



## Positive Management of Behaviour and Discipline Policy

Originator of Revised Policy: Ms Tracey Moulton  
Date of Original Policy :April 2009  
Date of Revised Policy: September 2017  
Review Date: September 2018

# **Billing Brook School**

## **Positive Management of Behaviour**

### **Context Statement**

Billing Brook is an all age Special School (3 – 18) for pupils with a complex and diverse needs. These needs include moderate and severe learning difficulties; Speech Language and Communication needs; ADHD and Autism.

Any school policy or whole school approach needs to be adaptable and able to flexibly meet the complex needs of our pupils and no more so than the Positive Management of Behaviour.

### **1 Aims and expectations**

**1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** The school has a number of school rules, but the main aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. At the start of the academic year and on other appropriate occasions, the class teacher discusses the school rules/code of conduct with their class or within particular lessons i.e. PSHEC, PE; Science; Food technology who all have an emphasis on safety. In addition to the school rules, each class also has a classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or form time as appropriate, as well as individually.

**1.3** The school expects every member of the school community to behave in a considerate way towards others. We recognise that each child is an individual whose needs and understanding of this will be dependent upon their own view of the world around us.

**1.4** We treat all children fairly and endeavour to apply this behaviour policy in a consistent way.

**1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**1.7** The policy acknowledges and upholds the school's legal duties under the following advice from the Department for Education (DfE) :

- Behaviour and discipline in schools (Updated January 2016)
- Searching, screening and confiscation at school (Updated Sept 2016)
- The Equality Act 2010
- Use of reasonable force in schools (July 2013)
- Supporting pupils with medical conditions at school (Updated August 17)
- Special educational needs and disability (SEND) code of practice (Updated May 15)
- Exclusion from maintained schools, academies and pupil referral units (Sept 2017)

## **2 Rewards and Sanctions**

**2.1** At Billing Brook we have a whole school house system whereby all pupils may earn tokens for their house.

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children immediately (verbal praise);
- “Success Leaves”
- Achievement Assembly – show and tell work;
- Individual class charts and points which can be spent at the school shop.
- The use of Class Dojo.
- All classes have an opportunity to lead an assembly where they are able to share with others information about their work, a celebration in itself
- Certificates of achievement – academic; social and pastoral
- End of Year Celebration Assemblies – parents and families invited
- Positive reward charts for target behaviour.

**2.2** The school acknowledges all the efforts and achievements of children, in school and encourage children and parents to share the successes out of school.

**2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation taking into account each individual child’s needs.

### **Our sanctions include:**

- Remaining behind after the lesson to discuss behaviour or make up work
- Loss of playground activities during break or lunch break
- Removal from lesson to work away from others
- In more extreme cases pupils will not be allowed to go on offsite activities, especially if there is a health and safety issue
- After school detentions

## **3 Use of safe spaces/time out rooms**

Within the school there are a number of smaller spaces to help children to manage their own behaviour when distressed or challenged. At Billing Brook we call them a safe space/pod or calm rooms (dependent upon where they are in the building).

These spaces have a multipurpose role – dependent upon the need at the time of the incident

### **3.1 The Purpose and principles of the Safe Space/Pod's/Calm Rooms**

- To enable children who are distressed, angry, violent or in an agitated state to spend an appropriate period of time, in privacy, in a safe place, in order to regain composure.
- Ensure the health and safety of pupils at all times being aware of any requirements in relation to safeguarding and pupil welfare
- Ensure that a pupil is kept in a safe space/calm room for the minimum amount of time necessary to calm them down or settle them so that they can return to lessons.

### **3.2 Seclusion/Isolation**

In the most recent DfE “Behaviour and discipline in schools – advice for headteachers and school staff” document states in paragraph 42 that a school “can use a separate room when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.”

Billing Brook defines exceptional circumstances as being when it would be more physically distressing for the child to be restrained; that a restraint may potentially last for a significant period of time, which in our opinion is not healthy for child or adults; that the child is using force directed at other pupils and staff, and needs to be prevented from harming people or the property.

It would be at this point that the fob system would be activated to ensure that the pupil could be prevented from leaving the room.

