

# Catch22 College Policy

## *Behaviour and Code of Conduct Policy*

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Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Catch22 Colleges
Queries to:	Ryan Weaver
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Catch22 group, entity, hub:	Catch22 Colleges
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## Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	7th May 2025	Will Duke-Oddy - Quality & Curriculum Manager - OSH	New Policy Created
2.0			

### 1. What is the policy about?

Catch22 College network is committed to fostering a safe, respectful, and inclusive environment that supports personal and academic growth for all learners. This policy

outlines the standards of behaviour expected of those attending our colleges and the responses to exceeding or breaching expectations.

## 2. Who does this policy apply to?

This policy applies to all staff, visitors & learners enrolled at our college, including behaviour on campus, during offsite activities, and in any college-related settings.

## 3. Policy requirements

### Aims

This Behaviour Policy intends to support a learning environment where all our learners:

- Learn successfully in a safe and purposeful environment;
- Benefit from personalised behaviour support to enable them to fulfil their learning potential;
- Are supported by caring, passionate and trustworthy adults who inspire high expectations and aspiration in their learners;
- Learn and practice how to meet their own needs without harming others.

### British Values in Action

This policy is underpinned by:

- **Democracy:** Contributing youth & staff voice through learner panels, surveys, and feedback opportunities.
- **The Rule of Law:** Understanding and following college policies & procedure, including the code of conduct, to ensure fairness and accountability.
- **Individual Liberty:** Allowing individuals to express themselves responsibly and respecting others' rights to do the same.
- **Mutual Respect and Tolerance:** Celebrating diversity and rejecting discriminatory behaviour.

### Catch22 College Behavioural Guarantee

Staff will consistently create and maintain a safe, purposeful, relational environment with:

- Mutual trust and respect throughout the learning community;
- Equality of opportunity for all;
- Celebration of learners' educational & behavioural achievements, inside and outside of college;
- Integration and success for learners that have been excluded from mainstream education and/or are emotionally vulnerable.

We will foster a community life rich with cultural capital as a vehicle for learners' growth by enabling them to:

- Be cared for, encouraged, and celebrated;
- Recognise issues that may affect their behaviour and develop strategies to deal with them respectfully;
- Develop self-discipline, manners and a sense of ownership of and responsibility for their actions and choices;
- Have high expectations and aspirations for themselves.

We will establish points of contact with parents, carers, and partner agencies to promote collaborative care and clarify responsibilities for supporting learners' positive behaviour.

### **Core behaviour expectations**

All visitors & members of our college community are expected to behave in a caring way towards themselves, others and our environment.

### **Staff**

Catch22 staff will consistently and explicitly model Catch22's ethos in their own behaviour and within their relationships with learners and each other. In all elements of college life, including all related activities and travel on and offsite, staff are expected and supported to display attitudes for learning in 3 aspects (the 3Ps):

Place – Create, model and support learners to follow clear expectations within our college environment.

Purpose – Create and update Risk Assessments, Group Profiles & ILPs that articulate learners' needs to be successful. Then, engage learners with lessons and activities informed by these.

People – be attentive and relational, enabling learners to be purposeful learners.

- Staff are expected to consistently respond to behaviour exhibited by learners which does not meet the college's expectations. The decision to seek help from a colleague or manager, or to withdraw from a difficult situation may sometimes be the best course of action. This is viewed as professional strength and is encouraged by the Senior Leadership Team
- All staff are responsible for challenging, responding to and dealing with inappropriate behaviour when it occurs, even if the learner is not from their own teaching area or department. This is vital in creating a safe, calm atmosphere that is pleasant for all to work and learn in. Learning is more effective if it takes place in an environment of mutual respect and where students and apprentices have clear guidelines and expectations of what is and what is not acceptable.
- All staff are responsible for reporting and recording unacceptable student behaviour and actions that have been taken using Risk Assessments, Group Profiles, Contact Logs & ILPs to ensure effective communication between all parties.
- All staff are responsible for recognising, praising, and enforcing positive behaviours. The college encourages celebrating positive behaviours through its media channels and communication with parents/carers/guardians

### **Staff CPD**

Whilst working within Catch22 Colleges staff will be provided relevant behavioural management, and restorative CPD. It is the responsibility of Line Managers & SLT to ensure that relevant, specific and current CPD is available & delivered to appropriate staff. This should be tracked and monitored within CPD records, discussed during supervision and monitored during quality assurance activity. If staff have any queries or concerns, they should raise this with their line manager and/or relevant SLT members in a timely manner.

