

Good Behaviour Policy

This policy was adopted April 2023 and reviewed in April 2024.
This policy is due for review in September 2024

Statement of Belief

At Blackthorns Community Primary Academy we believe that it is essential that we provide a calm, safe and supportive environment in which our children can learn and thrive. Being taught how to behave well and having a clear understanding of the school expectations is vital for all pupils to be able to succeed.

At Blackthorns, there are three main expectations for all adults and children to follow that will allow us all to thrive:



At Blackthorns Community Primary Academy, we encourage mutual respect, care and concern for others. We want our children to develop a clear view of right from wrong and to feel safe, secure and valued.

This Good Behaviour Policy is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. Behaviour management is the responsibility of all staff at Blackthorns and this policy supports the school community, aiming to allow everyone to work together in an effective and considerate way. We recognise that good behaviour is paramount to ensuring children achieve their best and that poor behaviour choices can be a response to other underlying issues or concerns a child has. We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour and explicitly teaching behaviour expectations, we promote good relationships throughout the school built on trust and understanding. We support our children in developing a high level of individual and social responsibility which will help them to become responsible citizens in the future.

Aims of the Policy

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and qualities of the school.
- Outline the expectations and consequences of behaviour, including celebrating behaviour that is above and beyond our expectations.
- Provide a consistent approach to behaviour management that is applied equally to all pupils, with reasonable adjustments made where appropriate, to ensure an inclusive approach.
- To help children take responsibility for their own behaviour and to develop self-regulation, helping them to make respectful choices and to develop positive relationships
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Our Behaviour Curriculum

It is important that children are taught how to behave so that they are explicitly clear about the behaviour expected of them in all areas of the school. Through teaching our children what behaviour is expected and encouraged and what behaviour is not acceptable, we create an environment and a culture where good behaviour is very likely to occur and children know how to be successful. Our behaviour curriculum is taught to children at key points throughout the year, including the start of the school year, and positive reinforcement and using teachable moments helps to ensure that children are fully aware of how they are expected to behave.

Our behaviour curriculum helps children to understand what success looks like in relation to their behaviour. The establishing of relentless routines is key to ensuring consistently good behaviour and the use of positive reinforcement when these routines are carried out successfully, along with revisiting the routine when pupils are not successful, helps to shape the desired behaviour.

Relentless routines are taught clearly and consistently so that all members of staff are able to praise expected behaviour and challenge behaviour that falls short of our high expectations.

The behaviour curriculum at Blackthorns reflects the qualities of the school, along with our Ready, Respectful, Safe behaviour approach. Visual resources support the understanding of the key expectations for positive behaviour at Blackthorns.

Our Qualities

Our qualities apply throughout the day and within every area of academy life. Alongside Ready, Respectful and Safe, they form our code of good behaviour.

Our 5 qualities are: Teamwork, Kindness, Respect, Independence and Determination.

Blackthorns' Key Qualities




The Five Principles of Positive Behaviour at Blackthorns



The Behaviour Blueprint

Blackthorns Primary Academy Behaviour Blueprint

**BLACKTHORNS
COMMUNITY
PRIMARY ACADEMY**

Adult Consistencies at Blackthorns

Consistent, calm and controlled at all times.
Refer to Ready Respectful Safe.
Give first attention to best conduct.
Be relentlessly positive. (high expectations for all)
Plan lessons that engage, challenge and meet the needs of all learners.
Model positive behaviours and build trusting relationships by catching the children being the best they can be. We recognise the 'above and beyond'
Never ignore or walk past learners who are making the wrong choice.
Have clear routines to ensure that the children feel safe. These include:

- Greeting children at the door when they arrive at the classroom each day.
- Use hand signals for stop and countdowns to gain attention.
- Have clear expectations for lining up and transitions.

