



PROMOTING GOOD BEHAVIOUR & DISCIPLINE POLICY

To be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equal Opportunities Policy and Strategy
- Health and Safety Policy, e.g. risk assessments, first aid and educational visits

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This Policy will be reviewed annually.

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1) Statement of Principles, Values, Aims and Objectives

At Wetheringsett Manor School (WMS) we aim to promote positive social, emotional and behavioral change in our children and young people through a supportive and consistent approach across education based on the needs of our children and young people. Our Positive Behaviour Management Strategy is based on holistic person-centered approach to the development of our children and young people based on current theories and effective, evidence based, methods of teaching.

WMS will admit vulnerable children and young people who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and mental health needs.

Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.

2) Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance

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and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:

- To value each other and our community.
- To listen to each other and ask for help when we need it.
- The promotion of mutual respect, acceptance, trust and honesty.
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence.
- To proactively manage and de-escalate challenging and unacceptable behaviours.
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential.
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being.
- To work in partnership with all stakeholders, to promote good behaviour.
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them.
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs. Corporal punishment is illegal in all circumstances.

3) The Objectives of this Policy

- a) To set out clearly how our principles and values can be translated into effective everyday actions.
- b) To provide clear guidance and support to all staff.
- c) For staff to provide leadership and positive role models to children and young people.
- d) To promote good behavior and make positive change for our children and young people, setting them clear and achievable goals.
- e) To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct.
- f) Children and young people should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong.
- g) To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities.
- h) To develop and implement, coordinated and cohesive practices and procedures between home and school.
- i) To regulate the behaviour and conduct of children and young people.
- j) To reduce the risk/likelihood of targeting, harassment and bullying.
- k) To comply with the standards.

4) Head of Service Responsibilities and the Legislative Framework

The Headteacher/ Head of Service will set out measures in the Good Behaviour and Discipline Policy, which consider the principles, values and objectives identified above and act within the legislative framework. The Headteacher/ Head of Service must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Head of Service will also consider measures and strategies to manage the following:

- All education staff have the power to discipline children and young people which occurs in school and in some circumstances out of school. e.g. transport and educational visits.
- The screening and searching of children and young people.
- The power to discipline, use reasonable force and other physical contact.
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behavior.
- To have in place an effective Safeguarding policy and procedures.
- To have in place an effective anti-bullying policy.
- To publish annually the Good Behaviour and Discipline Policy to Parents and Staff Support and pastoral care for staff accused of misconduct.
- Clear guidance to all staff with regards their responsibilities to manage children and young people positively and have the power to discipline where children and young people misbehave either in or outside school.
- The legislative framework, Head of Services are required to consider; The Children's Act 1989, Education Act 2011, Education and Inspection Act 2006 Section 90 and 91, The Education Act 2002, Section 175, Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014, EU Convention on the Rights of the Child 1989 Equality Act 2010, The Human Rights Act (1998), Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002, OFSTED Summary Report – Managing Challenging Behaviour (2005) DfES Guidance: The Use of Force to Control or Restrain Pupils 2007, DfES Guidance on Use of Reasonable Force (July 2013), DfE Advice for Headteachers and School Staff; Behaviour & Discipline in Schools (2016), Independent School Standards (2014) and DfE 'Working together to safeguard children' 2015 and 'Keeping Children Safe in Education' 2019.

5) Creating a Positive and Structured Environment

The principle function of WMS is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavor it is essential that there is nurture, care and support balanced with good order and discipline. Children and young people through the School Council should play an active part in the review of the Promoting Good Behaviour and Discipline Policy.

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We aim to promote politeness, courtesy and respect between all members of the WMS community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each pupil at WMS is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programs as appropriate to the unique individual needs of each pupil. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Education Plans (IEP) & Positive Behaviour Support Plans (PBSP).

The main emphasis at WMS is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need support and alternative communication strategies to understand the implications for breaching these rules. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible.

Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem and self-confidence.

6) Relationships

The principle reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. WMS encourages good behaviour through a mixture of high

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expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the pupil, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the pupil is functioning at to communicate, rationalise and provide guidance through the relationship to move the pupil on in developing social responsibility.

