

Greenacres Primary Academy

Behaviour Policy

2026-2027



Updated October 2026

Academy Vision

At Greenacres Primary Academy, we believe that learning should be engaging, purposeful and challenging. Through our effective and balanced curriculum, we support and nurture all children, enabling them to develop into confident, independent learners who are hardworking, respectful of others around them and proud of their achievements.

Aims of this policy

Our aim is to promote a working relationship between pupils, staff and parents, so that positive attitudes to standards of behaviour and discipline are reinforced both in the Academy and at home.

This policy reflects the South Pennine Academies Behaviour Principles statement, ensuring that policy and practice in the Academy is aligned to South Pennine Academies vision and the principles laid out are incorporated fully. The policy incorporates the DFE guidance documents 'Behaviour in Schools' February 2024, 'Searching, screening and confiscation' January 2018 and 'Exclusion from maintained schools, academies and pupil referral units' September 2017 and 'Use of reasonable force in schools' July 2013.

Academy Values

At Greenacres, we teach children to have 'Respect, Responsibility and Really Good Manners'. We also teach the children our 15 Fantastics, which are used as a common language to refer to expected behaviour by all staff and pupils. We ensure everyone applies our values to every aspect of Academy life. We do this by following the Academy rules.

Academy Rules – 'The GPA Way'

Good behaviour (Respect, Responsibility and Really Good Manners) means that everyone in the Academy will be:

- careful and kind
- polite and friendly
- helpful to each other
- calm and hardworking
- respectful of people and property

These expectations of behaviour with clearly taught sets of instructions apply to every area of the Academy. They are explained, encouraged, modelled and taught in all

activities. Our behaviour expectations are displayed around the Academy as 'The 15 Fantastics'.

In addition to these academy rules there may be rules related to a particular subject or area of the academy which are primarily designed for safety. Rules related to a specific area of the academy will be displayed in that area.

Whole school routines and expectations support pupils in meeting the behaviour expectations e.g. Silent signal (Hands, Posture, Eyes) and 'Fantastic Walking' quietly on corridors.

The teaching and reinforcement of the Academy Expectations (routines and systems) is the responsibility of every member of staff

Behaviour for learning

At Greenacres we believe that when children behave positively, they will achieve the best outcomes. All adults in school are committed to supporting children to have excellent behaviour and to following the school behaviour policy by:

- Modelling respectful behaviour at all times
- Praising and rewarding positive behaviour and sanctioning poor choices in line with school guidance and expectations.
- Building positive relationships with all children and their families and their wider support networks
- Creating an environment for learning with clear structures and routines
- Teachers model, guide, encourage and provide opportunities for partner and independent use of the school learning behaviours.

Encouraging Good Behaviour

Rewards or incentives enable us to celebrate children's personal, social and academic development and create a positive ethos in our Academy. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal through following the rules and being aware of their behaviour.

They include the following:

- Positive comments/private/public praise
- Stickers, badges, class prize boxes
- Class jobs/additional responsibilities
- Whole class reward systems created with the class/teacher

- House points, team point
- Weekly Celebration Assembly and certificates (Star of the Week, House Champions and GPA Way 3Rs)

House Points

Staff will reward the children who meet our behaviour and learning expectations with individual certificates and rewards in our weekly assembly. Children are additionally placed in one of four houses (Rome, Cairo, Albion, Athens) who will collectively earn points. Teams will then earn rewards each half term/ term e.g. non-uniform days.

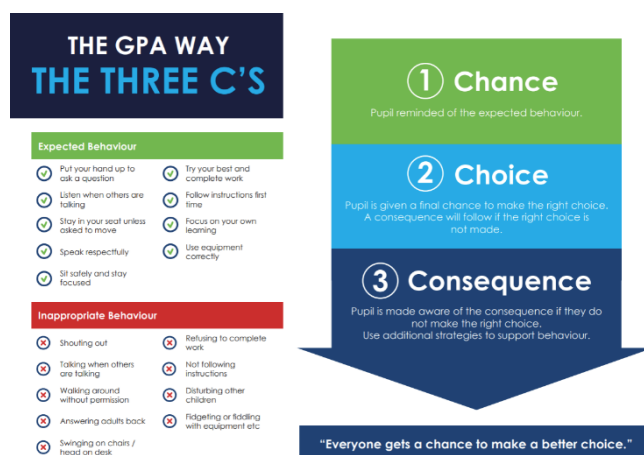
Stopping Inappropriate Behaviour

If children are seen to break the agreed behaviour expectations without incurring consequences, we give the message that the rules and instructions are unimportant. We have a clear step-up system that is fairly and consistently implemented and understood by all pupils, known as the 3Cs:

The 3Cs:

Step 1 - Chance:

A private verbal reminder, which doesn't disrupt the flow of the lesson, giving clear positive instruction of what the child needs to do. "I'm just going to give you a chance to stop talking when I am. Please remember to put your hand up". Make clear that this is a 'chance' warning. Say clearly what behaviour you can see, use language such as 'This is your chance. You need to pick your pen up and start your work and then we can continue learning/go out to play' etc.