### **Learners**

In all elements of college life, including all related activities and travel on and offsite, learners are expected and supported to display attitudes for learning in 3 aspects (the 3Ps):  
Place - be in the correct space as allocated by staff and be respectful of their environment.

Purpose - engage with lessons and activities.

People – be respectful of the learning environment and others.

Learners are introduced and agree to the Catch22 Learner Code of Conduct at the commencement of their time with Catch22 Colleges. It is to be displayed, and communicated to learners on a regular basis to ensure expectations are explicit.

### **Addressing Behaviours & Setting Expectations**

Each of our provisions will devise the most suitable way to communicate & monitor expectations, with good practice including:

- Upon induction learners receiving and signing a copy of Catch22 Learner Code of Conduct.
- Individualised Behaviour Risk Assessments, Group Profiles & ILPs created at onset, with regular reviews and updates.
- Involvement of the learners in defining the Code of Conduct, and making explicit what expectations are and what 'it looks like' in their classroom and wider college environment.
- Localised (corridors and classrooms) displays, both corporate displays and learners' work.
- Learner involvement in assessing and recording their attitude for lessons/activities – (Learner Reviews)
- Regular communication of what 'Success is', with clear examples and modelling.
- If the CofC has been breached then clear communication of how, with an opportunity for correction.

Communication should be at a level which is understood by all learners and enables them to express themselves in an individual way.

All staff need to recognise that the learner's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all possible triggers that would need to be explored. Where specific knowledge regarding learners' behaviour and it is deemed necessary, a risk assessment will be created. Risk assessments will be regularly reviewed and will involve the learners and parents/carers in its production. These contain key information used by all staff to support their interactions with a young person, including:

- Commonly displayed behaviours.
- Risk assessment around anticipated harmful behaviour.
- Effective strategies and approaches to be utilised by staff when interacting with learners that are dysregulated and/or in crisis.
- Triggering responses and approaches to be avoided by staff when interacting with learners that are dysregulated and/or in crisis.

Use of the above information when responding to behaviours, either positive or in breach of the code of conduct should be considered when responding.

### **Responding to positive behaviour**

Where learners display behaviour that meets and/or exceeds expectations, staff will respond to the behaviour to ensure that:

1. Behaviour that is safe, purposeful and/or kind is highlighted and encouraged.
2. Learners who demonstrate progress in attitudes and behaviour are celebrated for it.
3. Learners can recognise the impact of their behaviour so they can learn to pursue their needs harmlessly.

Wherever possible staff should shine a light on learners' positive behaviour that is kind and/or contributes to a safe and purposeful learning environment. Staff will do so by being explicit and descriptive; staff will ensure the learner recognises both the behaviour and its effect on themselves and others – this can also include introducing a reward.

Together with their learners, provisions should create schemes of rewards for positive behaviours that are achievable and relevant. These should consist of both short and long-term targets as well as spontaneous celebration of positive behaviour.

### **Consequences of Not Meeting Expectations & The Use of Sanctions**

At Catch22 Colleges we understand behaviour to be a form of communication and a means for learners to meet their needs. The specific actions a person may take and the circumstances around them vary, therefore the college has a variety of processes which will be used on a case-by-case basis to ensure we keep our **Catch22 College Behavioural Guarantee** – *referenced on page 3 of this document.*

Where learners display behaviour that does not meet the expectations set out in the Code of Conduct staff will respond to the behaviour to ensure learners understand how their behaviour has breached the code of conduct and address any challenges. The below structure for responding to behaviours may also be applied to misconduct outside the remit of our code of conduct, for instance poor attendance.

In the first instance, staff should communicate and model expectations for learners and allow them the opportunity to correct their behaviour. However, persistent or serious breaches may result in disciplinary action.

Catch22 Colleges follows a three-stage warning process in addressing behaviours that breach the code of conduct:

1. **Verbal Warning:** Staff will discuss the issue with the learner and set clear expectations for improvement. This will be done in a calm and supportive manner to allow opportunity for correction and minimise dysregulation.
  - Verbal warnings given to learner, alongside communicated expectations and opportunity for correction.
  - Evidence of verbal warnings will be recorded within students contact logs, and a letter will be sent to parent/guardian outlining the reason for verbal warning, corrective measures and targets, and if any further action is required.
    - Standardised Catch22 letter templates should be used, with relevant information updated.
  - Meeting will take place with learner and appropriate staff (R&P, Tutor, Lead Teacher) to discuss areas of improvement, SMART targets and a review date.
  - Risk Assessments, Group Profiles & ILPs updated with relevant information.
  - Evidence collated and stored in contact logs and learner files.
  - If the behaviours continue, progression to the next stage in the sanction process may occur.
  
