

# ST MARY MAGDALENE CE PRIMARY SCHOOL

## Agreed Whole School Policy

### Single Equalities Policy



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Filename:                      #SMMS Single Equalities

Signed .....

Name ..... Date .....

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

## St Mary Magdalene CE Primary School Single Equalities Policy

### Vision Statement

**Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.**

**'I can do all things through Christ who strengthens me,' Philippians 4: 13.**

### 1. INTRODUCTION

At St Mary Magdalene Primary School we are committed to inclusion and equality, the fulfilment of potential and celebrating our differences. We consider these to be important values. As a Church school we aim to cultivate a culture based on love, compassion, tolerance, giving and generosity. The Single Equality Policy is a significant part of our culture here. This policy forms part of our Single Equality Scheme which also includes a Self Evaluation Framework from which resulting actions will be incorporated into the School Improvement Plan.

This Single Equality Policy sets out the school's generic approach to the Single Equality Duty (as set out by the Equality and Human Rights Commission) to secure equality with regard to race, disability, gender (including transgender), age, sexual orientation, and religion/belief. In setting out the school's responses to these duties, this policy also indirectly reflects many of the school's approaches to the promotion of Community Cohesion. Section 5 of this policy ("The school's approach to promoting equality for all") pulls together the duties for race, disability and gender and presents them in a generic way.

St Mary Magdalene CE Primary School aims to create an ethos based upon mutual respect and the celebration of difference that is friendly and caring, where individual effort and achievement is valued, and where everybody is made to feel part of the community. We want our children to grow in confidence and develop a sense of self-discipline and self-esteem within a secure and stimulating environment; where there is respect for each other for the school and the local community; and for the world in which we live.

St Mary Magdalene CE Primary School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, transgender, age, sexual orientation and religion/belief. This is in line with the 1976 Race Relations Act and the Disability Discrimination Act of 2006 and covers both direct and indirect discrimination.

Our over-riding consideration is to:

- celebrate the cultural diversity of our community and show respect for all minority groups
- provide a supportive, inclusive and empowering learning community for all pupils and adults.

The school recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential, including:

- Boys and girls, men and women and transgender
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked After Children and their carers
- Children with poor records of attendance at school
- Young offenders
- Young carers
- Children at risk from significant harm
- Children living with "vulnerable" adults

In our school, regular and systematic monitoring and evaluation of the attainment and achievement of vulnerable groups and individuals enables us to highlight areas where additional intervention may be needed.

This policy, and the process of self evaluation which informs the resultant action plan is the responsibility of:

- Headteacher
- all governors
- all staff

and its effectiveness is regularly evaluated by:

- Headteacher
- Chair of Governors

## 2. THE LEGAL DUTIES

This document is written with very close reference to three key documents:

“Developing Equality Schemes to meet the three existing duties”: Equalities and Human Rights Commission (2009)

“Developing a Single Equality Policy for your school”: Centre for Studies in Inclusive Education (2010)

It is also written in compliance with the following legal frameworks:

- The Race Relations Act 1976 (amended 2000)
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified by UK in 1969)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the Child (ratified by UK in 1991)
- The Special Educational Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of The United Nations Convention on the Rights of Persons with Disabilities (ratified by UK in 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK in 1986)
  - The Equality Act 2010

## 3. THE SCHOOL CONTEXT

a) Significant features of the social, cultural, linguistic, religious, disability diversity of pupils, staff and governors can be accessed in the SEF section 1.

b) Reasonable adjustments will be made by our school to ensure that the equal opportunity of pupils, staff and governors is ensured with regard to race, disability or special educational need, (trans)gender, age, sexual orientation and religion/belief as required.

c) Staff turnover, pupil mobility and upward or downward trends in relation to % of staff, pupils and

governors from different racial groups, with a disability or special educational need, from each gender, (or who fall into groups for whom the school needs to give consideration to age, sexual orientation and religion/belief) will be considered as necessary.

d) Attainment and progress of pupils who would identify themselves (or, in terms of special educational need, be identified) as belonging to different groups according to race, disability or special educational need, gender, age, sexual orientation and religion/belief is neither better nor worse than that of the school population as a whole.

e) Examples of how we seek the views of all our school community, and the wider community, including in relation to equality issues, are as follows:

- Parent/pupil questionnaires
- Data collection forms

f) Some examples (not a definitive list) of how we seek to address equality issues in our school and improve the access and experience of all equality groups, are as follows:

