

Old Hall Primary School



Positive Behaviour Policy

2026-2027

This document was written on behalf of the school in conjunction with the model guidance adopted by the Keep Learning Trust and Local Governing Committee by the current Headteacher:

Mrs N Carlile

They can be emailed at:

oldhall@keeplearningtrust.co.uk

or telephoned on 0161 761 2051

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Old Hall Primary School Relationships, Behaviour and Anti-bullying Policy

Introduction

It is a primary aim of Old Hall Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community school, whose values are built on mutual trust and respect for all. The school Positive Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive and harmonious way. It aims to promote an environment where everyone feels happy, safe and secure.

Chances of success and happiness, both in school and beyond, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour.

We have clear school values and learning expectations, an emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

For this approach to be successful, there has to be cooperation, communication and consistency between children, parents, staff and governors.

Aims:

- To ensure that all children are treated fairly, show respect and to actively promote good relationships.
- To create a consistent environment that expects, encourages recognises good behaviour and one in which everyone feels happy and safe.
- To help and support children to develop self-respect, self-control and accountability for their own behaviour.
- To develop self-esteem through success, positive relationships and awareness of how behaviour impacts on themselves and others.
- To encourage positive partnerships between home and school.

Rules and Values

We expect all of our children to follow these rules underpinned by our 3 core values:

READY	✓ Be organised and ready to begin learning. ✓ Finish tasks and use class time wisely. ✓ Take part in class and group discussions.
RESPECTFUL	✓ Use kind words to everyone, always. ✓ Display appropriate self-control in class, assemblies, at break time and around school. ✓ Respect the rights and belongings of others.
SAFE	✓ Always ensure a member of staff knows where you are – only leave the classroom with adult permission. ✓ Follow instructions given by adults in school.

OUR STAFF WILL:

- Refer every lesson to our Values - 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Give first attention to those doing the right thing
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'reinforce values when going through the steps (Prevent before Sanctions)
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly – All staff will STOP / NOTICE / REMIND / MOVE ON
- Be unshockable

SLT SUPPORT:

- Meet and greet children on the playground at the start of the day
- Provide 'time out' support when needed
- Be a visible presence
- Stand alongside colleagues to support, guide, model and show a unified consistency across school
- Use behaviour data to target and monitor interventions
- Be involved in behaviour meetings with class teachers, child and parent.

MOVEMENT AROUND SCHOOL AND LINING UP

- When moving around school all adults insist that children do so with walking feet and voices off.
- Staff will supervise the front and the back of the line, stopping regularly to check it
- Children must be supervised at all times in resource areas and in cloakrooms
- The first child in the line holds the door for their class
- Whenever children are lining up, they must leave a space between themselves and the person in front

PLAYTIMES

- Staff on duty need to be out on the playground just before the time allotted and can take their class with them
- Class teachers and TA's will escort children to the playground/classroom at the beginning and end of break)
- A member of staff on duty will blow a whistle and all children will stop and walk to their line

REWARD SYSTEMS

'Class Dojo' is the behaviour management tool being used in our classrooms. Each child has their own avatar, to which staff assign positive points throughout the day. Staff reward students for behaviour that is linked to the values of the school, not for 'expected behaviours'. There should be a focus on effort. Individual profiles can be reviewed throughout the year, and parents can also view their child's achievements from home. Children will receive Bronze, Silver, Gold and Special Dojo certificates as they collect positive points.

Class merits are collective, whole class/team rewards that are exchanged for a 'class experience' upon receipt of 100 merits.

We recognise and reinforce positive choices from our children in a variety of other ways, including:

- Staff give verbal praise and acknowledge good behaviour.
- Positive, consistent language is used to exemplify good behavior e.g. thank you for walking silently through school.
- Staff give Dojos which are totaled and shared during Celebration Assembly.
- Oscar award given to the pupil with the most Dojos each week.
- Each week we nominate a child from each class to receive the 'Star of the Week' award in a Celebration Assembly.
- Stars of the Week and Dojo winners are celebrated on the weekly whole school newsletter.
- Achievement outside of school is celebrated each fortnight on Monday assembly.
- Stickers are given to congratulate children for good behavior including good manners.
- The Midday Supervisors award VIP Diner Awards for excellent behaviour and manners- the children chosen to sit at a Top Table and select a dining partner.
- Class based bespoke reward systems.
- Merits awarded for class effort, hard work and behavior with class prizes awarded for 100 merits.