Our Expectations

We are ready
We are respectful
We are safe

Stepped Sanctions - in private

Numerous 'drive bys' to have taken place before stepped sanctions

1. Reminder of rule
2. Warning
3. Last chance (using microscript)
4. Time out
5. Restorative conversation

Relentless Routines

Wonderful walking
Legendary lining up
Eyes on me
Hand signal for stop

Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Over and Above

Kindness
Qualities
Effort
Initiative

Over and Above Recognition

Praise – doubling up praise-another adult
Specific praise and sticker
Class Dojo
Postcard
Phone call home
Recognition board/display

Microscripts

I've noticed that you are..... (Refer to the Zones of regulation)
At Blackthorns you know that we are ready, respectful, safe.
Can you remember when I phoned home/yesterday when you..... and how that made you feel? (previous positive behavior)
I expect you to.....
Thank you for listening. (give take up time)

All staff follow the Behaviour Blueprint in order to manage behaviour consistently across the academy.

We expect every adult to:

1. **Meet and greet** at the door
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships (e.g. legendary lining up, relentless routines, "walking in.....")
4. Give **first** attention to best conduct
5. **Plan** lessons that engage, challenge and meet the needs of all learners
6. Use a **visible recognition** mechanism throughout every lesson - class dojos
7. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions
8. **Follow** up every time, retain ownership and engage in reflective dialogue with learners
9. **Never ignore** or walk past learners who are making the wrong choice
10. Staff **praise** the behaviour they want to see in the classroom

Setting the Scene at the Start of the Year

At the beginning of each academic year the Good Behaviour Code of **Ready Respectful Safe** is revisited and discussed (Appendix 2 – see below).

Learning Behaviour reminders are displayed in the classroom.

All children are aware of who to speak to if they have a problem in the playground or in the classroom, and are aware of how to raise concerns through our worry box system.

Good Behaviour Code



Ready

We arrive at school on time
We are ready to learn
We are prepared and have the right equipment for our lessons
We show that we are listening
We focus well in our lessons
We try hard and do our best

Respectful

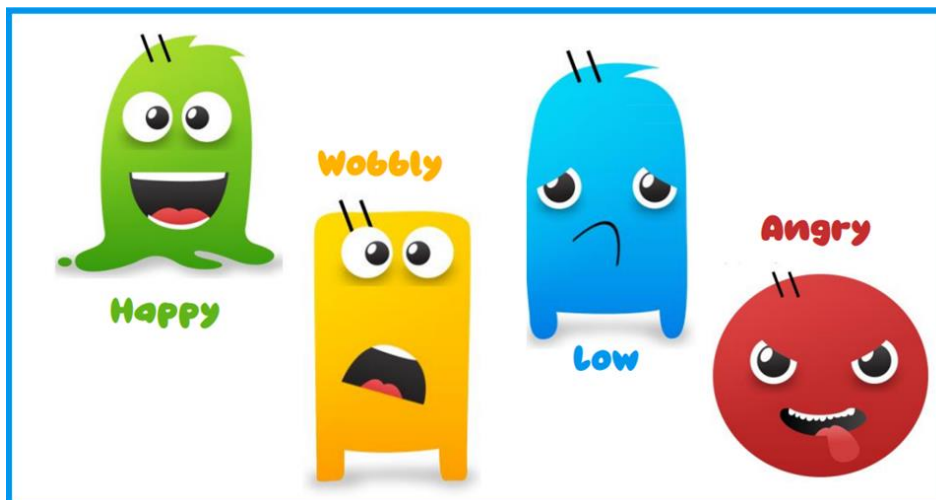
We listen when others speak
We are kind and polite
We treat others as we want to be treated
We respect difference
We are positive role models
We are good friends
We respect the property of our friends and the academy

Safe

We move around the school in a safe manner – wonderful walking
We demonstrate legendary lining up
We follow instructions to keep safe
We use equipment safely and correctly
We stay safe online
We recognise when we are in the red/yellow zone



Zones of Regulation are used to help develop children's ability to be in the best possible place for learning by learning to self-regulate; identifying their emotional states and finding strategies to manage their emotions independently, building resilience and self-awareness. This may be further supported by our Learning Mentor.



