Behaviour and Anti-Bullying Policy for Laurus Trust Primaries

Written by: Lisa Woolley

Last reviewed: September 2024

Next review by: September 2025

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

➤ **Behaviour, rewards and routines Policy**
➤ **Anti-Bullying Policy**

All Laurus Trust Primaries are committed to the UNC Rights of the Child; we promote the values of respect, dignity, empathy and non-discrimination (Article 2) resulting in an environment where our children's self-esteem and wellbeing is prioritised and nurtured.

Our schools give every child the language and understanding to express themselves and to challenge the way that they are treated with their rights in mind, becoming positive, responsible and increasingly independent members of the school and wider community.

Policy Aims

- To provide an inclusive framework that is supported and followed by all members of each Laurus Primary School community
- To foster a caring atmosphere in which teaching and learning can take place in a safe and happy environment
- To reinforce and teach appropriate behaviour, how to manage emotions and respond to negative behaviour consistently
- To resolve behavioural problems as they occur with the expectation of achieving an improvement in behaviour
- To comply with Equality legislation regarding racist incidents and to ensure there is no discrimination against any individual or group as a result of their race, sex, sexual orientation, religion special educational need, or any of the protected characteristics under the Equality Act 2010.
- To communicate how we promote pro social behaviour and respond to any allegations of bullying in Laurus Primary Schools

Responsibilities

It is the responsibility of all individual staff members to be proactive in the delivery of this policy. It is the responsibility of the designated member of the Leadership Team/ Behaviour Lead or equivalent in each school to review this policy in practice and any other 'behaviour' related documents.

The Behaviour Lead also has a responsibility to share best practice and to provide support for all stakeholders as required. The Behaviour Lead will ensure that every member of staff is aware of current legislation regarding behaviour management. They will also ensure that every member of staff is aware of the procedures and practice as set out in this policy.

We have a 'Home School Agreement' (available on our school website) which sets out, in general terms, how we expect our pupils to behave and the role that parents/carers play in this. All staff and adults working in school are required to adhere to a 'Code of Conduct' which sets out how we expect adults in school to behave. Pupils, parents, staff and governors are all required to adhere to the Acceptable Use Policy for Information Technology and the School Rules that have been agreed for each setting.

Procedures

Our approach to behaviour management is based on the positive reinforcement of desirable behaviours and as such rewards are used to encourage effort both personally and academically.

House Points - Academic

Exceptional effort with the content, process and/or presentation of a piece of learning.

House Points - Social

- Gesture of politeness e.g. holding a door open, standing aside, saying 'Good Morning'
- Demonstrating kindness and/or respect
- Good behaviour when others are not making good choices and following the School Rules

All 1-3 points

Class Points

Class Points can be awarded to recognise a team effort from the class or a collective achievement. Usually this will be 1 or 2 Class Points however 3 Class Points can be given for something exceptional.

At the end of each week, the number of Class Points accrued equate to the same number of minutes 'Reward Time' achieved by a class which is taken on Friday afternoon. The children should have an input in to how this time is spent and this

may be individually / in small groups (e.g. reading, games) or something that class do as a whole group (e.g. playing rounders outside). Alternatively, when a class has accrued '5 class points', this will equate to 5 minutes extra at the start of the next playtime (taken out by the class teacher).

Other Rewards

- Stickers may be used to reward younger children for their efforts and these are worn so that the children feel proud when others ask what they have been given the sticker for
- Process praise focusing on effort, perseverance, resilience and challenging yourself
- House Points and Diamond stickers are put in books for excellent learning/effort
- A visit to the Head or Deputy to celebrate their work / behaviour
- Character certificates are awarded in a weekly celebration assembly
- Mentions on Instagram and in the weekly newsletter
- Contact with parents either in person, by phone or email to highlight excellent work and / or effort.
- Praise postcards sent home to children who have shown exceptional behaviour

Members of staff understand the need for some children to have a more personalised approach to rewards and reasonable adjustments should be made in agreement with SLT/ SENDCo..