2. **First Written Warning:** If a learner continues to breach the code of conduct following verbal warnings and is unable to correct their behaviour a formal written notice may be issued, and a behaviour review meeting conducted. Both will include details of breaches, areas to improve (with targets) and a review date.
  - Staff will communicate that learners will need to attend a behaviour review meeting, and that a formal warning letter will be issued.
  - Formal written warning will be issued, outlining details of breaches, areas to improve with targets and a review date.
    - Standardised Catch22 letter templates should be used, with relevant information updated.
  - Meeting will take place with learner, appropriate staff (R&P, Tutor, Lead Teacher) and parent/guardian to discuss areas of improvement, SMART targets and a review date.
    - Review meeting minutes should be recorded and stored within a learners contact log.
  - Evidence collated and stored in contact logs and learner files.
  - Risk Assessments, Group Profiles & ILPs updated with relevant information.
  
3. **Final Written Warning;** If a learner continues to breach the code of conduct following first written warning and is unable to correct their behaviour a final formal written notice may be issued, and a further behaviour review meeting conducted.

Both will include details of breaches, areas to improve (with targets) and a review date.

- Staff will communicate that learners will need to attend a behaviour review meeting, and that a formal final warning letter will be issued.
- Final formal written warning will be issued, outlining details of breaches, areas to improve with targets and a review date.
  - Standardised Catch22 letter templates should be used, with relevant information updated.
- Meeting will take place with learner, appropriate staff (R&P, Tutor, Lead Teacher) and parent/guardian to discuss areas of improvement, SMART targets and a review date.
  - Review meeting minutes should be recorded and stored within a learners contact log.
- Evidence collated and stored in contact logs and learner files.
- Risk Assessments, Group Profiles & ILPs updated with relevant information.

4. **Final Action – Learner Exclusion:** If the Code of Conduct is again breached or serious misconduct occurs (e.g., violence, theft, or substance misuse, continued unauthorised absence), learners may be permanently removed from the program. Decisions of proceedings following **Final Action** will be instigated by Lead Teachers, under supervision & review from Senior Operations Managers.

*Catch22 Colleges will make every effort to avoid permanent exclusion of learners. A permanent exclusion can only be used as a last resort, usually for:*

- *Serious breaches of the colleges' behaviour policy / 3 warning strikes have been implemented.*
- *Persistent disruptive behaviour that affects the education or safety of others.*
- *Situations where allowing the young person to remain in college would seriously harm the education or welfare of others.*
- Learner informed that their behaviour is a serious, or continued breach of the code of conduct, and will be subject to a review by Lead Teacher.
- Dynamic risk assessment completed & immediate action plan created by Lead Teacher, with involvement of Senior Operations Manager (if required) to ensure safety of all learners and staff.
  - What does the learner need to do (now)? Where should they go?
  - What do staff need to do?
  - Stakeholders communicated to – (line managers & SLT informed)
  - Evidence gathered and stored

- Lead Teachers inform parents/carers immediately in writing, stating:
  - The reasons for exclusion.
- Explain next steps - The incident / reason will be reviewed by Senior Operations Managers and a final decision will be sent to parents/guardians within 10 working days
  
- Lead Teacher collates a report and sends alongside complied evidence to their Senior Operations Manager with 2 working days of incident / exclusion.
  
- Senior Operations meet to discuss submitted report and accompanying evidence and provide decision as to whether the exclusion is upheld.
  - *If the decision is to not uphold the exclusion, then further recommendations will be provided via a meeting with Lead Teacher.*
  
- Lead Teachers inform parents/carers of Senior Operations Managers decision in writing, stating:
  - The reasons for exclusion.
  - The final decision from Senior Operations Managers regarding the exclusion.
  - The appeals process
  
- Parent/Guardian has 10 working days to appeal the decision in writing.
  - Appeal then viewed by Head of Operations and judgement provided.
  
- Lead Teachers inform parents/carers of Head of Operations decision in writing, stating:
  - The reasons for exclusion.
  - The final decision from Head of Operations regarding the exclusion.

In some cases where behaviours and breaches of the Code of Conduct are deemed serious enough then the appropriate response may be to initiate a written warning, or final action in the first instance. Evidence and processes should still follow the process above.

Within all stages of the process evidence should be sourced and appropriately stored.