HOW WE PROMOTE POSITIVE BEHAVIOUR

All staff members have consistently high expectations of all children at Old Hall. Children are aware of these expectations, and they are continually reinforced through a positive behaviour management approach, which applies at all times and in all areas of school. Adults model the behaviour they expect to see and apply a consistent, clear and calm approach to supporting children to manage their own behaviour.

At Old Hall, the emphasis is on recognising positive behaviours and building on these in order to support the development of each child's self-esteem. Our behaviour management policy and system are routed in successful relationships where all children feel valued, supported and safe at all times.

Our positive behaviour policy is reinforced and further supported through a variety of different strategies which include our:

- planned curriculum work
- a PSHE and RSE curriculum that is tailored to the relevant contextual issues children at school face as needed
- planned assemblies
- teaching and learning styles based on key characteristics
- well organised school routines
- high expectations and consistency from all staff
- specific support for those experiencing difficulty
- inclusive practice

UNACCEPTABLE BEHAVIOUR

All staff will be calm and consistent when dealing with unacceptable behaviour and will do so in line with the stages below to ensure consistency. After a verbal warning and reminder of the school values has been given, a 3-stage structured response is followed.

These stages are explained to the children, and are referred to frequently.

STAGES AND SANCTIONS

VALUES REMINDER • Clear reminder delivered privately, wherever possible • Reminder of expected behaviour/school values – Ready, Respectful, Safe • Be positive with an expectation and not a negative response to the behaviour IMPORTANT – Find the first opportunity to praise/re-assure the child when displaying the correct values.	
STAGE ONE	VERBAL WARNING GIVEN • Reminder of expected behaviour / values – READY / RESPECTFUL / SAFE Choice presented to child privately clearly outlining the consequence if they continue • Use phrase, 'Please think very carefully about your next step' • Encourage to change behaviour / 'Catch them being good / trying'
STAGE TWO	WARNING WITH 30 SEC SCRIPT INTERVENTION • Speak to the child quietly and give them a final opportunity to engage Use the 30 second scripted intervention - GET IN / DELIVER THE MESSAGE / ANCHOR WITH EXAMPLE OF THEIR PREVIOUS GOOD BEHAVIOUR / THANK FOR LISTENING / GET OUT • Give child 'Take up time' • Child to stay behind three minutes after lesson* • Encourage to change behaviour If behaviour continues: • 'Time Out', possibly out of the classroom, this is a few minutes for the child to calm down and compose themselves • The 'three minutes' loss of playtime will be used to reflect and then discuss behaviour - informally or formally • Remind child that contact with parents will be the next step
STAGE THREE	PERSISTENT BEHAVIOUR • Class teacher to inform parents in person (privately) or by phone. SERIOUS INCIDENTS This is ANY incident when a child puts the health and safety of themselves or others at risk. • With any 'serious' behaviour incidents, the child will be sent to the Head Teacher or Deputy Head. • When appropriate, the incident will be discussed with the child.

	• The Headteacher or Deputy will contact parents immediately to report the incident and arrange a meeting later that day/the following morning. • A decision about consequences will be made by SLT in conjunction with parents.
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BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: -Racial -Faith-based -Gendered (sexist) -Homophobic/biphobic -Transphobic -Disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our trust's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found here: [Anti bullying policy.pdf](#)

IMPOSITIONS

If a child needs to catch up or payback time lost in learning, then a simple imposition is enforced by the class teacher. Unfinished work could be sent home, with an accompanying note, and must be completed that evening, and returned the following morning. The parent can see that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult.

PERSISTENT OR SERIOUS BEHAVIOUR

Persistent behaviour will be logged on CPOMS. Individual children will be discussed with the SENDCo and an Individual Behaviour Plan (IBP) could be created, if needed. With any serious behaviour incidents parents will be informed on the same day. (Any extreme unacceptable behaviour must be reported to a member of the SLT immediately). Children involved in serious incidents will not return to class immediately but will be separated and

taken to the Headteacher or Deputy Headteacher. After discussion with staff a decision will be made by the member of SLT whether or not the child should return to class. The Headteacher or Deputy Headteacher will contact parents immediately to report the incident and arrange a meeting later that day or the following morning.

BEHAVIOUR MEETINGS

When a child has three incidents the class teacher will discuss the child with the SLT. If appropriate, parents will then be invited into school to discuss their child's behaviour. If this behaviour continues then parents will be called to have a second meeting with SLT. If behaviour does not improve, then parents will be contacted by the Headteacher to discuss next steps and a Weekly Monitoring Card may be put in place.