Sanctions

1	Verbal warning	Staff member notes name out of sight of child's classmates
2	Further undesirable behaviour in the same session	Miss some or all of play time, stand with one of the teachers on duty/ stay in classroom with class teacher and name recorded in CPOMS
3	Subsequent undesirable behaviour on the same day or more than one missed play in the same week	Sent to Behaviour Lead and/or a member of the Leadership Team and parents may be informed. Recorded in CPOMS
4	More than one visit to a member of staff	Parents informed and recorded in CPOMS

Members of staff have an understanding of the need for some children to have a more personalised approach to sanctions and reasonable adjustments should be made in agreement with SLT/ SENDCo.

Unless entered into CPOMS, records are deleted at the end of each day to allow for a 'fresh' start the following day.

Exclusion Process

In some exceptional cases, an exclusion process could be put into action. An exclusion from school would follow the procedure outlined in the school's Exclusion Policy.

Actions to secure effective behaviour

- The Personal Social Health Education (PSHE) curriculum will be given priority in Laurus Primaries
- Digital Wellbeing and E-Safety
- Strong home school links will be promoted
- All staff will be proactive in securing outstanding pupil behaviour and they will be excellent role models of desirable behaviours
- Undesirable behaviour will be addressed privately between staff member and child, out of hearing range of other children and with respect at the centre of all interactions
- Rewards and sanctions will be given consistently and fairly by all staff although reasonable adjustments can be made in agreement with the SLT/ SENDCo
- Children's concerns will be listened to and acted upon when needed
- Incidents will be recorded in CPOMS
- Serious concerns must be shared with the Behaviour Lead who will ensure the Leadership Team are kept fully informed

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants (MDAs) and/or Learning Support Assistants (LSAs). The MDAs/LSAs report any behaviour incidents directly the relevant Class Teacher at the end of lunchtime so that these can be followed up appropriately.

MDAs/LSAs use an agreed procedure for dealing with incidents which includes:

- Being proactive and positive in behaviour management, listening to the children and using a restorative approach
- Reminding/ teaching children to do the right thing and follow the school rules
- Writing down the names of children who deserve special commendation for their behaviour or who persist in not making good choices so the children understand that all actions have consequences
- Giving House Points and using stickers/reward systems agreed by the Head of School to promote desired behaviour when eating e.g. good manners
- Modelling effective behaviour themselves
- Reporting all serious misdemeanours to the Behaviour Lead/or a member of the Leadership Team

We expect our children to treat others with respect. Any serious misbehaviour or repeated disobedience at lunchtime will be brought to the attention of the Behaviour Lead/ Leadership Team and will result in the loss of privileges and playtime. Parents/carers will be informed.

Parents/Carers

Parents can support by recognising that an effective Behaviour and Anti-Bullying Policy requires a strong partnership between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Care of Children

All staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

Reflections

At Laurus Primaries, Restorative approaches - such as reflection sheets, Team Teach and Stage 6 Restoration and conversations - are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Reflections may be used after an incident has taken place, to rebuild friendships and to aid in communication. See Appendix 5.

CPOMS

The following information is recorded:

- The date time and place of the incident
- The events which led up to the incident
- The incident itself
- Names and statements from witnesses
- Own words (pupils and adults)
- Action taken as a result of the investigation into the incident

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding from school. For children who need more individual behaviour management support, the following strategies can be used:

- Chunking down tasks and activities
- Visual timetables and task lists
- Removing any form of distraction or providing a more constructive distraction
- Rewarding/reinforcing good behaviour especially when the child does not expect it

- Teaching emotional literacy so feelings can be communicated more effectively
- Small attainable targets for the child in the form of an Individual Behaviour Plan
- Involving parents at an early stage
- Discussing issues with the Pastoral Manager, a Welfare Assistant, the SENDCo, V&A Leader or a member of the Leadership Team
- Seeking support from external agencies; Education Psychologist, CAMHS, Social Care