7) Challenging Behaviour and Children and young people with Social, Emotional, Mental Health and Communication Difficulties and Disabilities (SEMH/ASC)

Children and young people with social, emotional, mental health and communication (SEMH/ASC) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

WMS adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that at least is consistently good.
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people.
- Communication schedules and alternative communication strategies.
- The opportunity to make meaningful choices.
- Careful attention to physical and emotional needs.
- Experiences and activities which are appropriately stimulating.
- Careful management of the environment, including the setting conditions and triggers for behaviours.
- Warm and caring relationships with adults and their influence and impact.
- Structure, predictability and consistency in daily routines.
- Clear and explicit boundaries and rules within the learning environment.
- Regular explanation of the rules and expectations.
- Clear warnings to pupil that their behaviour is a cause of concern.
- Rewards and sanctions consistently and fairly applied in line with the policy, and where relevant to

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the Special Educational Needs (SEN) of children and young people.

Children, young people and staff are supported in managing and reducing challenging behaviour by the Clinical and Therapy Support Team. The work of the staff team is coordinated through the Senior Leadership Team (SLT), and is subject to regular review and monitoring.

8) Pastoral Support

The School endeavours to provide support for pupil that enables them to achieve academically, socially and personally. Systems of support include the Form Tutor, Teaching Assistants, Teachers and members of the Clinical and Therapy Support Team. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a children and young people behaviour.

Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified individual support is provided consistently by experienced Teaching Assistants. Team around the pupil meetings will consider and incorporate all professional views from within the school, involve the pupil and their parents/carers and review all data and reports, before revising targets and actions.

When the school considers' whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9) The Use of Restrictive Physical Intervention (RPI) at WMS

Many of the children and young people at WMS will display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses MAPA as a preferred method of RPI. The definition of RPI is:

'The positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property'.

RPI involves a range of techniques according to the level of risk they are presenting to themselves or others. At WMS the use of RPI is always used as a last resort (unless otherwise stated in a PBSP)

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where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident.
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the Pupil.
- The application of increasing or decreasing force in response to the children and young people's behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, or changes to legislation.

9.1 Staff Authorisation to use restrictive physical intervention/staff training

WMS recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility. All staff working directly with children and young people at WMS will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of 'MAPA'. This is a framework that encompasses a range of approaches and methods to manage challenging behaviour. By using MAPA we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by on site tutors enables the staff group as a whole to feel more confident and competent in their management of challenging behaviour. The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before RPI strategies are used (unless otherwise stated in a PBSP). Through regular training on an annual basis staff are provided with open forums to discuss and develop their practice. The school sustains an in-house team of trainers at Intermediate and advanced level which meets all its training and support needs.

MAPA techniques seek to avoid injury to the service user but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of insuring that the service user remains safe.

9.2 Justifications to use RPI

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at WMS will act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice. The staff will work within the following parameters:

- They should be clear about why the action they took was NECESSARY.
- They should be able to show that any actions taken were in the young person's BEST INTEREST and

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that actions were REASONABLE AND PROPORTIONATE.

RPI can be used for a number of positive outcomes:

- To prevent injury to self or other children.
- To prevent injury to staff members or any other person.
- To prevent serious damage to property or to prevent a criminal offence from occurring.

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as follows:

- a) Withdrawal- involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities.
- b) Time out- involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisations psychology service.
- c) Seclusion- involves a child or young person being forced to spend time alone against their will. WMS does not make use of seclusion as a planned response to behaviour management at any time.

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

Assess

Identify hazards and people likely to come into contact with them.

Reduce

Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure.

Communicate

Behaviour Support Plan.

De-escalation:

Through MAPA staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI. These can include:

- Use of space
- Changes to the environment
- Planned positive distraction

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- Verbal and/or visual advice/support
- Tactical Ignoring

All of the strategies are encouraged in order to use RPI as a last resort and more details on these techniques can be found within the MAPA manual and, in the schools Promoting Good Behaviour and Discipline Policy.

9.3 Safe space

As part of other de-escalation strategies, we have a number of 'Safe space/safe rooms' in school in order to support young people in managing their behaviour. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress. The emphasis of these rooms or spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process.

When a young person is using a chill out room or space they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that supervision can be maintained at all times. The young people are never left completely alone at times of anxiety.