A student in receipt of Bursary payments who is suspended 'pending' a **Final Action**, should not be paid their Bursary. If the students involved are allowed to return to college with no conditions applied, they will receive their Bursary back-paid for the period of their

suspension, unless exceptional circumstances are present and reviewed by the Director of Catch22 Colleges.

In accordance with the law, any use of sanctions must satisfy the following conditions:

- The decision to sanction a learner must be made by a paid member of staff that has been authorised by SLT to do so according to training and level of role and responsibility in the college; It must be made on the college premises or while the learner is under the charge of the member of staff.
- The use of sanctions must not compromise the learner's safety and must be relevant to the incident - staff will give due consideration as to whether the learner's behaviour under review gives cause to suspect that s/he is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy.
- The sanction must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, special educational needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the learners' age, any special educational needs or disability they may have, and any religious requirements affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances.
- Parent/carer's consent for sanctions is not required. However, the college must make clear to learner and parent/carer the reasons that lead to the decision to use sanctions as soon as possible.
- All staff (unless stated otherwise by the Lead Teacher or SLT) have responsibility for the learners, at all times.

### **Evidence**

The following evidence may be collected and referenced during the implementation of this policy:

- SMART Targets
- Formal Letters
- Notes/minutes of Meetings & Learner Reviews
- Witness Statements
- Risk Assessments, Group Profiles & ILPs
- Support Information, including Additional Learning Support and Personal Development & Wellbeing Interventions
- Student Attendance Records
- Lead Teachers Report (for excluded students)
- Records of Previous Behaviour Management Interventions, including Reviewed Action Plans

### **Use of Powers of Search and Confiscation**

All college staff can search a learner for any item if the learner agrees. Lead Teachers and staff authorised by them have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may

have a prohibited item in their possession; although there is no legal requirement to make or keep a record of a search, staff will do so.

Colleges are not required to inform parents before a search takes place or to seek their consent to search their child. For full guidance see the DfE guidance on searching, screening and confiscation - [Searching, screening and confiscation in schools - GOV.UK](#)

### **Parents & Guardians**

- If a student under 18 is subject to disciplinary proceedings, parents/guardians will, where practicable, be invited to attend meetings.
- Copies of formal warnings (Stage 2 and above) will be sent to parents. Staff should consider any declared difficulties in parental/guardian relationships & advice from the college safeguarding lead should be sought in such instances.
- Advocacy support is available for students involved in the conduct process; this should be offered to learners at each stage of the disciplinary process.

### **Learners with SEND & Vulnerable Learners**

Students with learning difficulties and/or disabilities or other students with identified support needs including Looked After Young People and Young Carers, may show behaviour that is determined by factors out of the control of the student, e.g. a disability, medical or drug-controlled behaviour. In this case, it is important that the learner/case is reviewed by the College DSL and/or SENCO (to ensure compliance with the Equality Act 2010) before disciplinary action (stage 2/3/4) takes place. The relevant parties should be contacted within **1 working day**.

When addressing behaviour involving students with special educational needs or disabilities (SEND):

#### **1. Reasonable Adjustments:**

- The DSL and/or SENCO will review cases involving SEND learners before exclusion decisions are made.
- Reasonable adjustments and interventions must be documented and actioned before considering exclusion.

#### **2. Emergency EHCP Reviews:**

- If a student with an Education Health and Care Plan (EHCP) exhibits escalating behaviour, an emergency review will be convened with the local authority.

#### **3. Sanction Considerations;**

Behavioural sanctions for SEND learners will assess:

- Understanding of rules
- Ability to act differently due to SEND
- The impact of SEND on behavioural tendencies
- Recommendations outlined in the EHCP

However, if staff believe that a learner may struggle to meet the Catch22 College Code of Conduct, they should raise this concern as early as possible—ideally during the initial interview, onboarding process, or qualifying period. If a learner is unable to meet the code of conduct, a realistic discussion should take place as soon as possible between relevant stakeholders, including SLT representatives, Safeguarding, and/or the SENCO; and where appropriate, external agencies regarding Catch22 Colleges' ability to meet learner need. *Opportunities should be taken to ensure that specific needs or circumstances arising from the protected characteristics of any student are considered in the interpretation of this policy.*

*It is not acceptable to exclude a student for behaviour related to their condition, unless it is due to exceptional circumstances and there is evidence that reasonable adjustments have been put in place, as well as the possibility of a change of placement.*

*When dealing with behavioural issues by students with SEND, especially where their SEND affects their behaviour, the college will balance their legal duties when making decisions about enforcing the behaviour policy.*

### **Criminal Offences**

Where any member of staff has reason to believe that a student may have committed, or may be intending to commit, a criminal offence, the College may report to the Police or other agencies after discussion with the DSL or Safeguarding Team, whilst also continuing proceedings under this policy irrespective of any criminal process.