Physical Restraint

Refer to Laurus Trust Physical Intervention Policy June 2024

Bullying

The Anti-bullying Alliance (ABA) defines bullying as: *'the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.'*

The staff, parents and children of all Laurus Schools work together, to create a happy, caring and safe learning environment. In the event of a bullying allegation or observation, whether verbal, physical or indirect, this is immediately investigated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

As categorised by the ABA, bullying behaviours can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding possessions, threatening gestures, ridiculing, humiliation, intimidation, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments (including online), homo/bi/transphobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals. Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, disability, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

Bullying Directed Towards Religion, Race, Gender, Sexual Orientation, Disability or because a child is Adopted or has Caring Responsibilities.

We will not tolerate bullying against anyone because of their religion, race, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

Sexual/Sexual Orientation Bullying

Sexual bullying has an impact on all genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Child on child abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with sexual bullying include:

- Recording incidents on CPOMS
- Developing understanding of gender relations
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Exploring sexism and sexual bullying in PSHE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable
- Implementing appropriate discipline procedures as appropriate
- Relationships curriculum (a wider look at what's appropriate in relationships at an age appropriate level)

Further details about Harmful Sexual Behaviours and Child on Child Abuse can be found in Appendix 1&2 of this policy.

Bullying Pupils with Special Education Needs or Disabilities

Pupils with Special Educational Needs and/or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. We will make sure the behaviour of staff does not trigger bullying unintentionally. They should be attuned to each child's needs and preferences to avoid undue attention towards children with a SEND compared with others, and should not make comments based on pupils' appearance or perceived character. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach children experiencing bullying behaviours to say 'No' or to seek help. If the bullying is serious, we will undertake a full investigation, including a full discussion with witnesses, recording any incidents on CPOMs and contacting parents/carers. Social stories will be used to support the child's understanding of bullying during lessons and if a child is a experiencing bullying like behaviours. See appendix 4.

Bullying Off School Premises

Although we are not directly responsible for bullying off the school premises, if either the a child experiencing bullying behaviours and or the a child displaying bullying behaviours are from a Laurus Primary School and the incident is reported to a member of staff, an investigation will be carried out. Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps may be taken:

- Talk to the pupil(s) and parents/carers involved from the other school
- Talk to the Head of another school whose pupils are bullying off the school premises
- Talk to the Police about problems on the local streets
- Talk to pupils about how to avoid or handle bullying situations

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at any time of day and has a potentially bigger audience. In cases of cyber-bullying we would seek advice from external organisations such as Childnet International, Child Exploitation and Online Protection in order to resolve the issue as quickly as possible. In school, a preventative approach would be taken through our Digital Wellbeing and E-Safety curriculum as well as our PSHE curriculum which includes discrete anti-bullying and safety sessions. Regular updates will be shared via the school website and weekly newsletter.

Strategy for Dealing with Bullying

Prevention is the best strategy for dealing with bullying. Laurus Primary Schools are members of the Anti-bullying Alliance and are embarking on a journey to become United Against Bullying (UAB). The anti-bullying programme supports schools to reduce bullying and improve the wellbeing of children, focusing on those most at risk, including those with protected characteristics.

The programme has a strong focus on equalities and we believe it's vital that everyone participating in the programme starts with the same values in mind.

1. **Challenge**
    Challenge your assumptions and be aware of bias.
2. **Be open minded**
    Listen to new ideas and learn from others.
3. **Collaborate**
    Involve everyone in the school community and support each other. It must be a team effort.
4. **Share**
    Be willing to share your successes and challenges to help us all unite against bullying.
5. **Invest the time**
    Change doesn't happen overnight. Invest the time, learn from every experience and continually self-reflect.

In all year groups we talk to the children about differences in lessons and through dedicated events, projects and assemblies. Emphasis is placed on the 'right way to behave' from the moment children start in Early Years, including using the key characteristics to embed desired behaviours (kindness, bravery, citizenship, curiosity, gratitude and integrity). Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to younger pupils.