- Collective Worship linked to our Core Values
- PSHE
- Circle time
- Anti-bullying week and assemblies
- International themes in the curriculum
- School Council
- Extended writing opportunities linked to current affairs
- Film-making and role-play
- Healthy Schools Award Process

#### 4. RATIONALE

At St Mary Magdalene CE Primary School, we recognise that there are some core inclusive values that underpin this Single Equality Policy and ensure respect for all. These are:

- **Fairness:** no school policy or procedure will unfairly advantage or disadvantage any member of the school community
- **Trust:** we begin with the premise that all members of the school community will behave with good intent towards each other
- **Participation:** no member of our school community will be barred in any way from participating in any school activity which could be reasonably expected to be open to all. For those school activities where it would be common practice to be chosen or elected, (ie representation at a meeting, on a committee, on the school council or on the Governing Body) we will be able to demonstrate that the selection process was fair and transparent (see below)
- **Consultation and negotiation:** Representatives of different stakeholder groups within the school community (i.e. pupils, staff, parents, governors) and of all seven identified diversity groups covered by this policy (race, disability, (trans)gender, age, sexual orientation and religion/belief) will be consulted over major policy decisions being taken by the school. The school will make an “equality impact assessment” in relation to any major policy decision. In some situations, where it is reasonable to predict that the ultimate decision will have a significant impact upon the experience in school of different stakeholders, including those within the seven identified groups, the school recognises that it will be appropriate to negotiate, rather than consult
- **Collaboration:** we will work together as a team in which every member has a view and a voice which is worthy of consideration
- **Transparency:** the reasoning behind decisions made in our school will be open and subject to scrutiny. We strive to build, within our school, our locality and the partnerships with which we are involved, a strong and cohesive community, which prepares young people for adult life in:
  - a diverse, inclusive society
  - a welcoming community that fosters positive relationships and values diversity as a rich learning

resource

- a barrier-free community founded upon a joint sense of belonging

We strive to nurture in our pupils and staff the personal qualities which we consider essential in a member of a Christian school community and in a citizen of the wider community and society which values equality and respect for all:

- thoughtfulness
- honesty
- integrity
- caring
- kindness
- responsibility
- humility.

Every member of our school community will be challenged and held to account for upholding the rationale of this Single Equality Policy. We recognise that individual members of staff, governors, parents or pupils may have different views on a number of equality issues. Our main priority is not to demand that anyone changes their views but that, as a school, we clearly describe what the school considers acceptable/unacceptable and how everyone is expected to behave in school. No matter what individual people's views might be, our first priority is to ensure that the school complies with every aspect of equality legislation and the duty to promote community cohesion. Our staff code of conduct supports this stance.

## 5. THE SCHOOL'S APPROACH TO PROMOTING EQUALITY FOR ALL

Our school works in the following ways to secure equality and respect for all (these principles apply to all seven equality duties)

**a) Current policy and practice in the school shows commitment to meeting the duty to promote race, disability, religion/belief, gender, transgender, age, sexuality equality for pupils, staff and parents.**

**Our school addresses this by:**

- Ensuring that our mission statement, aims and core values relate to every member of our school community.
- Ensuring that we regularly evaluate the impact of all school policies (particularly admissions and attendance, behaviour, collective worship, target-setting, teaching and learning, SEN and performance management) on the equality groups as identified in this policy and take action to improve our policy and practice where necessary, through having specific actions on the school improvement plan.
- Ensuring that, wherever possible, the equality groups as identified in this policy are reflected in the language and images of all publications (including the school handbook, publicity to promote school events, website).
- Ensuring that the school's policy on school uniform makes reasonable allowances for expressions of identity and ease of use for pupils who are disabled ("reasonable allowances" to be limited by the extent to which adaptation of the school uniform might be used to represent an affiliation to a group or belief which might not be in keeping with the other key principles laid out in this policy.)
- Ensuring that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays
- Ensuring that the school has clear, commonly understood processes for challenging inappropriate racist/homophobic language or behaviour and/or prejudice
- Ensuring that equality values are represented in the every day language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the

participation and engagement of parents with regard to their child's development and in other aspects of school life

- Ensuring that the school adopts a proactive approach to moving beyond non-discrimination by advancing equality.

**b) The school can clearly demonstrate how it assesses the impact on equalities of its current policies and practices on sexuality, age, race, religion/belief, disability and (trans) gender equality for pupils, staff and parents.**

**The school addresses this by:**

- Ensuring that the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour towards the equality groups as identified in this policy
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy
- Undertaking Equality Impact Statements to assess impact of current policies

**c) The school has secure arrangements for ensuring equality of opportunity with regard to the recruitment, development and retention of employees.**

**The school addresses this by:**

- Ensuring that, whilst adhering to equalities law and fair recruitment practice, every attempt is made to achieve diversity in the workforce and governing body which is representative of that within the school, the local community and the wider community.
- Ensuring that all aspects of employment, including recruitment, disciplinary issues, complaints, equality of pay allocation of responsibilities, professional development and opportunities for all staff to progress are monitored to ensure that equality is upheld as a central consideration when judgments and decisions are made.
- Ensuring that all staff are aware of this Single Equality policy and wider equality issues through staff training and professional development and that this is an essential element of the induction training for all staff.

**d) The school can demonstrate equality with regard to the educational opportunities available to the pupils in the specified groups.**

**Our school addresses this by:**

- Ensuring that there are opportunities for different viewpoints to be expressed and voices to be heard
- Ensuring that, where possible and appropriate and without contrivance or artificiality, curriculum themes and content reflect the rights and interests of the equality groups as identified in this policy and promote greater tolerance towards them, across a breadth of curriculum which is wider than planned direct teaching within RE, PSHE and citizenship
- Ensuring that the curriculum offers opportunities for all pupils to learn about the history of inequality and oppression in relation to the equality groups as identified in this policy
- Ensuring that all of the equality groups as identified in this policy have the same opportunity to access educational visits and other school trips as any other pupil in the school
- Ensuring that all pupils can participate equally in all aspects of school life, including extended school activities
- Ensuring that school events or activities, including those arising from the extended school offer, celebrate diversity
- Ensuring that parents are aware that they can withdraw their child from certain activities e.g. visit to church if taking part would be against their religion/belief

**e) The school can demonstrate equality of opportunity with regard to the achievements of pupils in the specified groups.**

**Our school addresses this by:**

- Ensuring that the school has processes for monitoring and evaluating the attainment and progress of

all pupils and the comparative attainment and achievement of pupils in the equality groups identified in this policy. Thereafter ensuring, where there are discrepancies, that appropriate intervention is put into place which will narrow the gap between the attainment and achievement of all pupils and of those pupils from the equality groups identified within this policy, where these are lower and need to be addressed

**f) The school can demonstrate equality with regard to attendance, exclusion and anti-bullying.**

**Our school addresses this by:**

- Ensuring it has effective attendance, behaviour and anti-bullying policies which are applied equally to all groups and do not disadvantage any member of our school community
- Ensuring that the school has processes for avoiding the exclusion of any pupil and that these processes are equally applied to and equally effective for pupils in the equality groups identified in this policy
- Ensuring that the school can clearly demonstrate the steps it takes to eliminate harassment and bullying of pupils or staff in the equality groups identified in this policy
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy

**g) The school's links with local organisations and community groups represent its commitment to raising the awareness of its pupils, staff and parents with regard to the equality groups identified in this policy by:**

- Ensuring that the school has links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality
- Ensuring that the school does not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy

**h) With specific regard to disability equality:**

- Ensure that the school recognises the “social model” of disability - that a person who has an impairment may become disabled if reasonable adjustments are not provided in relation to that impairment (and is therefore a “disabled person”) – over and above the “medical model” – that a person is disabled by physical or mental impairments (and is therefore a “person with disabilities”).
- With particular regard to disability: ensure that reasonable adjustments are considered in order to include all disabled young people living within the school's locality.

## **6 a) RACE EQUALITY**

This section of the policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

## 6 b) DISABILITY

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

### Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## 6 c) GENDER EQUALITY

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between girls and boys and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## 6 d) SEXUAL ORIENTATION

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

### **THE EMPLOYMENT EQUALITY (SEXUAL ORIENTATION) REGULATIONS 2003**

Teachers and other school staff are protected under the [Employment Equality Regulations](#) and cannot be discriminated against on grounds of their sexual orientation or perceived sexual orientation.

### **EDUCATION AND INSPECTIONS ACT 2006**

Teachers have a legal duty to ensure homophobic bullying is dealt with in schools. Under the [Education and Inspections Act](#) 2006 Headteachers with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others and self discipline amongst pupils and to prevent all forms of bullying.