9.4 Positive Behaviour Support Plans (PBS)

At WMS we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-abusing behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and act to reduce the likelihood that they will occur. Behaviour management planning for each young person at WMS is an integral part of our personalised approach and we encourage multi-disciplinary working in order to achieve the best outcomes for all children and young people. Input is provided from care and education, as well as our Clinical and Therapy Support Team. Plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, RPI techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition). WMS will ensure, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

WMS will have a protocol for the reporting of incidents of any physical intervention that all staff are involved in on SLEUTH. The school incident reporting system allows the SLT to monitor and evaluate incidents regularly with a consistent approach.

All of the staff are supported in incident recording and reporting throughout day to day practice and also via training provided by MAPA Instructors.

Through consistently monitoring the use of RPI we can inform practice throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced

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levels of physical intervention.

The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform evaluations. This in turn can form a basis for rationalising Behavioural Support Plans.

9.5 Post incident support (staff/pupil)

Any challenging behaviour that may occur within WMS can often be a result of a breakdown in communication. All Staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people. This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc.

Through MAPA training and on-going supports from the Tutors, staff are encouraged to adopt the following process when offering de-brief:

- a) Hear- To listen to all sides of the story first.
- b) Explain- Discuss the reasons behind why staff took the action they did in order to improve relationships.
- c) Link- To show how feelings can often drive behaviours.
- d) Plan- Use the session to work together to find better ways of dealing with arising problems.

Staff may also use the Post Incident Learning (PIL) App with pupils to enable them to reflect on the incidents and their behaviour choices. This is to support pupils that may not want to engage on conversation with staff post incident.

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate on the RPI form and, if required, will be followed up by a senior member of staff. Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

9.6 Complaints

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with. WMS has a complaints policy that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All

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young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

10) Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's 'Promoting Good Behaviour and Discipline Policy' practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this. Here is a list of ideas:

- Praise Points/Credits/Certificates.
- Weekly celebration of success trips.
- Extra responsibilities.
- Positive time with individual staff.
- Supporting other children and young people.
- Tokens, stars, badges and commendations.
- Time on the computer.
- Having a story read to you.
- First choice of reward activities.
- Positive letters/postcards home.
- Positive feedback on young person's work.

Where rewards are material items it is a good idea not to over-use them as this can reduce their effectiveness.

11) Sanctions

Sometimes things don't go well and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen these will be the sanctions. Sanctions need to be carefully monitored to determine their effectiveness.

The age, needs, capacity and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction. The following sanctions can be applied by all teaching staff within the school:

- Verbal reprimand/correction.
- Apology/reparation.
- Daily monitoring of behaviour.

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- Catch-up with missed or incomplete work.
- Loss of privileges.
- Break time detentions.

For the more serious sanctions an accurate record should be kept in the sanctions log. The staff are required to consult with a member of the SLT before recommending and administering.

For example:

- After school detention extending longer than 15 minutes past the end of school time (during detention young people have the right to use the toilet and access to food and water).
- Fines relating to damage.
- In school exclusion.
- In more extreme circumstances the school may use temporary or permanent exclusions.
- Pupils may be requested to come in to school on a Saturday morning as a restorative session with the Head of Education and the Headteacher.

12) Expected Standards of Pupil Behaviour

WMS will provide clear behaviour guidelines to children, young people and Parents, with regards the Schools expectations. The school sets high standards of behaviour from pupils both in and out of school. The following is a code of conduct for pupils:

- Pupils are expected to be polite, respectful and use appropriate language at all times with staff, other pupils, children or young people and visitors.
- Pupils are expected to cooperate and comply with staff requests, guidance and instructions.
- Pupils are expected to engage positively in all lessons, completing set work and requesting support appropriately.
- Pupils are expected to achieve their potential and apply themselves across all aspects of the curriculum.
- Pupils are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, DT and Vocational Education lessons.
- Pupils are expected to cooperate and comply with the School dress code.
- Pupils are expected to cooperate and comply with the school's policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs.
- Pupils are expected to uphold the good reputation of the school.
- Pupils are expected to behave appropriately and engage with staff and to act positively during unstructured times of the day e.g. after school clubs, educational visits and in the local community.
- Pupils are expected to refrain from any acts of intimidation, threats or acts of aggression towards other pupils, children and young people, visitors, members of the public and staff.
- Pupils are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status.