Recognition and Rewards for Effort

We recognise and reward learners who go '**above and beyond**' our expectations. Our staff understand that at Blackthorns we recognise that the use of praise in developing a positive

atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is **'above and beyond'**. This may take the form of an 'Above and Beyond' certificate, a positive note home, a phone call or a face to face chat. Children who demonstrate the three main expectations alongside our academy qualities on a daily basis will be acknowledged with achieving an over and above reward.

Other rewards and recognition of achievement may include:

- Specific praise
- Formative feedback in children's books
- Showing good work to another member of staff
- Celebration of achievements (in and out of school) with class or in assembly
- Class dojos
- Qualities certificates presented in Celebration Assemblies
- Postcard home
- Phone call home
- Face to Face chat with parents – Ready Respectful Safe
- Whole Class rewards



Practical steps in managing and modifying poor behaviour

Learners are responsible for their behaviour choices. Staff will deal with behaviour incidents as they arise without delegating so that it can be dealt with quickly and effectively. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Each classroom will have the steps displayed alongside the recognition steps.

Consequences and steps

| Steps | Action |
|--------------------------|--|
| 1) Redirection /Reminder | Gentle encouragement, a 'nudge' in the right direction. (drive-bys have taken place) A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. |
| 2) Warning | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. |

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|--|--|
| | Learners will be reminded of their previous good conduct to prove that they can make good choices. “stop, think,make the right choice” “think carefully about your next step” |
| 3) Last Chance | <p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second micro-script intervention:</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. Refer to the zones here. • At Blackthorns we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • I expect you toThat is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time. <p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS and move to Stage 4 Time Out. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p> |
| 4) Time out | <p>Time out might be a short time in a different part of the classroom or playground. Time out may require time away from the classroom in another class/with a TA or in a calm space.</p> <p>This is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> |
| 5) Restorative Conversation | <p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What has happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected by the actions? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? |
| Consequences Communication with parent/ carer A formal meeting between class teacher parents/carers. | <p>If a child has two incidents in a week that require ‘time out’ outside the classroom or two missed playtimes, the teacher must inform parents. This must be recorded on CPOMS. Loss of privilege will also be considered should such behavior incidents be a cause for concern eg school clubs, trips and school responsibilities.</p> <p>Imposition given if needed (An imposition is the missed work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p> <p>If a child has three or more incidents in a week (or regular incidents) that require a time out outside the classroom, missed playtimes or a reflection meeting with SLT, a parents/carers meeting should be arranged. This must also be recorded on CPOMS. Loss of privilege will also be considered should such behavior incidents be a cause for concern eg school clubs, trips and school responsibilities.</p> |

| | |
|----------------|--|
| Behaviour Plan | The teacher may need to create a 'behaviour log' or ABC tracking document to build up a picture of why such behaviour is occurring. The class teacher will meet with parents and share the incident log along with strategies developed at home and in school. Parents will be invited in to be involved in ongoing dialogues. A Behaviour Risk Assessment may be required alongside a Behaviour contract with the child. |
| Suspension | If the behaviours continue or escalate following this meeting, a behaviour plan will be put in place, in discussion with the Inclusion Lead, SLT, pupil and parents/carers. At this point, the social, emotional and mental health of the child would be supported through our academy SEND offer. A serious breach may lead to a fixed term suspension |

Ongoing Incidents/Vulnerable Children

Some children may have specific difficulties with behaviour in the same way as children have learning difficulties in other areas of the curriculum. These are dealt with in line with our Special Needs Policy. Once these have been identified, advice and support is sought from the Inclusion Lead and an individual plan of action devised. We have a responsibility to modify environments and adapt both expectations and the curriculum to support these children in experiencing success.

