

Behaviour Policy

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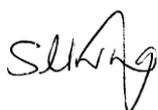
Statement of intent

Forest Park Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life and that high standards of behaviour are essential in order to learn effectively. Promoting positive reinforcement is the cornerstone of our philosophy – the pupil's self-esteem and their resulting confidence will raise achievement.

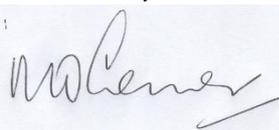
We are committed to:

- Promoting positive behaviour.
- Fostering self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Last Reviewed: July 2017



Head teacher



Chair of governors

Next Review Date: July 2018

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Forest Park Primary School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in Forest Park Primary's Complaints Policy.
- 1.4. Miss S.L.Irving will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

2. Definitions

- 2.1. For the purpose of this policy, Forest Park Primary School defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Purposely defacing or damaging school and other people’s property and equipment
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3. Training of staff

- 3.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.
- 3.4. At least two members of staff will be trained in MAPA (Management of Actual and Potential Aggression)

4. Pupil expectations

- 4.1. Pupils and parents/carers will be expected to follow our Forest Park Primary School's Home/School Agreement which requires pupils to:
 - Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive to lessons and school on time and fully prepared.
 - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Follow classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment.
- 4.2. The school will ensure that pupils follow our Home/School Agreement by teaching them how to behave sensibly, such as how to:
 - Line up in groups when entering or leaving the classroom or school premises.
 - Sit appropriately on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, including manners.
 - Raise their hands when they wish to speak in class or assemblies.
 - Model good behaviour to other pupils.
 - Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

5. Smoking and drug policy

- 5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 5.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 5.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

6. Rewarding good behaviour

- 6.1. The school recognises that pupils should be rewarded for their display of good behaviour.

Forest Park Primary School Rules Foundation Stage

We look after and share all of the toys.
We are always kind to each other.
We always listen to each other and the teachers
We always try to do our best.

Forest Park Primary School Rules KS1 and KS2

Have respect for people and property.
Keep hands, feet and objects to yourself.
Always follow instructions.
Work hard and allow others to work hard.

At the start of every year, we teach all the children the Forest Park School rules. In Foundation the simpler rules are used. These are then reinforced through use in every lesson and each week some assembly time is given over to celebrating successes in good behaviour. At the beginning of each subsequent half term, discussion on the rules takes place in class.

- 6.2. The school will use the following rewards for displaying good behaviour:

- Merit stamps – Children receive stamps on their merit log or in their merit books for following the four school rules. These need to be updated weekly on the class merit chart within class on the behaviour board.
- Certificates
- Privilege Rewards – These activities will be arranged throughout the year by the Behaviour Team.
- Verbal praise
- Stickers- including lunchtime
- ‘Kerching’ - Children receive money stamps for good work. Money stamps to be recorded using money stamps on cards or in books. Stamps to be exchanged for plastic money at time specified by the class teacher. Money to be exchanged for prizes at the discretion of the teacher at a termly ‘Kerching Shop’.
- Smiles, public and private praise
- ‘Star of the Week’ award – photograph displayed weekly on school board. Certificate to be sent home with Star of the Week child on a Monday. Star of the week children will be asked to celebrate their success in whole school assembly on Friday with Head teacher and Deputy Head teacher.

We want the children to have a sense of achievement and to understand that they receive rewards for good work and behaviour.

The merit systems from Early Years, Key Stage 1 and 2 follow the same principle but with different numbers of merits needed to receive an award.

Foundation Stage

Children will collect merit stamps on their merit chart, in the term after induction.

Number of merits	Awards
10	Bronze certificate and take home a treat from the golden box.
20	Silver certificate and take home a treat from the golden box.
30	Gold certificate and take home a treat from the golden box.
40	Platinum certificate presented by the Deputy Head teacher

KS1

Children will collect merit stamps in their own merit logs and be awarded certificates following their merit system.

Stage	Positive Rewards
	Simple verbal appreciation. Formal verbal appreciation in front of peers.