Investigating Bullying

In response to an allegation of bullying, the Anti-Bullying Alliance procedure set out below will be followed, with staff making a full investigation, keeping detailed records on CPOMs and applying sanctions/consequences as needed. Governors would be informed at termly Local Governing Body Academy Committee meetings.

Staff members observe children carefully both in school and in the playground, and understand that any concerns, or reports of bullying, must be recorded and passed to the DSL or Deputy DSLs for investigation immediately. This will be dealt with on a case by case basis. The Anti-Bullying Lead for the school will continue to work on restorative justice. It is just as important that all children involved in the bullying incident understand their actions and how it has affected others (this will be dealt with on a case by case basis). All staff have received training about bullying within the last year, and will receive refresher training every subsequent year. Our staff are

trained to understand and implement ABA's definition of bullying, and can recognise the difference between bullying and relational conflicts. Staff will follow a script recommended by the ABA so that there is consistency in how each case is dealt with. See Appendix 3.
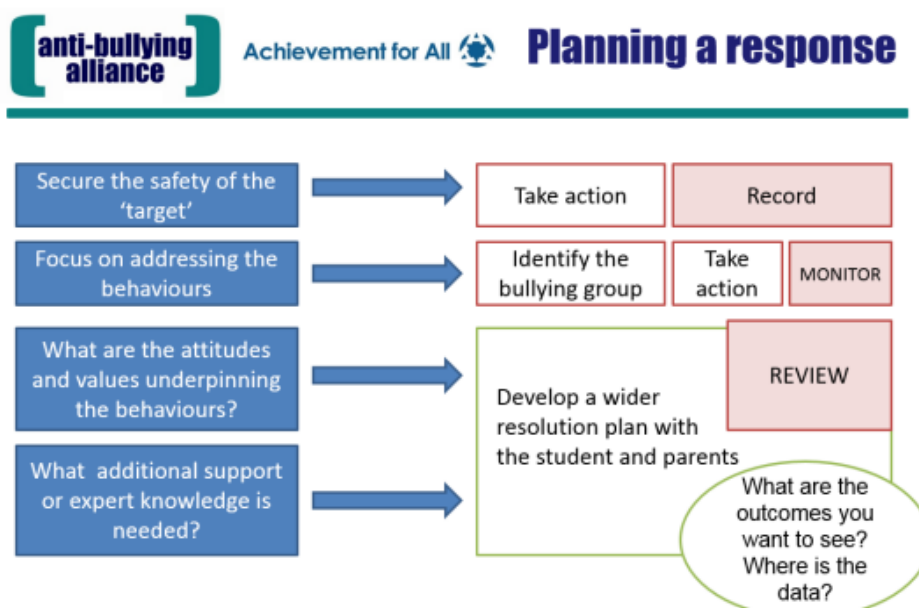
Reporting and Recording Bullying in School. https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf

Reporting

Everyone in our community has a responsibility to report bullying and help to create an ethos which encourages children and adults to disclose incidents of bullying. The children are aware that they can tell an adult (parent, carer, close family member, teacher, Learning Support Assistant, Midday Assistant) or write a note for the feelings box, which is checked daily by class teachers. We also invite the NSPCC in to school or via Teams every year to deliver a staying safe assembly, which explains the importance of telling an adult if something is wrong, or alternatively calling Childline for support if there's no-one you feel comfortable to talk to.

Parents are also encouraged to report incidents of bullying and may do this by approaching their class teacher, the school office, Head of School or DSL. Contact can be made in person, by email or over the phone (contact details on website).

All reported incidents of bullying will be investigated on the same day, wherever possible. Every allegation is recorded using CPOMs which enables the investigator to record whether each element of the definition has or has not been met, in order to decide whether the allegation is founded or unfounded. Parents and children are always involved in these investigations and, where appropriate, will be consulted as to their opinion on the best way to deal with what's happened.

As Rights Respecting Schools, the voice of every child is always heard, including witnesses, and wherever possible children are asked to write down their account. There are some cases where children are unfairly accused by other children and therefore it is especially important to understand all sides.