LUNCHTIMES

At lunchtimes we aim to provide a range of activities to engage children in positive play with their peers, both inside and outside. This includes the play equipment and structured games which are led at lunchtime by staff and Sports Leaders, with the focus on co-operative play, good communication and teamwork. The behaviour 'Stages' will be used to deal with any unacceptable behaviour. School 'Buddies' are also on duty during lunchtime to help children resolve issues. They seek adult support when necessary and report issues to class teachers. A member of the SLT must be informed of any extreme behaviour incidents. Any individuals causing concern will be discussed with the Headteacher.

BEHAVIOUR OUTSIDE SCHOOL PREMISES

Headteachers have a specific statutory power to discipline children for poor behaviour outside of school premises. This is particularly pertinent with regard to bullying (either cyber or face-to-face) which may take place on public transport, outside the local shops, online, in the town or local neighbourhoods. When bullying (or other misbehaviour) outside school is reported to staff, it will be investigated and acted upon and the appropriate sanction imposed.

SPECIAL EDUCATIONAL NEEDS

When a child is on the SEND register for specific social, emotional or behavioural difficulties, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may be given an 'Individual Behaviour Plan' (IBP) which is agreed between the pupil, staff and parents. IBP's will be overseen by the SEND Co and monitored through the year.

FIXED TERM SUSPENSION AND PERMANENT EXCLUSIONS

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a child suspension. Only the Headteacher has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes or suspends a child, parents are informed as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and explains how to do so through the letter of suspension or exclusion. The Headteacher informs the Local Authority (LA) and the Governing Body about any fixed term suspension or permanent exclusions. See 'Suspension and Exclusion Policy' for further information.

RECORDING, MONITORING AND EVALUATING BEHAVIOUR

Every child's positive behaviour is recognised on 'Class Dojo'. Repeated unacceptable behaviour will be recorded on CPOMs. Some children may also have a Home/school

book or a Weekly Report Card. CPOMs behaviour files will be monitored regularly by the SLT responsible for positive behaviour and any concerns discussed with the Headteacher and support programmes put in place when necessary. The Senior Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents. This policy will be reviewed regularly, with opportunities for consultation with staff, pupils and parents.

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding policies for more information.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

CONFISCATION AND SEARCHING

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation - Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil - Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of SLT will tell the parents/carers as soon as is reasonably practicable:

OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour: Could have repercussions for the orderly running of the school Poses a threat to another pupil Could adversely affect the reputation of the school Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

ONLINE MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our child protection and safeguarding policy for more information.

MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation

may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection for more information on responding to allegations of abuse against staff or other pupils.

SERIOUS SANCTIONS

As part of our response to recurring and/or serious incidents, pupils may spend part of their lunchtime with a senior leader to discuss and reflect upon their behaviour.

REMOVAL FROM CLASSROOMS IN RESPONSE TO SERIOUS OR PERSISTENT BREACHES OF THIS POLICY

The Leadership Team may deem it appropriate to remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) at times. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any

preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Measures could include:

- Training for staff in understanding conditions such as autism and ADHD
- Carefully thought-out seating plans
- Planning teaching so that it meets individual needs
- Short, planned movement breaks
- Adjusting uniform requirements
- Use of sensory spaces and resources where pupils can be supported to regulate their emotions during sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

CONSIDERING WHETHER A PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

PUPILS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

PUPIL TRANSITION

Inducting incoming pupils The school will support incoming pupils to meet behaviour standards. Preparing outgoing pupils for transition to ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

MONITORING ARRANGEMENTS

Monitoring and evaluating behaviour The school will collect data on the following:
Behavioural incidents, including removal from the classroom Attendance, permanent exclusions and suspensions Use of pupil support units, off-site directions and managed moves Incidents of searching and confiscation Perceptions and experiences of the school behaviour culture for staff, pupils, governors, other stakeholders (via anonymous surveys)
The data will be analysed every week by the Senior Leadership Team. The data will be analysed from a variety of perspectives including:
At school level By age group At the level of individual members of staff By time of day/week/term By protected characteristic
The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

MONITORING AND REVIEW

This policy will be reviewed by the senior leadership team on an annual basis; where changes are made these will be communicated to all members of staff an relevant stakeholders.

This policy links to the following policies:

Anti-Bullying Policy

Child protection and safeguarding policies

Racial Harassment

Online Safety

The next scheduled date for review is September 2027.