### **3.3 Description of spaces**

- All rooms/areas have a view panel and in some cases a high level viewing mirror in order to ensure children can be seen at all times.
- Rooms/spaces are not key locked, on some doors there is a night security key lock, which can only be secured by the master key. Master keys are not issued to staff.
- During the daytime the school fob system is available to activate on the door if required

### **3.4 General Practice of usage**

- Children who need peace and quiet or space on their own, for whatever reason, can take themselves to the room or pod, with permission or guidance from staff
- Children are encouraged, as part of their social skill development to ask or to signal they need to go to the safe space.
- Some children, as part of their positive handling plan have this area as an identified safe place.
- Children may be escorted, using a team teach technique (single/double elbow)

- to the area. A level 3R incident form will always be completed in this case
- The child will never be left unattended and should be observed either from within the room or outside via the view panel.
- If the door is open – staff can sit by the child or just outside the door
- Once in or at the room the child should be given every opportunity to settle and regain emotional stability. The adult will/should only begin dialogue with the child and attempt to resolve the situation, at an appropriate time. Staff are instructed NEVER to take eyes off the child/young person. Signs on the doors serve as a reminder to this.
- The child will be encouraged, if appropriate to talk through the antecedent behaviour that lead to the situation. In most cases it would be hoped that the child would be able to return to class once any reparation has been made.
- Staff should ask, wherever possible, the child/young person, would they like the door to be open or closed; ask if they would like you to be sitting with them in the calm area; ask if they would like to sit outside the room for a short while, whilst calming. Children should be given options including being offered a drink or the toilet.
- Children will only remain in this safe space, for the **shortest possible time**, and may move to another area for further discussion and independent work – if appropriate.

If a child is extremely distressed and violent/challenging, and is in the safe areas a Senior member of staff, or the pupil support manager must always be alerted, in order to support the lead member of staff.

- A record will and is always kept of time spent in the room. The calm room /safe space book is located outside of each of the doors. The information is transferred onto the Behaviour data system; all paper copies are filed.
- The frequency of its use will be monitored by the Senior manager of the department and by the Head teacher.
- Parents are informed via their home school book, telephone call or by letter that their child has been distressed and the action taken by the school.
- Opportunities for staff to debrief, particularly if the situation has been physically challenging will be made.

#### **4 Searching/reasonable force and confiscation**

The school follows the requirements and advice contained in **Behaviour and discipline in schools** (2016)

#### **5 Team Teach Principles**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school has adopted the Team Teach approach to the physical management of pupils. There is a clear protocol and expectations relating to the recording of any form of physical management.

It is important to remember that in line with our expectations most pupils behave well most of the time. However, in some extreme cases, physical intervention may be needed and this must be done in controlled and expert ways using Team Teach principles.

Where pupils require a physical management programme, due to their special needs, the school will agree with parents or carers the appropriate form of recording and monitoring behaviours. This is called an Individual behaviour management plan (IBMP). The plan is reviewed as appropriate and discussed with parents.

Parents / Carers will be given and asked to sign a copy of this plan to ensure transparency regarding the management of their child, including possible use of Team Teach or fobbed safe space areas. Where updates are made to plans, further copies will be shared with Parents/Carers to ensure they have the most up to date information available. Parents have a right to request copies of incident forms regarding their child, including any use of safe space.

### **5.1 Wrist straps and handling Belts**

In the interests of health and safety it may be necessary for a small number of pupils to wear wrist straps or handling belts to enable them to take part in activities both on and off site. We respect parental wishes regarding this, as it is considered a form of restraint. Should a parent decline or oppose the use of a wrist strap or similar, the school will undertake a further health and safety risk assessment to decide whether a child can take part safely in off-site activities and if there is anything else we can do to reduce the risk.

If a parent does not wish their child to wear these sort of restraints when in the community, Billing Brook School will make alternative provision within school premises to ensure their child is appropriately engaged while the class is offsite. This information will be relayed to Parents/Carers

## **6 Behaviour Management and Support Strategies**

For many of our pupils, challenging behaviour is usually communication borne out of responses to situations and demands. This may be the only way our pupils have of gaining attention, expressing feelings, expressing needs or refusing to engage. Be mindful of this when considering an appropriate mode of action or response to behaviour.

### **6.1 Analysing Behaviour**

The Intervention stage of managing behaviour at Billing Brook requires staff to use their own professional judgement to analyse behaviour or incident that has occurred. Due to the broad range of disabilities and general social understanding that our students have, an individualised approach to managing behaviour must be implemented. It is considered best practice that all incidents are recorded on the appropriate form to build up a base of written evidence for examination and discussion.

Therefore, in order to respond to a behaviour or incident appropriately, it is vital that staff analyse each situation accordingly to determine the most appropriate form of intervention. Analysis of these behaviours and incidents can be done by using an ABC (Antecedent, Behaviour, Consequence) approach and taking into consideration each student's individual needs and difficulties as described within their Individual Behaviour Management Plan (IBMP)

## 6.2 BOXALL Profile

The school uses a baseline assessment called the Boxall Profile for identified children. This profile enables an analysis of developmental strands and an individual programme is developed for the individual child.

We are then able to offer daily activities either in small groups or on a one to one basis. The activities may look at underlying emotional issues presented at school, such as high anxiety or low self-esteem.

Using the activities over time may help a child address these issues and therefore enable them to access learning in the classroom more effectively.

In close partnership with staff, parents and carers, a programme is devised by the Pupil Support Manager. The child is usually reassessed each term to look at progress or introducing other strategies to support the child.

