THE HAMBLE SCHOOL
ACHIEVING EXCELLENCE TOGETHER

Behaviour Policy

1. Overview

At The Hamble School we believe that high standards of behaviour ensure that students can learn and be successful both academically and socially. We believe that a positive and consistent approach to behaviour management ensures that children are happy and safe in school. In order to achieve this we expect:

- All students to treat others and the environment with kindness and respect, showing consideration, tolerance and good manners.
- Parents/ carers to encourage their children to be inclusive and respectful and support the school's authority to discipline its students.
- Every teacher to promote good behaviour and a consistent approach so that students are treated fairly.
- The Headteacher and Senior Leadership Team (SLT) to promote good behaviour and support colleagues to ensure the policy is applied fairly and consistently.
- The Governing Body to support the Headteacher to create a safe and inclusive learning environment.

2. Rationale

The Education and Inspections' Act 2006 requires all schools and colleges to have a behaviour policy which clearly sets out measures to regulate student conduct and aims to:

- Promote good behaviour, self-discipline, respect and regard for authority
- Set an acceptable standard of behaviour
- Prevent bullying
- Ensure that students complete assigned work.

This policy is based on legislation and advice from the Department of Education (DfE):

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

The Behaviour Policy also links to the following school policies:

- Attendance Policy
- Anti-Bullying Policy
- Child Protection Policy
- Code of Conduct
- Equalities Duty Policy
- Home School Agreement
- ICT and Internet Acceptable Use Policy
- Safeguarding Policy
- SEND Policy
- Suspensions and Exclusions Policy
- Uniform Policy

3. Aims and Purpose of the Policy

Our school values are 'We Care, We Aim High, We Learn and Achieve Together'. These are underpinned by our three school rules, which are 'Ready, Respectful, Safe'. Our Behaviour Policy aims to ensure that all students have a right to learn in a safe learning environment. The policy outlines the high standards of behaviour we expect throughout the school day, when travelling to and from school and whilst participating on trips/ visits. The purpose of the policy is to:

- Keep expectations high
- Develop positive working relationships
- Provide a consistent approach
- Define what is meant by 'Ready, Respectful, Safe'
- Outline how students are expected to behave and promote self-regulation
- Provide details of our reward and recognition system
- Explain how unacceptable behaviours are dealt with
- Ensure that excellent behaviour is a minimum expectation for all.

4. School Rules

We expect all students to follow the three rules outlined below. These rules are clearly displayed in classrooms and on our website https://www.thehambleschool.co.uk/ready-respectful-safe/ and the examples below provide examples of our expectations.

Ready means that students:

- Attend school and all lessons regularly and on time.
- Wear the correct school uniform and bring the equipment needed for each day.
- Engage positively with learning.

Students are **respectful** by:

- Behaving with care, courtesy, consideration and respect for others at all times.
- Respecting personal and school property.
- Being proud of achievements of themselves and others.

Students are **safe** by:

- Following instructions from staff, first time to avoid escalation.
- Not leaving lessons without permission.
- Not causing harm (physically or emotionally) through their actions.

5. Acceptable and unacceptable behaviour

The school defines acceptable behaviour as that which ensures students are positively engaged in learning, so that classrooms are 'disruption free' and teachers are able to teach effectively. We expect care, courtesy, consideration and respect between all members of the community. This includes students, teachers, support staff, Governors, visitors, parents/ carers both within the school premises and outside in the community.

The Hamble School identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse), smoking/ vaping and possession of any prohibited items as examples of unacceptable behaviour. The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The school communicates regularly the standards of acceptable and unacceptable behaviour to students, parents/ carers and other stakeholders through newsletters, the Weekly Message, Class Charts, individual letters/ emails, assemblies, tutor time and the PSHCRE programme.

The school communicates the standards of acceptable and unacceptable behaviour to staff through meetings and our Professional Development programme.

6. Bullying

At The Hamble School we define bullying as any repeated behaviour that exploits an imbalance of power and is intended to hurt someone either physically or emotionally. Bullying will not be tolerated at the School and any concerns can be reported either on our website homepage or using staysafe@thehambleschool.co.uk Details of how we raise awareness of bullying, educate students about the harm that bullying causes and work to promote tolerance are outlined in our Anti-Bullying Policy.

7. Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

The Headteacher and Senior Leadership Team (SLT) are responsible for:

- Approving and reviewing this policy in conjunction with the Governing Body.
- Ensuring the school environment encourages positive behaviour.
- Ensuring staff deal effectively, consistently and fairly with any poor behaviour.
- Monitoring the effectiveness of the policy in school.
- Providing new staff with a clear induction into the school's behaviour culture to ensure they understand the rules and systems.
- Offering appropriate training in behaviour management and the impact that Special Educational Needs (SEND) and mental health can have on behaviour.
- Ensuring the policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that data from Class Charts is reviewed regularly to ensure no groups of students are disproportionately impacted by this policy.