We will support learners and/or staff who have been harmed by the actions of another if they wish to report the matter to the police.

Where students are being investigated for being involved in criminal activity, or where they have gained a criminal conviction and this is made known during their time at college, the student will be risk assessed without prejudice for their suitability to continue to attend the college.

Police requests for information regarding students can only be provided after a data release form has been completed by the College DSL.

### **Confidentiality**

All student records and processes are managed in adherence to confidentiality protocols and relevant data protection legislation.

### **Appeals Procedure**

If a learner, or their parent/guardian wishes to appeal any decision arising from this policy they should follow the procedure outlined in the Appeals Procedure Policy.

### **Support and Guidance**

The college is dedicated to supporting learners in meeting these expectations. If you have concerns or challenges affecting your behaviour, please speak to a member of staff.

## **4. Related policies**

Catch22 Safeguarding Overarching Policy

Catch22 College Safeguarding Policy

Catch22 Code of Conduct

Catch22 Complaints Policy

Anti-Bullying Policy – Catch22 Colleges

Attendance & Punctuality Policy – Catch22 Colleges

Induction & New Start Policy – Catch22 Colleges

## **5. Appendices**

Code of Conduct

# CODE OF CONDUCT

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Please take a moment to read through the [CATCH22 COLLEGE BEHAVIOUR EXPECTATIONS](#). Respecting these will result in a more pleasant learning environment!

There are [CATCH22 COLLEGE INCENTIVES](#) on offer should you exceed in meeting the expectations below!

## PEOPLE

### ATTENDANCE:

**Do attend on your timetabled days** Your Attendance needs to be 95% or above. This will be monitored and linked to bursary payments. Persistent non attendance may result in losing your place on your course. If you are not attending, you need to notify the College by 9am. Proof of medical absence will be required.

Attendance Line:

Whats App/Mobile:

Failure to do so will result in an unauthorised absence.

**Do be on time** for all your timetabled lessons If you are more than 15 minutes late and haven't notified us, you will be sent home.

## PLACE

### MOBILE DEVICES AND TECHNOLOGY:

**Mobile phones** are not permitted for use in lessons unless allowed by the teacher for a specific activity. They should be on silent and stored as per your College guidelines at the beginning of each lesson

**Ear pods and headphones** are not permitted for use in lessons unless specifically allowed by the teacher

**College devices** should only be used by students for the use of qualification based work and for no other reason – including accessing social media

### FOOD & DRINK:

Consumption of food and drink should be in break and lunchtimes, and not during lessons.

**Do choose a healthy alternative to energy and fizzy drinks.** These will be removed from students if consumed at College

### BEHAVIOUR:

**Be polite and respectful to staff,** peers and visitors.

The College will not tolerate offensive language or aggressive behaviours.

**Vaping and Smoking** is not permitted at any time on site.

### UNIFORM/CLOTHING:

**Do wear appropriate and suitable clothing to College.** You may be required to wear specific PPE during Vocational subjects that are required by the Industry.

Whilst at college you are not permitted to wear hats, have your hoods up, or wear coats in class.

## PURPOSE

Do approach every activity with enthusiasm and a positive attitude!

**Get involved!** Your experience will be richer the more you participate and remain open to new experiences!

Ensure your programme of learning meets your expectations and requirements.

Become a member of the **College Youth Voice**.

Catch22 operates a **Three Strike Policy**. Not respecting and adhering to these expectations may jeopardize your place on the course!

Read more about our College incentives, Three strike rule, Appeals process and all other related policies by scanning the QR code.

# Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

## 1. Summary

<b>This EIA is for:</b>	Behaviour and Code of Conduct Policy Catch22 College
<b>EIA completed by:</b>	Will Duke-Oddy - Quality & Curriculum Manager - OSH
<b>Date of assessment:</b>	07/05/2025
<b>Assessment approved by:</b>	<Name>, <Position> [if required]

### Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Behaviour and Code of Conduct Policy Catch22 College for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
<b>Age</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
<b>Disability</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
<b>Pregnancy &amp; Maternity/paternity</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
<b>Race</b> (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Gender and Gender Re-assignment</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

### 3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner