



Policy Statement & Procedures

Positive Behaviours

Inc. School Rules, Rewards and Sanctions; Use of Reasonable Force / Restraint; Exclusion; Anti-bullying

Category:	Teaching and Learning	
Authorised By:	Governing Body	
Author:	B.O'Neill	
Version	1	
Status:	Under Review:	✓
	Approved:	
	Adopted:	

Issue Date:	January 2024	
Next Review Date:	January 2025	
Statutory Policy:	Yes	✓
	No	

1 Scope

- 1.1 This policy applies to all employees, children and stakeholders;
- 1.2 This document provides context and principles-led guidance on how behaviour is conducted within Henry Hinde School (HHS).

2 Policy Statement

The school will:

- 2.1 Manage whole school behaviour in accordance with guidance from the Department for Education (DfE); Education Endowment Fund (EEF); Use of Reasonable Force; Team Teach Workbook v. 2019; Nurture provision 2020 and any other subsequent acts and/or national or regional guidance;
- 2.2 Promote consistently good behaviour, self-discipline and respect in order to support effective learning in a culture of acceptance and tolerance;
- 2.3 Promote anti-bullying and operate a zero-tolerance approach to incidents of bullying;
- 2.4 Work in partnership with children, parents and carers, the community, external agencies and professionals to promote good behaviour;
- 2.5 Reward and promote positive behaviours and sanction and educate incidents of negative behaviours using a consistent, whole school approach;
- 2.6 Provide additional support for children who consistently struggle to follow the school's behaviour expectations, in partnership with parents and external agencies and professionals where appropriate;
- 2.7 If appropriate, and only when there is a risk of danger, use reasonable force to ensure everyone's safety at all times (using Team Teach);
- 2.8 Provide and uphold whole school rules for expected behaviour and share these with children and parents;
- 2.9 Publicise procedures for managing behaviour via the school website and through the school office;
- 2.10 Seek parental acceptance of behaviour management strategies by asking parents to sign the school's Home-School Agreement following their child's admission to school;
- 2.11 Ensure that staffs' training and knowledge of managing behaviour is up-to-date, appropriate and relevant.

3 Principles

- 3.1 Every child has a fundamental right to learn within an environment where they feel safe.
- 3.2 Every adult that enters our school should know two things:

1. That each of them plays a part in keeping children safe;
2. That the school is acting to keep them safe.

4 Rationale

- 4.1 Emotions play a significant part in the behaviours seen in school and beyond. We want our children and stakeholders to be happy, motivated and inspired to experience and live in a world of their making.
- 4.2 We are aware that the last few years have changed us and the experiences of our children. As a school we have seen children less able to deal with their own emotions, struggling to cope with conflict and desperate for attention and affirmation.
- 4.3 The number of children who have experienced significant Adverse Childhood Experiences has more than doubled as has those with medical conditions that we have not dealt with before such as Foetal Alcohol Syndrome, Epilepsy and long term illness.
- 4.4 As a school community we have dealt with more significant life changing events such as family deaths, poor mental health and long term health issues in the last year than in the last ten years.
- 4.5 We believe that behaviour is one form of communication. Behaviour needs to be taught consistently and systematically.
- 4.6 As a community we strive to learn, to challenge ourselves and each other. Our vision is **to equip children for a world of possibilities**. It is based on this background and in consultation with all stakeholders that this policy has been rewritten.

5 The Rules

- 5.1 Our school rules are:
 1. Be Safe
 2. Be Happy
 3. Be Ready

6 Staff Responsibilities

- 6.1 All staff are expected to teach and model good behaviour at all times in order to establish a safe environment where children can thrive.
- 6.2 Every member of staff is responsible for every child. We do not turn a 'blind eye' to any child's needs nor their behaviour around school.
- 6.3 We expect all adults to act in a calm, and consistent manner.
- 6.4 The Principal, Vice-Principals and staff have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff.

7 What does a 'good' learning environment look like

- 7.1 Pupils and staff will maintain a manner which is:
 - Calm
 - Respectful

- Walk around school
- Use of voice - articulate and appropriate to the scenario
- Fair treatment
- At the right time
- Consistent responses from all
- Be ready – active listening

8 Procedure

8.1 There are **visible consistencies** that can be seen across the school:

- Every child is **greeted** by name every morning;

8.2 There are **relentless routines** that can be seen across the school:

- Praise in Public – successes will be acknowledged in front of others (where appropriate to do so);
- Remind in Private – reminders will be aimed to be given in private rather than through public humiliation. Learners who disrupt will be dealt with privately.

8.3 First attention is given to the best conduct. *You get more of the behaviour you notice the most.* (See Rewards.) Staff will persistently acknowledge the expected behaviours and right attitudes to learning.





8.4 **At tables:**

- Six feet on the floor
- Sitting safely on the chair
- Hands in lap or on top of the table
- Eyes on the learning
- Silent start
- Whole school stop
 - EY and KS1 - Tambourine
 - KS2 – Hand up
- Classroom stop – to be decided by CT

8.5 **On the carpet:**

- Sit in allocated space on the mat
- Sit with legs crossed
- To transition from the carpet to tables - **1, 2, 3** is used.
 - 1 - Stand up
 - 2 - Walk to table
 - 3 - Sit down and start

8.6 **Use of gesture** to avoid hands up.

To contribute an answer/idea/point of view	
To challenge	
To build on	
To interrupt	
To go to the toilet	Hand up

8.7 **Moving around school (EY & KS1 - Referred to as Wonderful Walking)**

- Walk - do not run
- Walk on the left hand side
- Walk silently
- Walk one behind each other
- No touching
- Hands by sides, not in pockets
- Look in the direction you are going in
- If in a class - lineup in alphabetical order

8.8 **Lining up - in classroom / playground**

- Alphabetical order
- One behind each other
- No touching
- Hands by sides, not in pockets
- Calm, quiet entry when coming into school

- Silent start for learning
- **EY & KS1 Lovely Lining** up is ensured before moving around school (1,2,3,4,5 Lining up – hands by sides, eyes facing forward, following the person in front, no talking, walking / not running);

8.9 Coming into/out of Assembly

- Walk in silently
- Hands by sides, not in pockets
- Stand with feet shoulder width apart
- Wait until CT/TA/LSA tells you to sit down
- Staff stand until asked to sit
- Stand silently when asked
- Walk out silently

8.10 The end of lunchtime

- **A bell/whistle** will be rung/blown by an adult only. The first bell/whistle signifies stop, the second bell/whistle signifies time to line up.

8.11 Talk Partners

- Turn your face to your partner
- Take it in turns and be prepared to contribute
- Listen to whoever is speaking so that you understand
- Ask questions when appropriate
- Be prepared to agree/disagree
- Be ready to explain your thinking

9 Rewards and Recognition

9.1 We want children to be proud of their own efforts and be motivated by their own achievements. Our rewards are linked intrinsically to learning behaviours rather than just achievements.

Rewards / Recognition	
What will be recognised / rewarded?	
Recognition/reward will be awarded for: <ul style="list-style-type: none"> • Effort • Consistency • Demonstrating school values - Loyalty, Kindness and Courage • Being reflective • Demonstrating the 'Manner of the month' • Being a positive role model • Changing focus during a tricky time • Going over and above 	
How will recognition/reward be awarded? We encourage all members of staff to praise in a number of ways:	
Class level	<ul style="list-style-type: none"> • A quiet word of recognition/praise • A positive written comment on a piece of work • A visit to another member of staff or SLT • Displaying work • Sending a copy of work home • Inviting parents/carers in to share good work

	<ul style="list-style-type: none"> • A phone call home to share good news. • A postcard home to parents/carers to share achievement • Stickers • Teacher of the month?
Recognition/reward system EY & KS1	<p>Silver pegs</p> <ul style="list-style-type: none"> • 5 pegs = 1 star sticker on chart & 1 small sticker awarded to pupil • 5 stickers = certificate (awarded on Gold Assembly) and a choice from the Recognition Trolley • 3 rows = full tag – certificate, a choice from the Recognition Trolley and an invitation to have lunch with SLT
Recognition/reward system KS2	<p>House points / Dojo points</p> <p>Individual recognition</p> <ul style="list-style-type: none"> • Iron - 200 points • Copper - 400 points • Bronze - 800 points • Silver - 1,300 points • Gold - 1,800 points • Platinum - 2,300 points • Palladium - 2,800 points <p>Reaching the next award level will be shared in the Celebration Assembly. Pupils will be asked to stand for this to be recognised. A certificate will be given when each award level is achieved.</p> <p>Recognition afternoon</p> <p>On the final afternoon of a term, there will be a KS2 recognition afternoon. Pupils who have been awarded a new achievement level during that term will be able to pick from a menu of activities depending on the level of their latest award.</p> <p>e.g.</p> <ul style="list-style-type: none"> • A pupil who has achieved Iron level will have access to the Iron activity. • A pupil who has achieved Bronze level will be able to pick from the activity offered at Bronze level but also from Copper and Iron. • A pupil who has achieved Gold level will be able to pick from the activity offered at Gold level but also from Silver, Bronze, Copper and Iron. <p>House recognition</p> <ul style="list-style-type: none"> • Weekly House totals are shared in Celebration Assembly and publicised on the House Point display in the Hall.
Gold Book – EY & KS1	<p>Weekly year group celebration assembly – Star Writer Star Problem solver Silver Cup</p> <p>Awards to be published weekly in the newsletter and names displayed in the trophy cabinet.</p> <p>Silver peg certificates from the week will be presented.</p>
Celebration Assembly – KS2	<p>Weekly whole school Celebration assembly to recognise achievement. Awards to be published weekly in the newsletter.</p> <p>Reaching the House Point next award level will be shared in the Celebration Assembly. Pupils will be asked to stand for this to be recognised.</p>
Henry Hinde Inspiration	<p>Pupils who have not reached a stage 3 sanction during the week will be</p>

	recognised with the award of: <ul style="list-style-type: none"> EY & KS1 = 2 silver pegs and a sticker on Friday KS2 = 20 points and a sticker on Friday
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10 What to do when inappropriate behaviour is seen.

10.1 Behaviour and consequences

Type	Reason	Consequence
All children engaged and participating in learning.		
Stage 1 RIP Reminder in Private	<ul style="list-style-type: none"> Low level disruption Lack of engagement in learning Refusal to follow instructions Low inappropriate language 	<ul style="list-style-type: none"> <u>Conversation</u> <i>Scripted conversations to be had wherever possible if a child is seen breaking a rule. The same conversation is spoken by every adult in school. At the point of the incident:</i> 'I am giving you a reminder.' 'I have noticed that' 'Remember our rule....' 'I need you to' 'Thank you for listening. I will be back in 2 minutes to check that you are ...'
Stage 2 Warning	<ul style="list-style-type: none"> Continuation of behaviours seen at stage 1 	<ul style="list-style-type: none"> <u>Conversation</u> 'I am giving you a warning.' 'I can see that you are still' 'You are continuing to ...' 'If you continue to ... you move to stage 3. You will be removed from the classroom and will miss ___ mins of playtime.' 'Do you need 2 mins of re-focus time?' (Zones of regulation area/book corner/quiet space)
Stage 3 Consequence	<ul style="list-style-type: none"> Continuation of behaviours High level inappropriate language Low level physical incidents 	<ul style="list-style-type: none"> <u>Removal from the classroom</u> t EY & KS1 – sent to work in partner year group class at a set workstation KS2 - sent to work in Elder Room or partner year group class at a set workstation if not possible. Recorded on CPOMS as 'Received stage 3 consequence' Breaktime/lunchtime to be missed as a consequence. <u>Conversation</u> 'I am giving you a consequence' 'I can see that you are still' 'As a result you will be removed from the classroom to complete your learning in' <u>Same day restorative conversation with class teacher</u> -

		<p>What happened? Who was involved? How were you feeling at the time? How do you think others were feeling at the time? How could you make it better? What would you do differently in the future?</p> <p>EY & KS1 Physical incidents at breaktimes – pupils have immediate time out on bench</p> <p>KS2 - Physical incidents at breaktimes – pupils have immediate timeout - stand out/use bench</p> <p>Parents will be informed via the Office using Parentmail by Admin staff. A scripted email will be provided.</p> <p><u>THESE STAGES CAN BE IMPLEMENTED FOR A MAXIMUM OF TWO CYCLES AND WILL THEN ESCALATE TO STAGE 4.</u></p>
<p>Stage 4</p> <p>EY/KS1 = Reflection time</p> <p>KS2 = Internal exclusion</p>	<ul style="list-style-type: none"> • High level behaviours • 2 consequences in a day – internal suspension • 3 x Stage 3 consequences 5 days will result in being put on a Behaviour Monitoring Report 	<ul style="list-style-type: none"> • SLT to be called to collect the pupil and take them to SLT Office – EY & KS1 = half a day KS2 = equivalent of one whole day • Learning to be completed in SLT office • Lunch to be eaten in SLT office • Breaktime to be completed at an alternative time to the rest of the school • Behaviour Monitoring Reports to be implemented • Use of Lost in Schools route • ALSUP assessment to be completed by CT and parents – used as a tool to aid discussion to identify unsolved problems
<p>Stage 5</p> <p>Fixed term suspension</p>	<p>Serious incidents</p> <ul style="list-style-type: none"> • High level behaviours • Failed internal exclusion, possession of prohibited items, serious or repeated physical assault, anti-social behaviour, threatening behaviour, swearing at a member of staff, prejudice, indecent behaviour, damage to property, theft, carrying an offensive weapon, persistent refusal to follow instructions from an adult • unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour. 	<p>https://www.henryhindeinfantschool.co.uk/assets/Documents/Attachments/Suspension-and-Permanent-Exclusion-Policy.pdf</p> <p>Please refer to Trust Suspension and Permanent Exclusion Policy</p> <ul style="list-style-type: none"> • After returning after a Suspension, a pupil will be placed on a Behaviour Monitoring Report for 10 school days. • After returning from a second suspension, a pupil will meet with a member of SLT and a member of the Governing Body.
<p>Stage 6</p> <p>Permanent exclusion</p>	<ul style="list-style-type: none"> • Unsuccessful reintegration following suspension, drug/alcohol related, persistent serious disruptive behavior, serious assault of a member of staff or a student, sexual abuse or assault, arson 	<p>https://www.henryhindeinfantschool.co.uk/assets/Documents/Attachments/Suspension-and-Permanent-Exclusion-Policy</p> <p>Please refer to Trust Suspension and Permanent Exclusion Policy</p>

High level behaviours
<p>What are high level behaviours?</p>
<ul style="list-style-type: none"> ● possession of prohibited items ● malicious allegations ● physical assault ● anti-social behaviour ● threatening behaviour ● swearing at a member of staff or other pupils ● damage to property ● carrying an offensive weapon ● persistent refusal to follow instructions from an adult ● prejudice
<p>Strategies</p>
<ul style="list-style-type: none"> ● Ensure that there is full understanding of the situation ● Speak to all individuals involved ● Keep calm ● Use a low, slow voice ● Use a firm tone ● De-escalate – distraction, humour, silence, space, drink, food, stop talking, music, story ● Change of face ● Record the incident
<p>Record keeping/Paperwork</p>
<ul style="list-style-type: none"> ● STARR/ ABCC ● Complete physical incident log ● Create/update PIP
<p>Possible consequences</p>
<ul style="list-style-type: none"> ● Internal suspension ● FTS ● PEx

10.3 Some children seem to have no concept of other people's feelings. For these children additional support is put into place:

1. Explore reasons for the lack of empathy – undiagnosed need, homelife, is it particular learners/adults or situations where they seem to have no concept of others' emotions?
2. Build a feelings vocabulary.
3. Talk about all emotions being positive and healthy – it's about how we use those emotions.
4. Stories are a great way of building emotional empathy in children – point to facial expressions, discuss how the characters are feeling and the triggers.
5. Make links with the stories to real-life situations or scenarios you've created involving other learners/adults to further enhance their ability to decode the feelings of others and empathise.
6. Consider whether a learner has no concept of others' feelings or if they are uncomfortable with the idea of facing up to the fact that they have hurt someone's feelings – it might be both. Here we need to ensure learners recognise the adults are supporting them through this process and although they will be expected to play some part in the repair process (what this process looks like will depend on the learner and context), they will not be expected to 'go it alone' down a punishment road.

10.4 There may be occasions when an individual's behaviour means that they need to be escalated through the hierarchy of sanctions more rapidly. This may be when a child's actions are presenting a danger to themselves or others, or show particular intent to hurt others or damage property. In particular, this related to the school's zero tolerance on the use

of physical and/or verbal aggression, including the use of derogatory terms. If a child shows physical and/or verbal aggression towards another individual, they will be escalated straight to STage 3. The incident will be talked through using the Restorative Conversation and parents will be notified via a telephone call.

11 The use of reasonable force and restraint

- 11.1 The Pastoral team at HHS have received training in Team Teach in order to ensure that, in the unlikely case that a child's behaviour requires physical intervention, that this is done in a consistently safe way.
- 11.2 Central to this procedure is the understanding that any physical intervention used by staff must be in accordance with the idea of 'reasonable force' and only used as a last resort once all other strategies have been exhausted.
- 11.3 Prevention and De-escalation techniques are always used to help calm a child at the point of crisis. Children can enter into crisis due to a number of emotional, environmental and physical reasons. For some children who have experienced significant trauma, a response to an event may be involuntary.
- Use verbal/visual communication to calm the situation
 - Try to stay calm
 - Talk calmly but firmly, without shouting unless necessary
 - Give the child a choice or a way out
 - Avoid an audience if possible
 - Separate the behaviour from the child
 - Only give ultimatums that are reasonable and can be kept
 - Consider humour
 - Avoid dealing with situations alone
 - A change of face can be helpful
 - See eye contact
 - Move the rest of the class
 - Avoid escalating arguments
 - Try to find a diversion to stop escalation.
 - Avoid mentioning past misdemeanours
 - Let the child know that you are listening
 - Describe the child's feeling back to them
 - Diffuse the situation and avoid the use of restraint if possible

At the point of heightened behaviour, is not the time to deal with the behaviour. This is the time to calm the child.

- 11.4 Holding or guiding a child may be done by taking the child by the hand or using 'caring c' hands on the child's elbows to steer the child in the preferred direction.
- 11.5 In more extreme circumstances the use of more restrictive holds may be necessary. This will never be isolation but a strategy available to staff that should always be seen as a last resort when all other strategies have failed.
- 11.6 Physical intervention / restrictive holds should only be used by staff that are Team Teach trained unless the safety of an individual or others would be at significant risk should restraint not be used. This should always be for the minimum amount of time possible, which may involve moving the child safely to a 'safe area' where they should not require physical intervention to ensure their safety but will require a member of staff to remain in the room with them at all times, ideally with another member of staff observing.
- 11.7 The degree of restraint should be directly proportionate to the level of challenging behaviour presented or the consequence it is intended to prevent.
- 11.8 Restraints where two people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk. Staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.
- 11.9 A Positive Intervention Plan will be put in place for children whose behaviour may lead to the more routine use of physical intervention to ensure their safety and the safety of others. This plan will be shared with parents. The plan will include a hierarchy of strategies that should be used with the child in order to recognise escalating behaviour and actions that should be taken to avoid the use of physical restraint. Deeper investigations will take place as to any underlying concerns that may be affecting the child's behaviour. (See Appendix 2)
- 11.10 All incidents of physical intervention need to be recorded in the Physical Intervention Log Book. Staff should also complete the Bound and Numbered Book and cross reference this with the Log Book entry. These books will be monitored by SLT.