Teachers and staff are responsible for:

- Encouraging high achievement and the best possible examination results for all students.
- Creating a calm and safe environment which supports children's well-being.
- Establishing and maintaining the school rules with clear and consistent boundaries and routines.
- Implementing the behaviour policy consistently.
- Providing a balanced curriculum which meets the individual needs of all students.
- Providing effective and interesting teaching which encourages students to take responsibility for their own learning.
- Modelling expected behaviour and developing positive working relationships.
- Communicating expectations and rules through interactions with students.
- Encouraging students to treat people and property with care and respect.
- Recording behaviour incidents promptly on Class Charts.
- Challenging all students to meet the school's expectations.
- Following the Staff Code of Conduct.

Parents and carers are responsible for:

- Reading the school's behaviour policy and signing the Home-School Agreement.
- Supporting their child to follow the school rules.
- Ensuring that their child attends school regularly and punctually.
- Ensuring that their child wears the correct uniform in accordance with the Uniform Policy.

- Ensuring that their child brings the correct equipment to school.
- Showing an interest in their child's education and monitoring Class Charts regularly.
- Supporting the school's policies and guidelines for behaviour both in school and whilst on their way to/ from school.
- Supporting all school sanctions in accordance with the Behaviour Policy.
- Ensuring that the School is made aware of any changes in circumstances which may affect their child's behaviour.
- Attending meetings with teachers or support staff following any behaviour incidents.
- Ensuring that all school staff are treated with courtesy and respect at all times both in person and on phone/ email.
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Students will be made aware of the school rules during their induction and are responsible for:

- Attending school and lessons on time.
- Moving quietly and sensibly between lessons.
- Working to the best of their ability.
- Not disrupting the learning of others.
- Behaving with care, courtesy, consideration and respect for others.
- Wearing the correct school uniform and bringing the equipment needed for each day.
- Taking care of the school environment.
- Behaving appropriately during unstructured time.
- Following all school rules.
- Accepting and attending school sanctions.
- Behaving appropriately whilst travelling to/ from school and on trips/ visits.
- Using Class Charts to monitor their rewards and sanctions.

Students will be supported to develop an understanding of the School's Behaviour Policy and wider culture. They will be asked to give feedback on their experience of behaviour at the school through Student Voice to support evaluation, feedback and monitoring.

8. School Behaviour Curriculum

At The Hamble School students are taught about our rules and expectations through the induction process and tutor time. The 'Theme of the Week' which is communicated in the Weekly Message ensures that all students and their parents/ carers are aware of the topics which are being taught and discussed through the assembly programme and the Personal Development session in tutor time. Students focus on the learning habits we expect at the school as well as key issues such as anti-social behaviour in the community, vaping, bullying and peer pressure. Behaviour data will be used to inform the responsive aspect of the curriculum. During PSHCRE students will also engage in learning about wider issues beyond the Hamble community and crime/ law.

9. Responding to behaviour

Effective behaviour management is about building positive working relationships with students. All staff will promote, model and encourage good behaviour. During any behaviour incident staff must aim to de-escalate the situation and try to persuade students to make the right choice. Following any incident staff will have restorative conversations with students and provide a 'fresh start'.

The school operates a system of standard operating procedures which aims to maintain good discipline, consistency and fairness. This guidance is documented and communicated through staff training and the Staff Hub. All incidents of poor behaviour will be recorded on Class Charts. Behaviour in lessons is monitored by:

- Analysis of Class Learning Reviews
- Learning Walks and Drop-Ins
- Duty staff patrolling the school
- Student Voice
- Governor Monitoring

10. Rewards and Recognition

The School will promote good and improved behaviour by students through a rewards system that is consistent and meaningful. We recognise that positive recognition reinforces good behaviour, builds confidence and supports students to self-regulate and take responsibility for their actions.

Our current whole school recognition system is based on Class Charts points which are awarded for a variety of positive behaviours, including good attitudes to learning, progress, extra-curricular activities and social responsibility. In addition, teachers are expected to provide praise and positive verbal feedback in lessons. Our system ensures that students are able to benefit regardless of their age or ability.

The following is a list of the other ways we celebrate and reward success:

- Displaying achievements in school, on the website, through communications and social media
- Positive letters/ postcards home to parents/ carers
- Proud Friday
- Headteacher's Commendations
- End of term events and celebration assemblies
- Positions of responsibility including Prefects, School Council and Student Leadership roles

We are committed to working together with all stakeholders and recognise the hard work of our staff to provide opportunities for all of our students. Staff can be nominated for positive recognition through our Staff Recognition Scheme https://www.thehambleschool.co.uk/staff-recognition/

Further details about our rewards and recognition system is available on our website: https://www.thehambleschool.co.uk/rewards-recognition/

11. Sanctions

All staff follow internal guidance when sanctioning student behaviour. Students have the right to expect fair and consistently applied sanctions if they fail to follow the school rules and expectations. The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline/ Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instructions.

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside of school.
- Teachers have a specific legal power to impose detentions outside of school hours.
- Teachers can confiscate students' property.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- Whether the sanction was proportionate in the circumstances.
- Any special circumstance which are known to the person imposing the sanction (such as Special Educational Needs or Disabilities, any religious requirements, any safeguarding concern).