Appendix 1

Harmful Sexual Behaviours

"Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards" (NSPCC 2016)

This may include:

Sexual Harassment –creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or 'youth produced sexual imagery'.

Sexual Abuse – "forcing or enticing a child or young person to take part in sexual activities" this includes touching someone's bottom/breasts/genitalia without consent

Sexual Violence – rape & assault

HSB includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- CSE (Child Sexual Exploitation)

As a Trust we take a zero-tolerance stance towards any form of bullying, this includes Harmful Sexual Behaviour.

We will take immediate action on any report of HSB. This can include:

- Sanctions within school
- Discussions with parents/carers
- Discussions with the pupils involved
- Restorative approaches
- Referral to support services (and following advice given)
- Referral to the Police (and following directives given)
- Referral to Social Care and/or Local Authority Safeguarding Team

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded.

As a Trust we will always ensure that the victim is fully supported.

Education

We deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour feature within this. We cover a variety of topics specific to each year group and these include but are not limited to:

- Friendship
- Diversity
- Peer Pressure
- Online safety
- Sexual Orientation/Sexuality
- Relationships
- Bullying
- Abuse
- Consent
- Positive relationships

Trust staff responsibility

- All staff recognise that any potentially HSBs are not acceptable and should be challenged

- This includes behaviour we see in school or is reported to us

- If we hear of these behaviours we will **challenge** and **report**

- Staff will follow the guidance as they would for any safeguarding disclosure from a pupil

- We will be **role models** for the pupils by demonstrating respectful behaviour and use of language

References

Alliance, A.-B. (2022, October 10). *Reporting and Recording Bullying in School.* Retrieved from Anti-Bullying Alliance: https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf

Appendix 2

Child on Child Abuse

Children can abuse other children (often referred to as peer on peer abuse, peer

relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting', which is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim
- Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child on child abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "probably didn't mean anything by it", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

We ensure that we apply the same thresholds. In our school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a Relationships and Sex education (RSE) syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe online
- Having robust monitoring and filtering systems in place as outlined in our e-safety policy
- Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work to those pupils identified as being at risk
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021: Sexual violence and sexual harassment between children in schools and colleges. Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS): Sharing nudes and semi-nudes: advice for education settings.
- DSL's are familiar with and follow the relevant local policies and procedures to help them to recognise and respond to harmful behaviours and/or underage sexual activity when dealing with children under 13. The *Stop It Now* sexual behaviour resource is used to identify when a child or young person's sexual behaviour is a cause for concern in relation to their development

Appendix 3

Investigation Script:

What happened?

Exactly where and when did the bullying take place?

Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time? (If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time? (If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation… especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as "bullying", and failed to report it)

Do you know the names of the people involved? (Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place? (This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered.

Can you remember exactly what happened or what was said?

What happened next?

Has this happened before?

How did it make you feel?

What would you like to happen now? This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.

Appendix 4

SEND Social Story

Bullying is when someone = means to hurt or upset you on purpose

Bullying is NOT when its an accident and they say sorry

Bullying is when it keeps on

happening

Bullying is NOT when it only happens once -no matter how bad it is

Bullying is when you cannot get the hurt to stop
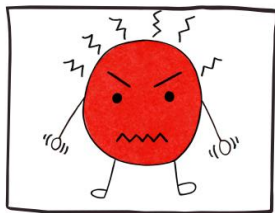
Bullying is NOT when someone stops and says sorry

Name: Class:

EYFS & KS1 Reflect and Reset

Depending on the individual child, either the adult or child may scribe or draw.

What happened?