### **SINGLE EQUALITY ACT 2010 AND PUBLIC DUTY**

The [Single Equality Act](#) and the [Public Duty](#) will mean that schools and other public bodies have to be more proactive and to go beyond non-discrimination by advancing equality.

## 6 e) COMMUNITY COHESION

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Our community cohesion policy is available to read separately.

## 7. ROLES AND RESPONSIBILITIES

### **The role of governors**

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender, disability, transgender, age, sexual orientation and religion/belief.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, transgender, age, sexual orientation and religion/belief.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender, disability, transgender, age, sexual orientation and religion/belief.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, disability, transgender, age, sexual orientation and religion/belief.

### **The role of the Head Teacher (or senior leader responsible for Equalities)**

It is the Head Teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so

It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations

The Head Teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities

The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life

The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist/homophobic incidents, with due seriousness

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan

All staff will strive to provide material that gives positive images based on race, gender, disability, transgender, age, sexual orientation and religion/belief and challenges stereotypical images

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **8. TACKLING DISCRIMINATION**

Harassment on account of race, gender, disability, transgender, age, sexual orientation or religion/belief is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, (trans) gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti and cyberbullying.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender, transgender, age or religion/belief.

- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats-in person, in text, electronically or via third party.

Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation, transgender, age or religion/belief.

- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion or dress;

Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation, transgender, age or religion/belief.

## 9. MONITORING, REVIEWING AND ASSESSING IMPACT

- The Single Equality Scheme will be reviewed on a three year basis
- Our school will judge the effectiveness of this Equality Scheme by:
  - using the Single Equality Scheme Self Evaluation Framework,
  - by evaluating progress towards equality targets as specified on the School Improvement Plan (and their impact)
  - by canvassing the views of the stakeholders listed above (perhaps through questionnaires or focus groups)
- The leadership team and governors will decide how this is to be evaluated and how the results will be used to improve the policy and its implementation. Evidence of impact will include :
  - Comparative attainment and overall progress of pupils in the equality groups identified in this policy
  - Pupils' learning and awareness of equality issues and how they demonstrate these, so they are well prepared for adult life in a diverse and inclusive society
  - Feedback from parents, staff and other community users on the culture of equality within the school

## 10. ACTION PLANNING

Our school recognises that it is a legal requirement to develop specific targets for each of the equality duties. These will be incorporated but clearly identified in the School Improvement Plan.

## 11. PREVENTING AND DEALING EFFECTIVELY WITH BULLYING AND HARASSMENT

St Mary Magdalene CE Primary School recognises that the groups covered in this policy may be more vulnerable to bullying and harassment and all acts of reported bullying are acted upon swiftly, recorded and reported to parents (whenever this is identified as advantageous or necessary). They are analysed with a view to monitoring vulnerable groups and incidents of racism are reported to the Local Authority.

Where the behaviour of a child is cause for concern, an intensive support plan (ISP) is created alongside the classteacher, a member of the Leadership Team and parents. Outside agencies are involved when this is considered advantageous. This ensures progress towards appropriate behaviour targets and exists to support pupils who may be at risk of exclusion. Members of the Leadership Team act as behaviour mentors for children who need more structured support.

Our approach to behaviour management is based on strong relationships built on trust and mutual respect. This helps us to protect the most vulnerable whilst supporting and enabling all children to develop positive behaviour patterns. Expectations around behaviour and conduct are built into home school agreements, staff code of conduct, school and class rules, the behaviour policy and the anti-bullying policy. Assemblies, staff meetings, INSET, parent teacher meetings, pupil conferencing and curriculum time such as Circle Time and drama sessions will also be used to support good behaviour and equality of opportunity. A weekly 'Praise and Share' assembly is used to celebrate good work and positive behaviour and conduct. From time to time a member of the Leadership Team may have to contact a parent and request a meeting to discuss their child's behaviour. All attempts will be made to avoid formal exclusion. The school is supported in these processes by a well established 'Behaviour Ladder' system, details of which can be read in the Behaviour Policy.

We recognise that occasions arise when pupils, parents or staff may feel bullied by a member of staff, a parent or a pupil. We take these situations seriously and they are dealt with through the complaints policy, disciplinary policy or the grievance policy, as appropriate. Our Anti bullying policy contains a contract of respect which a member of the Leadership Team will complete with children who feel they are being bullied (see Anti bullying policy).