A child would usually use this approach for at least a year or more.

## 7 Recording and Reporting Incidents

All pupils in the school have an individual behaviour management plan( IBMP) which is developed with class teacher, support assistants and parents or carers. The behaviour management plan is reviewed after any serious incident and on an annual basis as a minimum expectation. This information will be shared with parents/carers as a matter of routine. Parents have the right to challenge or question any part of the management plan regarding their child.

Staff record incidents on the appropriate proformas.

Behaviour that may be observed at Billing Brook School has been divided into 3 categories with level 1 being minor behaviours and level 3 more severe challenges and level 3 R if a restraint (restrictive physical intervention) is involved.

The table below provides some examples of the different levels of behaviours that may be observed. Please remember that this is not a complete list and that there will obviously be 'grey' areas where a behaviour cannot be clearly defined at a particular level.

In this instance staff may tick 'other' on the recording sheet and record as required.

Level 1	Level 2	Level 3
Spreading rumours	Repeated teasing	Threat of violence to pupils
Hiding/taking belongings	Threatening someone	Threat of violence to staff
Leaving people out	Throwing objects at someone	Throwing items/furniture
Teasing/name calling	Ignoring someone	Serious disruption to lessons
Other Level 1 behaviour	Making fun of someone	Physical injury to pupils
	Making discriminatory remarks	Physical injury to staff

	Insulting someone	Damage to property
	spitting	Other Level 3 behaviour
	Stopping someone from befriending someone	
	Pinching, scratching	
	Making offensive remarks	
	Intimidating someone	
	Damaging/stealing property	
	bullying	
	Other level 2 behaviour	

**Level 1** : Low level inappropriate behaviour that can be effectively managed by teachers and support staff

**Level 2** : More serious behaviour that may not be so easily managed and may need the implementation of support plan and/or advice from the Pupil Support Manager or specific advice for pupils with Autism from the Deputy Headteacher or the other department managers.

**Level 3** : Very serious and challenging behaviour that is not easily managed will be referred to Leadership team/ LA external agencies – EP team

All incidents must be recorded electronically before staff leave site and handed to the Department manager, in the event that this cannot be completed this needs to be authorised by the Department manager before the member of staff leaves the site

Department managers are responsible for following through the incidents, recording any discussions with parents and informing the Headteacher of any serious incident.

An administrator records all incidents on the pupil database, which is analysed at least on a monthly basis and in more regular or serious incidents, immediately with the Head of Department and staff.

## 7.1 Cause for concern

Where a pupil is causing concern, in relation to their behaviour, the analysis of the incidents impacts on the next actions, which may include:

- Meeting with staff and /or parents to discuss concerns and developing an action plan, with timed review.
- Review of Individual Behaviour management plans (IBMP) and current practice
- Identify any training needs
- Multi agency meetings
- Involvement of EP or other specialist services
- Request for early Help assessment.
- Referral to the School Paediatrician.
- Observations and support from behaviour specialists.

## 8 Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). This takes place at the end of the Summer Term and the pupils remain with their new teacher for the last two weeks of term.

In addition, staff members hold transition meetings.

New pupil also attend transition days which are tailored to meet their needs and staff from both schools meet to transfer information.

## 9 Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

There are many forms of bullying and we are mindful of them all:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

It is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We use 'Protective Behaviours' with our pupils and promote a setting where pupils know they have people who will listen to them.

## 10 Understanding the behaviour of Pupils with Autism.

Over 50% of our pupils are Autistic and therefore, due to the very specific needs of young people with Autism the following guidance needs to be adhered to

### 10.1 Guidance for pupils with Autism

For students with Autism and associated pervasive developmental disorders it is important to allow sufficient time for thinking and responding; failure to do so can result in a sense of failure and extreme frustration. It is also necessary to structure and 'break up' a lesson (eg insert a relaxation/choice activity) of an hour's duration in order to provide the extrinsic motivation that students with Autism require. Students with Autism have low intrinsic motivation and rely heavily on extrinsic motivation and rewards to help them complete their work. Some students may respond well to receiving tokens, however for many, more immediate or 'tangible' rewards are appropriate. It is important to ensure that students know exactly how much work is expected of them: this may be in terms of quantity (in trays or itemised) or a preset duration of time, measured by a timer or denoted on the clock.

## **10.2 Emotional Regulation**

We recognise that pupils on the autism spectrum may find challenge in regulating their emotional reactions to change, over stimulation and sources of personal anxiety. We will seek to work with pupils and the key people in their lives to develop appropriate strategies to enable them to cope appropriately. Staff will also record and attend to individual coping strategies that pupils may have such as pacing, rocking, stimming etc.

## **10.3 Communication**

It is most likely that the behaviour is not confrontational but occurs as a result of not understanding the situation. Be aware that we may be inadvertently threatening the pupil's structure / security.