1	10 merit points to progress BRONZE MERIT awarded in class
2	15 more merit points to progress SILVER MERIT awarded in class by Key Stage Leader
3	20 more merit points to progress GOLD MERIT awarded in WS Assembly by Head Teacher
4	25 more merit points to progress PLATINUM MERIT awarded in WS Assembly by Head Teacher Go to stage 1 again
5	Forest Park Badge of Achievement and Privilege Card <i>When a child completes the ladder of achievement to Stage 4 for a 3rd time he/she receives, in assembly, a coloured badge for that year group.</i>

Any member of staff should be in the position to award a merit at any time during school hours. The number of merits given at any one time should be limited to 1.

KS2

Children will collect merit stamps in their own merit books and will be awarded certificates following their merit system where appropriate.

Stage	Positive Rewards Simple verbal appreciation. Formal verbal appreciation in front of peers.
1	Blue Phase:- 10 merit points to progress
2	Green Phase:- 20 merit points to progress
3	Purple Phase:- 30 merit points to progress
4	Bronze Phase 1:- 10 merit points to progress Bronze Phase 2 & 3:- 20 merit points to progress

	BRONZE 3 MERIT certificate awarded in class.
5	Silver Phase 1:- 15 merit points to progress Silver Phase 2 & 3;- 30 merits to progress SILVER MERIT 3 certificate awarded in class by the Deputy Head
6	Gold Phase 1:- 20 merit points to progress Gold Phase 2 & 3;-40 merit points to progress GOLD MERIT 3 awarded in WS Assembly
7	Platinum Phase 1 &2: - 25 merit points to progress. Platinum Phase 3; - 25 merit points to progress. Go to Stage 4 again. PLATINUM 3 MERIT awarded in WS Assembly
8	Forest Park Primary School Badge of Achievement <i>When a child completes the ladder of achievement to Stage 7 for a 3rd time, He /she receives, in assembly, a privilege badge for that year group and is entitled to access the privilege list and activities.</i>

Any member of staff should be in the position to award a merit at any time during school hours. The number of merits given at any one time should be limited to 1.

7. Unacceptable behaviour

7.1. Unacceptable behaviour will not be tolerated at the Forest Park Primary School. We all share the same belief that;

“We have the right to do our job and the children have a right to learn and play in a place free from disruptive behaviour.”

In order to achieve this we have developed a discipline plan which has as its goal;
“TO HAVE A FAIR AND CONSISTENT WAY TO ESTABLISH A SAFE, ORDERLY AND POSITIVE SCHOOL ENVIRONMENT.”

7.2. Breaking any of the rules laid out in our policy will lead to consequences and disciplinary action.

8. Consequences

- 8.1. There is no corporal punishment at the school.
- 8.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 8.3. At Forest Park Primary School we recognise that children have different needs and require support to learn to behave in an appropriate way.
- 8.4. If a child breaks a rule then a warning is given and the child has chosen the consequence of that warning.
- 8.5. When a warning is given by an adult it will not be given aggressively but assertiveness is necessary. It is important to use the correct language:

"You have not followed the rule which was you have therefore chosen the consequence. That is a warning."
- 8.6. The school will use and follow a number of different sanctions, which will be used depending on the behaviour displayed by the pupil. The school rules apply to all children including those on the Special Needs Register and they too follow the rewards and consequences system. Advice and support will be required from other professionals where appropriate.

At Forest Park Primary School we believe
'Each day is a fresh start'

The range of consequences is as follows:

Foundation Stage

Children will follow the sunshine and cloud system. All children start every day on the sunshine, but if they choose not to follow the school rules then their picture/name will move down the chart.

If a child receives a warning then their picture/name will move down to the cloud. If they receive a second warning then they will move to the rain cloud and will have time out on the thinking mat.

Children who have excelled in their behaviour or work will move up to the rainbow where their achievement will be celebrated with the rest of the children.

If a child marks another child, damages equipment on purpose or persistently chooses not to follow the class rules they will then be sent to the Foundation Manager and their parents/carers will be informed.

If they have been sent to the Foundation Manager three times in a week their parents will be informed, by a phone call or letter, inviting the parents into school to speak with Head teacher. (Meeting and child's behaviour to be recorded in behaviour file).