Step 2 - Choice:

A final warning which repeats the rule that is not being followed, using the language of choice. "I'm going to give you a choice now, complete your work quietly before break or carry on talking and lose your break."

Step 3 - Consequence:

A consequence for continued inappropriate behaviour is given to the pupil. "I'd like you to stay in at lunchtime today to complete the work you didn't do this morning. This is your consequence." Lost learning time needs to be made up as soon as possible after

the time out at breaktime or lunchtime and can be sent home with the child at the end of a school day where necessary. **Lost learning time needs to be supervised by staff.**

If the inappropriate behaviour is not corrected:

Step 4 - Remove from the situation (time out and reset):

The child is asked to move seats to an individual table. Time out to this table will be for 5 mins for KS1 and 10 mins KS2.

In Early Years a time out chair/space will be used within the room. Time out time is to be used for personal reflection if needed, for discussion with staff or for work. Children return to their seat after time out and are given the opportunity to put right what went wrong and relationships between staff and child repaired. If a child returns to their seat, does not settle and follow instructions given or if the child persists in the inappropriate behaviours, lost learning time is accrued from this point, and the child may need to leave the classroom with SLT via a red hand. The class teacher should discuss the 'Time out' with the parent/carer when the child is collected at the end of the school day.

If the child needs to be removed from the room for safety reasons or serious misbehaviour, a red hand will be sent to find a member of the SLT to support with removal.

Step 5 – Red hand (extra support or intervention)

If a situation with a pupil represents a danger to themselves or others, or in response to serious misbehaviour, a member of SLT will be called by the delivery of a red hand. Red hands are found in all classrooms and spaces such as the hall, and are labelled with their location.

The SLT member will help with removing the dysregulated pupil from the room, give them time out in another space to calm down and reflect. A brief, restorative conversation may take place. After this, the pupil returns to class and is supported to begin again with a fresh start.

Removal to internal isolation (log on CPOMS)

We consider it to be a serious incident if a child refuses to move to time out or persistently refuses to follow the adult instructions as this type of behaviour leads to disruption of learning for others. We have a 'red hand' system in place where SLT are always available if required to support a child in leaving the classroom.

This will then lead to internal isolation time with SLT in attendance for a session/the rest of the day if appropriate and parents will be informed and a debrief with staff/plan put in place to diminish the possibility of disruption recurring. Reflect and repair time will take place within the internal isolation session. All lost learning time at this level needs to be made up either at breaktimes, lunchtimes and will be supervised by SLT.

If a child is involved in a serious incident e.g. involving deliberate hurting of other children/adults, continuation of bullying or willful insolence to staff in front of others, the 3Cs do not need to be used. Incidents such as these should be referred to SLT for consequence/internal isolation for the rest of the half day/day or breaktime as appropriate, parents will be informed and a debrief with staff/plan must be put in place to diminish the possibility of a recurrence. Reflect and repair will take place.

Consequences and sanctions

Consequences and sanctions at Greenacres Primary Academy have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported. All staff are trained in 'reflect and repair' strategies.

- Loss of jobs/privileges
- Jobs given as a consequence- e.g./ - cleaning up mess caused.
- 'High Supervision' play/dinnertimes (e.g. children to spend break-times with adult learning to play games safely)
- Lost learning time at break or lunchtime
- Removal of attendance at special events (e.g. trips, sports matches, training or clubs)
- Use of an informal *Stay on Track* behaviour plan, which staff and the pupil will use to record effort, attitude and positive play.
- Use of a formal *Think Again* behaviour plan (see below) to set individual behaviour targets and monitor progress. A meeting will be held with parents and SLT to negotiate targets and plan shared with parents weekly.

Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given some opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations, then a formal *Think Again* Behaviour Plan will be put in place to support the child and so prevent exclusion. Where a behavior plan is needed, school will work closely with parents/carers to prevent a possible exclusion.

- The Behaviour Plan is a way for school and home to work together
- lasts for a short amount of time, approximately 2 weeks before being reviewed
- helps a child to become aware of their behaviour and then to make the right choices or has targets set with the child and parents/carers.

When all the targets set have been achieved, the expectation is that the child will no longer need a behaviour plan and can follow school expectations.

Adaptations to the policy

This behaviour policy can be adapted as we recognise that behaviour is a form of communication, particularly for children with SEND, who may find it difficult to express emotions or needs verbally.

Reasonable adjustments such as using visual timetables, providing sensory breaks, or offering quiet spaces help children regulate their emotions and reduce behavioural incidents. Some children may need frequent reminders in place of warnings, or other specific techniques to support them in keeping on track.

Staff are trained to use personalised strategies like social stories or emotion cards to support children in understanding expectations and managing transitions.

These adaptations ensure that children with SEND are not unfairly penalised, but instead supported in a way that promotes inclusion, emotional wellbeing, and academic success.

Red hand system

In every classroom and key areas of school there is a red hand shape with the classroom/area written on it. If there is an incident where urgent assistance is required, a trustworthy child should be sent out of the class and asked to give it to the nearest member of staff who will then come to assist and alert SLT if required. Staff should not use the 'red hand' in place of the behaviour management steps. It is a way of alerting a member of staff urgently.

Harmful Sexual Behaviour

Children have the right to be protected from sexual harmful behaviour, sexual abuse and sexual exploitation.

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

Introduction

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Definition of the parties

Victim: a person who has suffered harm as the result of sexual assault, sexual violence or sexual harassment both online and face to face (both physically and verbally).

Perpetrator: a person who carries out an act of sexual assault, sexual violence or sexual harassment both online and face to face (both physically and verbally).

Alleged perpetrator: a person who has been named as being potentially responsible for carrying out an act of sexual assault, sexual violence or sexual harassment both online and face to face (both physically and verbally).

Statement of seriousness

Any report of sexual violence or sexual harassment will be taken seriously. The academy has a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. Any aspect of sexual violence or sexual harassment will not be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Such reports will initially be managed internally. However, if deemed necessary/appropriate/ incidents may/will be reported to children’s social care and/or the police.

Help and support for the victim

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. When responding to a report of sexual violence and sexual harassment, we will listen carefully to the child, reflect back using the child’s language, be non-judgemental and explain how the report will progress. The wishes of the victim in terms of how they want to proceed will be an important consideration. Within school, the victim will be supported through pastoral support e.g. learning mentor/Mental Health First Aider and, if appropriate and parental consent is gained, referral to appropriate external agencies.

Sanctions for the perpetrator

Sanctions for the perpetrator will be based on the nature and seriousness of the alleged sexual violence and sexual harassment. Sanctions can include, but are not limited to:

- those outlined in the behaviour policy (section consequences and sanctions);
- the alleged perpetrator(s) removal from any classes they share with the victim, this can include breaktimes and lunchtimes and travelling arrangements to and from school (N.B. these actions are in the best interest of all children involved and not perceived to be a judgement on the guilt of the alleged perpetrator(s);
- Reports made to the police
- fixed term/permanent exclusion

Communication with parents

All incidents of harmful sexual behaviour must be recorded on CPOMS. A member of the Senior Leadership Team will report it to the pupil's parents/carers (victim and perpetrator) and then to the Governors via the Principal's report. This information is then used to set objectives to tackle harmful sexual behaviour as required through RSHE curriculum.

Management of playtimes and lunchtime behaviour

Lunchtimes are an essential part of the school day where children enjoy eating, socializing, relaxing and playing. Children are expected to follow the same high standards of behaviour at lunchtimes as they are in the rest of the school day. Staff are expected to role model the same high standards of our agreed behaviours and the same fair consistent support for children to make positive choices.

Some children may find the unstructured aspects of lunchtime difficult, and so will access additional provision, such as lunchtime groups or eating in a smaller group with an adult. This provision will be coordinated by a member of SLT.

The 3-step approach described above will be used by all staff in school including lunchtime supervisors. If a child requires time out because they have gone beyond final warning, then time out may take the form of holding the adult's hand who is on duty (KS1) or standing (not facing) against the wall (KS2). If a child requires removal/sending off from the playground they will be sent to the hall and supervised there by a member of staff or a red hand may be sent in with a sensible child to alert SLT and provide support on the playground. All recordable behaviour incidents from lunchtimes will be recorded by the lunchtime supervisor who will pass incidents on to teachers/SLT as appropriate. They will use a combination of behaviour record logs and verbal feedback for teachers, and the midday supervisor will log more serious incidents on CPOMS to alert appropriate adults.