How were you feeling?
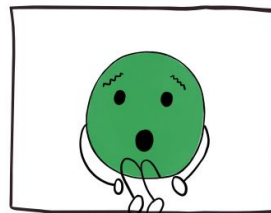
Angry	Confused	Scared	Annoyed
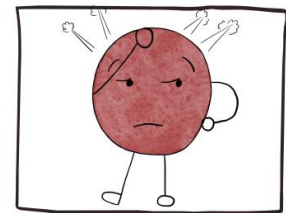
What was the impact of your choice??
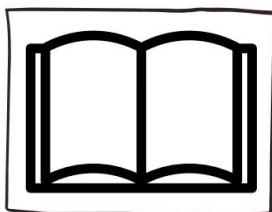
I stopped myself from learning   I stopped others from learning   I feel sad   I have made others feel sad
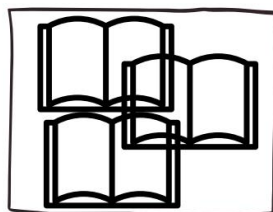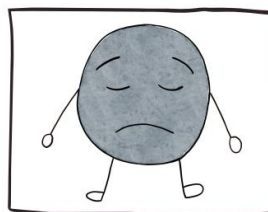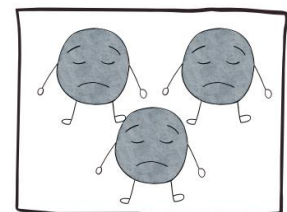
What should we do to put things right?
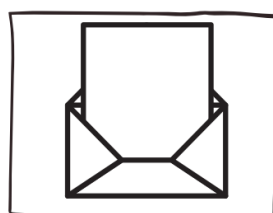
Say Sorry   Write a sorry letter   Complete my work   I have an idea
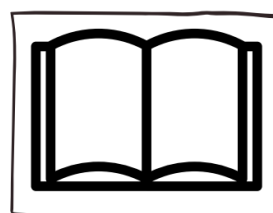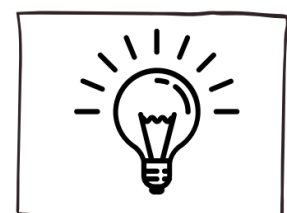
Reflect and Reset UKS2

1) What happened?

_____
_____
_____
_____
_____
_____

2) What were you thinking and feeling at the time?

_____
_____
_____
_____

3) How did my actions affect others?

_____
_____
_____

4) What have your thoughts been since the incident?

5) What would you like to see happen to put things right?

18

Blob Tree: How do you feel now?
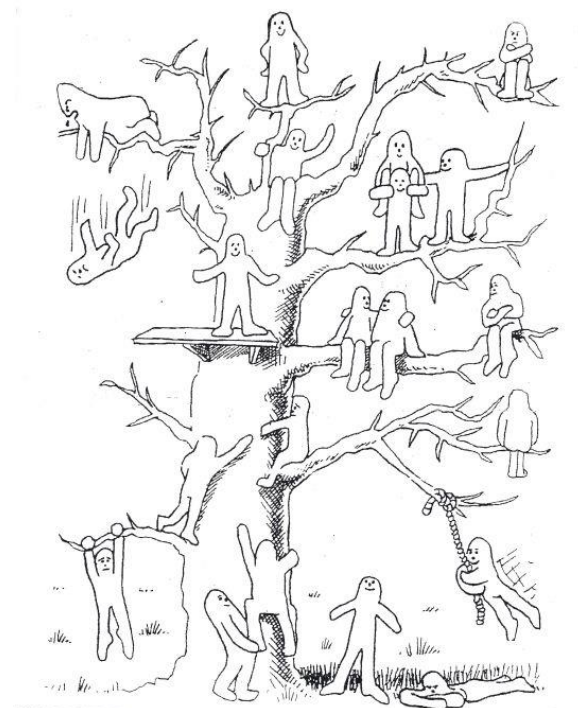
Equality Impact Statement

Names and titles of people involved with this assessment **Title of Policy – Behaviour and Anti-Bullying Policy**	**Dr M Sackville-Ford** **Trust Director of Inclusion**
Impact assessment carried out with regard to identified characteristics	Race [x] Disability [x] Sex [x] Age [x] Religious belief [x] Sexual orientation [x] Gender Reassignment [x]
Summary of any issues/proposed changes	**N/A**
Date	**September 2024**
Date of next review	**September 2025**