KS1 and KS2

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable, there will be no additional consequences as this is a **reminder**.
- If the pupil does not stop immediately, the teacher will give a **first warning** and this will be recorded on the consequence chart.
- If the pupil continues to behave badly, the teacher will give a **second warning**, moving the child, advising that if they continue, they will remove the pupil from the classroom.
- If the pupil continues the behaviour following the **third warning**, the teacher will move the child to their 'buddy' class for an agreed amount of time (approx. 20 mins). Children must be sent with an appropriate work task that they can complete independently.
- N.B. No more than 2 children to be sent to the same classroom, should a situation arise send to Deputy Head/Key stage Leaders or Behaviour Team.

Foundation Stage and Key Stage 1

Children will be sent to neighbouring classrooms as appropriate.

Key Stage 2 buddy classrooms

Swans >< Kestrels

Hedgehogs >< Mallards

Dragonflies >< Kingfishers

Rabbits >< Foxes

- If the child receives another warning, the **fourth warning**, they will be taken to the Deputy Head teacher or a member of SLT.
- On the **fifth warning** parents/carers will be contacted by the class teacher to discuss the behaviour of their child. Deputy Head teacher or Head teacher must be informed when a parent is being contacted.
- If a pupil misbehaves on the playground, the same process will be followed. Any pupils that are sent indoors will be supervised by an adult at all times.
- **Severe clause:** If a child exhibits severe misbehaviour such as fighting, open defiance or vulgar language then 5th warning consequence is imposed. A level 5 letter must go out to parents/carers on the day. See SLT or Behaviour Team. Record in serious incident folder.
- If required two members of staff are trained in MAPA – this will only be used when a child is felt to be unsafe to others and themselves. All MAPA incidences are recorded by the Behaviour team.

- Leaving the premises without permission
Should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. If they do leave, a member of staff will immediately report the incident to the Head teacher and to the school office who will contact the child's parents/ guardians. The police will be called. Children who are known to leave the premises must have a risk assessment (see assertive behaviour folder*)
- Warnings are marked on the individual class consequence sheet which is collected and recorded weekly by the Behaviour Manager. (Any consequences above three for the week are recorded on the database). Consequence charts will be collected and recorded on Friday afternoon by Y6 monitors. The warnings will be recorded on the behaviour monitoring spreadsheet which is accessible through the 'Assertive Behaviour' file. The database is monitored by the Head teacher/Deputy Head teacher.

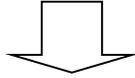
8.7. At Forest Park Primary we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

8.8. Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

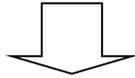
8.9. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

Forest Park Primary School
Tracking system

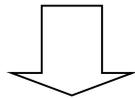
Receiving more than six warnings in a week



Target set and letter given to parents

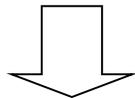


Progress tracked for 2 week period on database.



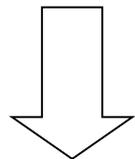
Letter 2 review of target –

- A. Progress made - no action required - chance week given
- B. progress not made - action plan set by Class Teacher

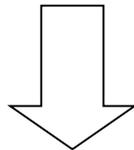


Review after an agreed time span

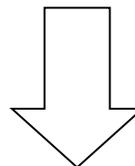
- A. Progress made – no action required
- B. If behaviour is not resolved action plan agreed with parents and SMART target set.



SMART TARGET reviewed after agreed time span.



If behaviour is still not resolved child put on SEN register for behaviour IBP written.



Outside agencies' advice sought.

9. Outside school and the wider community

- 9.1. Pupils at the Forest Park Primary School must agree to represent the school in a positive manner.
- 9.2. The guidance laid out in the Home/School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 9.3. Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the school procedure.

10. Parents

We need the support of parents so that we can all work together to promote good behaviour and relationships and enable children to achieve their best. There are times when factors outside school can influence a child's behaviour and so we ask the parents to inform the class teacher or Head teacher of anything that may affect their child's behaviour. The school rules, rewards and consequences systems have been made clear to parents and we ask that they support these strategies and the aims of the policy. At the start of each school year the class teacher will write to all parents giving them a copy of their classroom discipline plan, this will be signed by the parent/guardian and the child. Returned slips are to be kept in the class behaviour file. (Appendix 1)

11. Resources

- a) The School Staff
 - b) The Paperwork
 - c) S.L.T. and the Behaviour Team
 - d) Outside Agencies
-
- a) The School Staff: The most important elements in the School Behaviour Policy are the members of staff and the importance they give in rewarding good behaviour and creating orderly working conditions inside and out, at work and play, in the dining hall, when moving around school or off the school premises. All staff and regular visitors to the school will need to be conversant with the structure of the Discipline Plan.
 - b) The Paperwork: Each class teacher will be provided with their own supply of merit books and stampers. Consequence charts, awards sheets, certificates and tracking sheets are all in the Assertive behaviour folder on Staff shared. Copies of these will also be provided in the class behaviour file.
In addition certificates, certifi-cards and badges are distributed to those members of staff with specific responsibility for presentation by the Behaviour Team.

