teaching and communication framework, not a compliance system or a label for "good" and "bad" behaviour.

Our commitment

At Include Suffolk, we remain calm so children can learn calm; remain consistent so children feel safe; hold high expectations with high support; protect dignity; teach behaviour explicitly; repair harm; and keep safeguarding at the centre of our decisions.

Every child - Belonging, Believing and Thriving.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Behaviour Policy
EIA completed by:	Headteacher
Date of assessment:	9 September 2026
Assessment approved by:	Education SLT

Catch22 is committed to avoiding unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and fostering 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 strategies, projects, services, guidance, practices or policies may have a positive, neutral or adverse impact on particular groups of people. Catch22 uses the EIA process as part of its commitment to equality, inclusion and continuous improvement.

Policy owners are required to complete or review the assessment, considering the potential impact of the policy on people who share one or more of the nine protected characteristics under the Equality Act 2010. Definitions are based on Equality and Human Rights Commission (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed to ensure that the implications and potential impact of the Behaviour Policy have been considered and addressed. The policy is intended to promote safety, belonging, dignity and access to learning for all pupils. It recognises that fair treatment does not always mean identical treatment and that reasonable adjustments, developmental understanding, communication needs and individual circumstances must inform how behaviour is taught, supported and responded to.

2. Potential impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Details, including mitigation
Age	X			The policy is intended to have a positive impact for pupils by setting developmentally appropriate expectations and recognising that behaviour skills develop over time. Teaching, support, reflection and consequences are adapted to age, developmental stage and individual understanding.
Disability	X			The policy is intended to have a positive impact for disabled pupils and pupils with SEND. It requires staff to consider communication, sensory, regulation, cognitive and other needs, and to make reasonable adjustments. Additional

				needs may explain behaviour and shape support, while safety and the impact of harm remain important.
Gender reassignment	X			The policy promotes dignity, safety and respectful treatment for all pupils. Targeted, prejudicial or discriminatory behaviour is not accepted and is addressed through the school's behaviour, anti-bullying, equality and safeguarding arrangements.
Marriage and civil partnership		X		No specific adverse impact has been identified. The policy is applied fairly and respectfully to all members of the school community regardless of marriage or civil partnership status.
Pregnancy and maternity		X		No specific adverse impact has been identified. Where relevant, individual circumstances will be considered and appropriate adjustments made in line with equality, safeguarding and health and safety duties.
Race	X			The policy promotes respectful relationships and makes clear that racist, prejudicial or discriminatory behaviour is unacceptable. Such concerns are responded to through the Behaviour Policy and, where relevant, the Anti-Bullying and Safeguarding Policies.
Religion and belief	X			The policy promotes respect for difference and a safe, inclusive school community. Behaviour targeting a person because of religion, belief or perceived belief is addressed promptly and proportionately.
Sex	X			The policy promotes equal access to safety, support and learning regardless of sex. Sexist behaviour, sexual harassment or other harmful behaviour is addressed through the appropriate behaviour and safeguarding procedures.
Sexual orientation	X			The policy promotes dignity, belonging and respectful treatment for all. Homophobic, biphobic or other targeted behaviour relating to actual or perceived sexual orientation is not

				accepted and is addressed through the school's behaviour, anti-bullying, equality and safeguarding arrangements.
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Overall assessment: Positive. The policy is designed to reduce barriers to participation and learning, support reasonable adjustment, protect pupils from harm and discrimination, and ensure that behaviour is understood and responded to in a child-centred, proportionate and equitable way.