Preparation for life beyond primary school is an essential part of our role and it is important therefore that SEND is viewed as an explanation, rather than an excuse – we aim to build personal responsibility within all of our pupils.

Key staff work with the Inclusion Lead to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through an 'Assess, Plan, Do (APD)', which is a working document and is updated as necessary. Where needed, an individual risk assessment and behavior contract are also developed. The Academy aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning outcomes related to behaviour and attendance.

Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs. In these exceptional circumstances the academy will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans and behaviour targets (in conjunction with the Inclusion Team) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and the academy as well as daily feedback to the child regarding behaviour programmes or modification strategies may be established in consultation with the Inclusion Leader, Learning Mentor or external agencies, together with parents/carers.

Defiance

Outright refusal by a pupil to comply with the school behaviour policy is in itself serious. It undermines the credibility of the staff involved and the Academy's established routines. If a child refuses a direct instruction by a senior member of staff, that child's parents will be called to attend school for a meeting as soon as possible. This meeting is to discuss the child's behaviour and consequences of it, not to debate or dissect the events themselves.

Child on Child Abuse

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Blackthorns Community Primary Academy's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

Internal Exclusion

The Principal may consider an internal exclusion within a different part of the school. There may also be a need for 1-1 teaching outside the classroom with a TA.

Fixed Term Suspension and Permanent Exclusions

As a result of more serious incidents, the Principal may find it necessary to give a pupil a fixed-term suspension for a set period of time, up to a maximum of 45 days in one academic year. Following this term, a reintegration meeting is necessary before the child is able to return to the classroom. This meeting is an opportunity to reflect on the incidents and explore how things will be different moving forward.

In consultation with the parents/carers, the Inclusion Leader and the wider Leadership Team may now explore a phased reintegration or the future needs of the pupil, if necessary. A decision to suspend a pupil will be taken in response to a serious breach of the academy's behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Once the decision is taken, the Principal will inform the Chair of the Local Governing Body.

A decision to exclude a child permanently is a serious one. It can be for a serious 'one off' incident or it will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. Please refer to the University of Brighton Academies Policy on Exclusions.

All decisions to exclude a pupil will be lawful, reasonable and fair.

Preventing Bullying Policy

The Academy does not tolerate bullying of any kind (see the Preventing Bullying policy for our definition of what constitutes bullying). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

In the Playground

Staff members on playground duty will use a positive approach of praise and encouragement for good playground behaviour. There will also be occasions when there is a need to discourage children from unacceptable behaviour by anticipating problems and intervening positively e.g. inviting the child to walk around with them to calm down, gently reminding children who are beginning to play wildly, to play kindly. Some children who find playtimes too difficult to manage may have their lunchtimes adapted or attend a lunch club for part of their playtimes.

Steps to be taken when playground behaviour becomes unacceptable:

- Reminder - play and/or speak kindly – refer to **Ready Respectful Safe**

- Redirection or Warning - Invited to walk round with an adult, talking positively to them about good choices
- Time Out - Given time out for calming down
- Restorative Conversation

School Council/Peer Mediators

Our School Council, which has elected class representatives from Years 2 to 6, are encouraged to raise any behaviour/bullying concerns with the school and help formulate strategies to solve issues that may arise. The School Council representatives are given dedicated time with their classmates to consult before and feedback after meetings.

Peer Mediators are selected to support our Good Behaviour Code of Ready, Respectful, Safe at playtimes and during transitions.

Pupils' conduct outside the school gates

The Good Behaviour Code and associated sanctions identified in this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any academy-organised or academy related activity.

Where a child's behaviour has breached the Academy expectations, the Academy will need to consider whether a child's participation in trips, cultural, sporting events and clubs is possible. If the Academy deems that child's behaviour has been sufficiently serious, it reserves the right to withdraw children from trips, on-site workshops, celebrations, participation in sporting events & clubs. In particular, representing the Academy on a sporting team is considered to be a privilege and children will not be allowed to take part if their behaviour in the period leading to the event makes this inappropriate.