Persistent Inappropriate Behaviour

This may lead to a pupil being placed on the SEND register so that other agencies such as Behaviour Support can become involved. An Individual Behaviour Plan would then be devised with support from the Academy SENDCO. This would be discussed and agreed with the parent.

Malicious Accusations against staff

The Principal can temporarily or permanently exclude pupils who make malicious allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed.

Safeguarding and SEND

In line with the Academy Safeguarding Policy, staff will consider whether the behaviour of an individual gives cause to suspect that a child is suffering or likely to suffer significant harm. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Consideration will be given to multi-agency assessment where this is the case.

Pupils Conduct and Safeguarding - Outside the Academy gates

Teachers' powers include disciplining pupils for misbehaving outside of Academy premises as well as during the Academy day. It is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the academy premises "to such an extent as is reasonable". The sanctions listed above may be applied in cases of non-criminal negative behaviour which is witnessed by a staff member or reported to the Academy. This can relate to any bullying incidents occurring anywhere off the academy premises, such as on public transport, outside the local shops, or in a town or village centre. In practice, the scope of this policy in relation to behaviour outside of the academy premises would relate to any incident where the child is in recognisable academy uniform and is most likely to be when they are either on their way from or to home before/after the academy day. If we have any concerns or complaints from members of the public regarding our pupils we will inform parents, and where appropriate involve Community Support Officers.

Non-Compliance with uniform requirements

Pupils can be given consequences for breaching rules on appearance or uniform. The uniform policy clearly sets out expectations. Initially any uniform infringement will lead to parental contact to ensure future compliance with uniform rules. Parents are requested to inform the class teacher when and why uniform rules are being impinged. If a pupil comes in without wearing an academy uniform, he/she may be given a uniform to change into for the duration of the academy day.

The role of parents and care

We promote the involvement of parents in supporting positive behaviour. We do this by inviting parents to celebrate with us at weekly achievement assembly. Social Media is used positively to promote the values of our academy and share good news with parents, friends and the wider school community. The parents of children whose behaviour is of particular concern are contacted by the Academy and a meeting arranged in order to discuss and agree a strategy for improvement.

The role of Senior Leadership Team

The Senior Leadership Team (SLT) will be available throughout the day to support staff with daily teaching and to ensure that pupil behaviour reflects our positive learning

community. The designated lead for behaviour within the academy is the Vice Principal who, together with the SLT will regularly monitor behaviour within the academy, including incidences of bullying, reporting this to governors and taking strategic action where necessary.

The role of the staff

All staff at Greenacres recognise that the positive, professional relationships we build with pupils are the foundation of our work and the greatest influence in preventing inappropriate behaviour in the Academy. Our emphasis is based on developing and building trust. Pupils will learn to accept support from adults. Positive relationships can be the key intervention to prevent or de-escalate behaviour.

We aim to do this by

- Demonstrating unconditional acceptance of the pupil
- Disapproving of the behaviour BUT not the pupil
- Offering emotional support alongside education
- Understanding the sources of their difficulties, never judging their families or carers but working towards common goals and achievements for the pupil
- Being the adult and not colluding with the pupil
- Being consistent in all approaches
- Positivity far outweighing negativity, “Catching them being good”
- Providing clear boundaries of control
- Setting limits for behaviour and confidently sticking to them (all pupils need to know the difference between appropriate and inappropriate behaviour)
- Applying sanctions and consequences firmly but fairly
- Being calm and non-confrontational at all times

Suspension (Fixed-Term Exclusion) Guidance

A suspension is when your child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they’ve changed schools. We will endeavour to avoid suspension from the academy wherever possible.

Suspension is only ever used as a last resort. A decision to suspend a pupil for a fixed period is taken only in response to very serious breaches of the academy’s rules or where the behaviour of the child means that it is not safe for them or for staff to remain in the academy at that time. If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days.

If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

The Principal, or the most senior member of staff in their absence, will take the decision to suspend a pupil and will also decide upon the length of the suspension. This is only done after careful consideration. Special arrangements are always made for the successful reintegration of the child and a pastoral support plan put in place following a reintegration meeting with parents and the child.

When principals suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the principal must now, also without delay after their decision, notify the social worker. When the principal suspends or permanently excludes a pupil, they will also notify the local authority, without delay.

Permanent exclusion

Permanent exclusion means your child is no longer allowed to attend a school.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort. There may, however, be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Depending on the type of exclusion, in the majority of cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

Principals should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the principal should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

Physical Intervention/Use of Reasonable Force

(See Positive Handling Policy for Detail)

However skillful we become at anticipating and diffusing difficult situations, there will be times when we have a duty of care to keep children safe using physical intervention.