Copies of behaviour action plans, letters to parents about these plans, classroom plan letters, behaviour diaries and merit achievement letters are available from the

Behaviour Manager and are accessible on the school server under the 'Assertive Behaviour' folder.

- c) The Behaviour Manager and the Behaviour Team: train the staff in assertive discipline, manage resources and manage behaviour referrals. They are also available to give advice and share behaviour management strategies.
- d) Outside agencies: may be involved, a list of these agencies available from the SENDCO file.

11.1. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the head teacher using an incident reporting form.

11.2. The head teacher will keep a record of all reported incidents.

11.3. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

11.4. Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom whilst an investigation by the head teacher takes place.

11.5. If, following an investigation, the allegation is found to be true, the head teacher will issue the appropriate disciplinary action.

12. Items banned from school premises

12.1. Fire lighting equipment:

- Matches, lighters, etc.

12.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

12.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens

- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

12.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.

13. Searching

- 13.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- 13.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the head teacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 13.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 13.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- 13.7. Any staff member, except for security staff, may refuse to conduct a search.
- 13.8. Following a search, the head teacher will contact the parents/carers to advise them of the procedures which were undertaken.

14. Confiscation

- 14.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 14.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 14.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Appendix 1



CLASSROOM PLAN

Dear Parent / Carer,

I am delighted that your child
..... is in my class this
year.

Our school has developed a classroom discipline plan which gives every child guidance in making good decisions about his or her behaviour and thus an opportunity to learn in a positive, nurturing classroom environment. Your child deserves the most positive educational climate possible for his or her growth, and I know that together we will make a difference in this process. The plan below outlines our school rules, positive rewards and consequences for appropriate and inappropriate behaviour.

Forest Park Primary School Rules

- 1. Have respect for people and property.**
- 2. Keep hands, feet and objects to yourself.**
- 3. Always follow instructions.**
- 4. Work hard and allow others to work hard.**

We want the children to have a **sense of achievement** and to understand that they receive **rewards** for **good work and good behaviour**. To encourage children to follow our rules, I will recognise appropriate behaviour with **smiles; praise** – to the individual (privately), to the individual within the group or hearing of the class, by encouraging reinforced praise from other staff or by referring the child to the Head teacher for special praise. Individual **merit points** are given to advance children through the schools merit system; **progress awards** are for those children who make a concerted effort to improve or to maintain a high standard; and there are separate **table/group rewards** to encourage cooperation within the classroom.

Whilst we will continue to emphasise the positive aspects of behaviour we do recognise the need to deal with pupils who for one reason or another don't follow the school's rules. This is dealt with in a non-aggressive manner and we use our consequence system to support children and set them on the right course.

If a child chooses to break a rule, the following steps will be taken:

The first time a child breaks a rule: 1st warning verbal, no additional consequences

Second time 2nd warning child works on different table/on their own for 10 minutes, then goes back to own table

Third time 3rd warning child works in a different room and takes work for the rest of that lesson

Fourth time 4th warning to Head/Deputy who advises that if they break the rules again then parents will be informed

Fifth time 5th warning parents informed

Severe disruption: Sent to Head teacher

Every day is a new start in our consequence system.

Please ask your child to review this classroom plan with you and then sign and return the form overleaf, retaining this letter for your reference. Don't hesitate to contact me if you have any questions about this plan or any other matter.

..... Teacher Date

Forest Park Primary School

I have read the classroom discipline plan and have discussed it with my child.

Child's name:

Signed: Parent / Carer

Signed: Child

Comments:

.....
.....
.....
.....
.....

Please complete and return this page only by _____

15. Monitoring and review

- 15.1. This policy will be reviewed by the Head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 15.2. This policy will be made available for inspection and review by the chief inspector, upon request