Behaviour management and discipline in schools, what the law says:

- Government guidance (2022) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehaviour. School behaviour policies should include: "High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone."
 - Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
 - The guidance sets out a range of potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to: A verbal reprimand; The setting of written tasks as punishments, such as an account of their behavior; Loss of privileges – for instance the loss of a prized responsibility; Detention including during a lunch-time, after school and at weekends; School based community service or imposition of a task – such as tidying a classroom; Scheduled uniform and other behaviour checks; Being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary suspension or permanent exclusion.

Searching, Screening and Confiscation

At Blackthorns Community Primary Academy we want to ensure that all children, staff and visitors are safe from harm and threats of harm. Expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Accusations Made Against Academy Staff

The academy procedures for managing allegations against people who work with children are outlined in our Child Protection and Safeguarding Policy Appendix A, Section 13. The Principal or SLT member will act as the case manager for investigations of allegations about members of academy staff and liaise with the Trust and the Local Authority Designated Officer (LADO). If a concern is raised regarding the Principal, The Executive Director for School Improvement at the Trust (Mr Dylan Davies) will be informed.

The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements, currently Core Care.
- The person who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, S47 or disciplinary investigation.
- Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using an appropriate sanction (as deemed necessary by the Principal) in line with our sanctions procedures, or by exclusion if appropriate.

Restrictive Physical Intervention

Occasionally, it may become necessary for a trained adult to use positive handling as a last resort to ensure the child and other children are safe. These incidents are logged in the Bound and Numbered Book in the Leadership Office and are also logged on CPOMS. Parents and carers will always be informed when this measure is used. Please refer to The University of Brighton Academies Trust Physical Contact Guidance.

The role of school leaders

School leaders have the responsibility to ensure that all staff are aware of our ethos and culture towards positive behaviour and are provided with bespoke training on how to apply the principles of this.

Leaders should be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have an important role to play in making sure all staff understand the behaviour expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The role of teachers and school staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

Where issues of poor behaviour arise, staff must take into account the children involved and whether any reasonable adjustments need to be made to our behaviour policy before applying appropriate consequences. Incidents of significant behaviour must be recorded on CPOMS, capturing pupil voice within this record where possible. Staff should then share the details of behavioural incidents with parents and carers where it is deemed appropriate.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils should be taught that they have a duty to follow the school behaviour policy and uphold our expectations of Ready, Respectful and Safe, and should contribute to the school culture.

Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who arrive mid-way through the academic year.

The role of parents and carers

The role of parents and carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents and carers should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents and carers have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent or carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

At Blackthorns we highly value the role of parents and carers and strive to build and maintain positive relationships with them, for example, by keeping parents and carers updated about their children's behaviour, encouraging parents and carers to celebrate pupils' successes, or holding sessions for parents and carers to help them understand the school's behaviour policy. Where appropriate, parents and carers will be included in any pastoral work following incidents of poor behaviour, including attending reviews of specific behaviour interventions in place.

Engagement of Governors

Termly reports are sent to the Local Governing Body and there is always an open forum for follow-up questions about the policy or its implementation at the academy. Behaviour incidents are categorized and therefore trends are noted and addressed across all classes. This also includes reference to any online incidents.

Staff induction, development and support

Staff joining the academy undergo a thorough induction so as to fully understand our policies and procedures. Regular monitoring takes place to support all staff with correctly applying our behaviour policy and there is an annual refresher training session in relation to our behaviour approach.

In addition, weekly teaching staff meetings and TA meetings are held in which issues relating to behaviour and children causing concern, can be raised and discussed.

Blackthorns Community Primary Academy Child Protection Statement

The University of Brighton Academies Trust and the Local Board take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Equality Impact Assessment

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

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