The DFE definition of reasonable force is:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The following principles are always adhered to when physical intervention is used:

- In all cases of physical intervention, the welfare of the pupil is of paramount concern
- Physical intervention is used only to prevent an offence being committed, Injury being caused to any person, including the pupil, damage to property, engagement in any behaviour prejudicial to the maintenance of good order and discipline in the academy or among any of its pupils.
- All staff must exercise their duty of care to take reasonable steps to protect all pupils from harm
- The number of staff involved must be the minimum necessary to deal with the behaviour whilst safeguarding the child and others at all times
- The force used must be the minimum necessary to manage the harm that needs preventing and it must be reasonable in the circumstances

- Staff need to record all incidents in the PI bound book kept in the Principal's office ensuring that their report is factual and non-judgemental. The report should be completed prior to leaving for the day wherever possible. All staff and children involved (if appropriate) should be happy that the content of the report is an accurate reflection of the incident. Parents must be informed and all incidents involving PI should be logged on CPOMS.
- Children with individual behaviour plans/care and support plans have positive handling plans as part of their individual support which outline suitable strategies personalised for each child. All staff who work with the child are made aware of the plan and follow the strategies in it consistently.
- Follow up / reflect and repair should take place and time out following a physical intervention should be in place for both staff and pupil involved.

Searching and confiscating items

If staff suspect a child has a 'prohibited item' e.g. something that has been stolen, anything illegal (weapons, drugs, pornographic material) or anything illegal because of the child's age (fireworks, cigarettes, alcohol) or anything banned by the school rules, then staff are able to search children or their possessions without consent. Staff can search with consent for any item including mobile phones and electronic devices. If an item is confiscated because it is banned by the Academy rules, then it will be locked away in the main office and parents will need to collect the items following discussion with the class teacher. Academy staff can also seize any item they consider to be harmful or detrimental to school discipline. The Academy will involve the police if required to inform them if they believe a criminal offence has taken place and if illegal items require removal.

Behaviour of parents and visitors when on the Academy premises

It is the expectation of the Academy that all adults will display and model positive behaviour towards each other and towards their own and other children whilst on the Academy premises. This means that use of inappropriate language will always be challenged by staff and reminders will be given. Persistent offenders or anyone who verbally abuses members of staff or other visitors will be initially issued with a formal warning about their conduct. If this behaviour persists, they may be banned from the premises. Reminders of parental expectations are sent out regularly.

Recording, Monitoring and Tracking of Behaviour Incidents

All significant behaviour incidents are recorded using the behaviour module on CPOMS. If staff deal with a behaviour incident for a child not in their class, they must ensure that they record this on CPOMS or pass the information onto the child's class teacher so that it can be recorded. All records must include the action taken so this can be

monitored for consistency. SLT regularly monitor individual and class behaviour records, offering support and guidance to staff and liaising with parents to support behaviour improvement of individual pupils. Governors are provided with summary behaviour analysis through Principal's reports. Additional guidance and assistance is available from the office for accurate recording of behaviour, however the following principles should always be followed:

- Record the Location, Time, lesson and 'Behaviour/Achievement Type' ensuring that the most accurate behaviour type is recorded in order to aid analysis of trends.
- Record the action taken by the member of staff dealing with the incident.
- Add additional information if required including linked pupils.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, 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.

We believe bullying of any kind is unacceptable in our Academy. Bullying will not be tolerated. It will always be viewed as serious, and action will be taken by the class teacher and Senior Leadership Team in line with sanctions listed above, following recording on CPOMS being marked as a bullying incident. Both victim and perpetrator will be fully supported to prevent further occurrences. (See Anti Bullying Policy).

Recording Bullying, Racist, Sexist or Homophobic Incidents

At Greenacres Primary Academy we value diversity. We ensure we create and implement strategies to address racism and homophobic bullying as described in the Equality Act 2010 (Academy Equality Policy).

- All incidents of bullying, homophobic bullying and racism must be recorded on CPOMS. A member of the Senior Leadership Team will report it to the pupil's parents/carers (victim and perpetrator) and then to the Governors via the Principals report. This information is then used to set objectives to promote equality and combat discrimination as required through RSHE. Any incidents involving racial language/behaviour will be passed on to the LA via NOHIB return forms.
- We will continue to provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- We will continue to prepare, through RSHE RE and other activities; all pupils for life in our multicultural society, building upon the strengths of cultural diversity.