12 Suspension and Permanent Exclusion

- 12.1 The decision to Suspend or Permanently Exclude a child will be taken in the following circumstances:
- In response to a serious breach of the school's Positive Behaviour Policy
 - If allowing the child to remain in school would seriously harm the education or welfare of other persons or the child themselves in the school
- 12.2 Suspension and Permanent Exclusion are extreme sanctions and are only administered by the Principal (or Vice-Principal in their absence). Exclusion, whether for a Suspension or Permanent Exclusion will always be considered on a case-by-case basis and any decision will be based on the implementation of the Trust Suspension and Permanent Exclusion Policy which can be found [here](#)

13 Anti-Bullying

- 13.1 Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. Bullying can occur through several types of anti-social behaviour. It can be:
- **PHYSICAL**
 - A child can be physically punched, kicked, hit, spat at, etc.
 - **VERBAL**
 - Verbal abuse can take the form of name calling or teasing that causes distress. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
 - **EXCLUSION**
 - A child can be bullied simply by being excluded from discussions/ activities, with those they believe to be friends.
 - **DAMAGE TO PROPERTY OR THEFT**
 - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

It involves the abuse of power, it is persistent and it is personal to the individual child. Bullying is anything that is a form of emotional or psychological aggression, which is painful to the victim.

13.2 Immediate responses to bullying

First steps - stop the abuse and resolve the incident

1. Remain calm - reacting emotionally may add to the bully's fun and give the alleged bully control of the situation
2. Make it plain to the bully you strongly disapprove
3. Encourage the alleged bully to see the victim's point of view
4. Take any incident reported seriously
5. Take any action as quickly as possible
6. Think whether the action is private or public
7. Reassure the victim that help/support will be given
8. Punish the bully (without acting aggressively, as this will give the wrong message 'that it is all right to bully if you have the power')
9. Explain the punishment and why it is s being given - be consistent
10. Try to 'get to the bottom' of the incident so that everyone feels that they have had a fair hearing and receive fair treatment.

- 13.3 The method of shared concern devised in Sweden, which aims to establish ground rules to help children get along better within school is an approach that is used in our school when dealing with incidents involving groups.

It involves:

1. A conversation with each individual involved including the bully/bullies to unravel the incident and seek a commitment that they will try to help the 'victim' in some way;

2. A conversation with the bullied pupil offering support and reassurance that they will be helped and the bullying will be stopped;
3. A conversation with the bully, helping him/her to understand more about how the 'victim' is feeling and to emphasise that bullying will not be tolerated under any circumstances. The bully should be encouraged to consider ways he/she can apologise to the 'victim' e.g. verbal or written apology and to learn to get along with the 'victim' (not best friends, just tolerably);
4. A week later the Principal checks on the current situation and has a meeting with all those involved to reach agreement and discuss long term strategies;

13.4 Involve others:

1. Inform the Principal, Vice Principal
2. Inform other colleagues in order that they can be vigilant;
3. Inform both sets of parents - clearly and concisely, explaining that bullying is totally unacceptable and that the school will do all in its power to prevent it.

13.5 Final steps

- Make sure that the incident does not live on through reminders;
- Try not to hold a grudge against the bully: give him/her the chance to make a fresh start (don't assume a bully is bad through and through)

13.6 Record Keeping

It is important to keep a formal record of all bullying incidents, discussions and resolutions.

- Incident forms (Blue forms) should be completed immediately.
- Once completed, forms should be handed directly to a member of SLT.
- Completed forms will be uploaded to CPOMS.

13.7 Strategies to identify incidents of bullying

In order to identify incidents of bullying and the identities of bullies, at Henry Hinde Infant School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All staff use a firm but fair discipline structure. The rules are few, simple and easy to understand
- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times
- Pupils are encouraged to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is and forms part of the P.S.H.E. programme
- All staff encourage pupils to treat everyone with respect
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary

14 Special Educational Needs or Disabilities

- 14.1 It is inevitable that some children will find it more challenging than others to conform to a behaviour code. They may have difficulties which require intervention from outside agencies or the Special Educational Needs and Disability Coordinator (SENDCo). Such difficulties may be long or short term, but equally need to be monitored and dealt with consistently and appropriately.
- 14.2 For children with severe behaviour problems, the DFE Code of Practice for Special Education Needs (2011) is followed, and their specific targets and support plans or Education Health Care Plan if applicable needs to be adhered to and reviewed.

15 Equality Statement

- 15.1 We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with due regard to their protected characteristics), and it helps to promote equality across the Trust.

16 Monitoring

- 16.1 It is the responsibility of the Board of Trustees, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 1 of this policy.