- Use a calm voice and use minimal language when dealing with the situation; allow time for the language to be processed and understood before repeating instructions.
- Use the same key words in each repetition and always redirect to an appropriate activity area.

Ask yourself the following :

- Was my communication clear ( to the student)
- Was my communication at a level and using means that a student could understand?
- Did I have the student's attention?
- Did I allow enough time to process the communication?
- Is the student able to communicate to me what they want/need?

## **10.4 Flexibility of Thought and imagination**

In order to feel sufficiently calm to learn, students with Autism need a sense of safety and predictability, order and routine.

Ask yourself the following:

- Has the environment changed without sufficient warning or preparation?
- Have too many new factors been introduced at once?
- Has an established ritual been interrupted unintentionally?
- Has a school routine been changed or dropped too early?

## **10.5 Social Understanding**

Recognising their own feelings and motives of others as well as having an innate ability to empathise with others will be a challenge for our students with Autism.

Ask yourself the following:

- Did I expect the student to infer what was required of them?
- Did I expect the student to show empathy at a level beyond their ability?
- Did I expect the student to act on social rules that had not yet been taught?
- Did I expect the student to read facial expressions/body language without additional support?.

## **11 The role of the Teacher**

Academy Policies: Positive Management of behaviour and Discipline

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. However, we acknowledge that ALL adults within the school are responsible for the management of pupil behaviour and the consistent implementation of this policy.

All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All adults are expected to treat each child fairly and enforce the classroom code consistently.

The teacher treats all children in their class with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, in line with school policy.

The department manager or Pupil Support Manager may also contact a parent if there are concerns about the behaviour or welfare of a child.

The school records electronically both behaviour concerns and welfare concerns about individual children.

## **12 The role of the Headteacher**

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The headteacher supports the staff by implementing the policy, by setting the standards of behavior.

The headteacher keeps records of all reported serious incidents related to behaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, or serious high levels of behaviour which have significant health and safety risks, which cannot be reduced, the headteacher may permanently exclude a child.

The headteacher will follow the procedures relating to exclusion as set out in the most recent DfE guidance on exclusion.

## **13 The role of parents and carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Rules are outlined in the parent information pack, and we ask and expect parents to read these and support them. We explain school rules to children in child friendly language so they can be understood.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the school to discuss the matter with the Senior Deputy Head or Heads of Departments. They will then investigate and report back to the parent. If the concern remains, they should contact the Headteacher to discuss the matter. If these discussions cannot resolve the problem, the parents have a right to invoke a formal complaint. This procedure is laid down in a separate complaints document.

#### **14 The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

#### **15 Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a disciplinary committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Schools should take reasonable steps to set work for pupils during the first five days of a fixed-period exclusion.

From the sixth day of an exclusion, suitable full-time education must be arranged for pupils of compulsory school age (primary and secondary school age), except for Year 11 pupils (final year of secondary school) whose final exams have passed. In the case of a fixed-period exclusion of more than five school days, it is the duty of the school to arrange this education, unless the school is a PRU (in which case the local authority should make arrangements). If a parent wishes to raise a concern about lack of, or the quality of, education arranged during a fixed-period exclusion (and their child is still of compulsory school age), they may follow the school's official complaints procedure. In the case of a permanent exclusion, arranging suitable full-time education is the duty of the local authority for the area where the pupil lives. If a parent wishes to raise a concern about lack of, or the quality of, education following a permanent exclusion (and their child is still of compulsory school age), parents should complain to the local authority where they live. If parents are unsure about which local authority they need to speak to, they should ask the school for advice.

Neither the school nor the local authority is legally required to arrange for an excluded pupil to take a public examination or national curriculum test that occurs during the exclusion, although some may choose to arrange for this, either on school premises or elsewhere. Where a parent has concerns about their child missing a public examination or national curriculum test, they should raise these with the school.

For the first five school days of any exclusion, parents must ensure that their child of compulsory school age is not in a public place during school hours without very good reason. Parents must also ensure that their child attends any new full-time education provided from the sixth day of exclusion (unless they have arranged suitable alternative education themselves).

## **16 Allegations against members of staff**

All allegations against a member of staff will be fully and thoroughly investigated in accordance with 'The Allegations of Abuse against Staff' policy.

The school encourages staff who may be adversely affected as a result of a significant behavior incident or allegation to access specialist external support via unions and/or counselling via their GPs.

Incidents of malicious accusations by pupils against members of staff shall be referred to the governors behaviour and disciplinary committee who shall investigate the incident and decide on appropriate disciplinary actions to be taken having regard to the circumstances and the needs of the pupil.

## **17 Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of behaviour incidents. All staff record minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes.

The headteacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **18 Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## **19 Review of Policy and Guidance**

The governing body reviews this policy annually in line with the most recent DfE Guidance.

They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.