The Headteacher will take account of the following principles when determining or implementing sanctions:

- That the sanctions are not degrading or humiliating.
- The sanctions have been applied fairly, for example, it is not appropriate to issue whole class detentions for the misbehaviour of a few.

The Governing Body of the school have agreed that the following sanctions can be used:

- Relocating students to other classrooms
- Next day after school detentions
- Withdrawal of privileges such as Student Leadership roles, participation in visits/ events
- Completion of work/ extra work
- Internal Suspension or Out of Circulation
- External Suspensions
- Permanent Exclusion

11.1 Detentions

Next day after school detentions are used for any student who gets two or more negative behaviour points in a day. For these detentions students will be notified on Class Charts or through a telephone call/ email if the incident is more severe. Two types of detention are currently in operation – a 30-minute detention after school and a 90 minute SLT

detention after school. The school recognises that it does not legally require parental permission to keep students after school, however, we strongly value our relationships with parents/ carers and recognise the courtesy of informing parents/ carers. Where students travel using public transport (e.g. bus, train or taxi) parents/ carers are responsible for making alternative transport arrangements if students are required to stay after school.

Parents/ carers are responsible for ensuring their child attends the next day after school detention. If a student fails to attend their detention the sanction set will be escalated. The only exceptions to this will be if there is a family emergency or the child has a medical appointment. It is the responsibility of the parents/ carers to notify the school in advance using the Class Charts email address classcharts@thehambleschool.co.uk if their child cannot attend a detention. Staff will not accept a verbal request from a student.

11.2 Internal Suspension

The school operates an Internal Suspension (IS) room for students who severely disrupt lessons or whose behaviour has seriously broken our rules of 'Ready, Respectful, Safe'. The IS room is also used for students who fail to attend SLT detentions. Where possible parents/ carers will be informed in advance that their child is being placed in IS.

Students are supervised by staff to complete the work students are working on in class so that they do not lose their place in the sequence of learning. They are supervised in the room at break and lunch times and have an extended day for 60 minutes after the end of school. Students' work rate and behaviour is closely monitored by staff and scores are given on report cards throughout the day. Students can only return to lessons the next day if they complete IS with sufficient points.

Any continuous poor behaviour in IS, refusal to attend or defiance may result in an External Suspension.

11.3 External Suspensions

The School will follow government guidance on suspensions. In very serious cases it may be required to use this level of sanction. In accordance with Local Authority and National policies suspensions will either be for a set period of time, or permanently, with the parent's right of representation to the Governing Body.

Any decision to suspend will be taken by the Headteacher or Deputy Headteachers. Before deciding to suspend a student the Headteacher or Deputy Headteachers will:

- Ensure that an appropriate investigation has been conducted.
- Ensure that the relevant evidence has been considered.
- Where possible ensure that the student has had the opportunity to be heard.
- Consult other relevant people or external agencies where necessary.

Having considered these matters the Headteacher or Deputy Headteachers will make a decision based on the balance of probability, using the current guidance from the DfE. Consultation will also take place with the Designated Safeguarding Lead if the child is on the Child Protection Register and the Designated Teacher for Looked After Children if the child is in care.

Parents/ carers will be informed by telephone and this will be followed by a letter which outlines the reason for and length of the suspension. For a suspension lasting 1-5 days the Head of Year will ensure learning is provided. The school will make appropriate educational arrangements for a student on their 6th day of suspension. During the suspension parents/ carers must ensure that the child is not found in a public place during school hours. They must also not be in the vicinity of the school at any time during the suspension.

Following a suspension parents/ carers and students will be required to meet with members of staff to reintegrate into school life – This is known as a readmission meeting. During this meeting staff will outline the school rules and issue a report card for a minimum of two weeks to support students to make the right choices. Students will not be allowed to reintegrate back into lessons until this meeting has taken place.

11.4 Permanent Exclusions

A decision to exclude a student permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed.

Parents have the right to make representation to the Governing Body about exclusions and the Governing Body must review the permanent exclusion decision. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

Please see our separate suspensions and exclusion policy for further details.

12. Support Systems

12.1 Staff

Support is available for staff who feel that they require help with behaviour management this is initially through the Head of Department, but more serious incidents will involve the Progress Leader or SLT. A 'Support on Request' (SOR) system exists so that disruptive students can be removed from a teacher's lesson to prevent further issues. Regular CPD is delivered to support all staff with behaviour management.

12.2 Students

Teachers and support staff regularly monitor behaviour data and use a range of strategies in the classroom to support individuals. Examples include:

- Teaching and Learning Strategies – Teachers, Heads of Department, Progress Leaders and the Inclusion team will devise strategies in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Planned 'Time Out' – Students who experience difficulty with impulsive behaviour can be offered an Exit Sticker where they leave a lesson for a short period of time and visit a designated space.

To support those at risk of suspensions or permanent exclusion. Students are identified and put on report cards or a Behaviour Support Plan (BSP). The BSP outlines the underlying issues and will support students with strategies to help them manage their own behaviour. Progress Leaders will meet with parents/ carers to explain the targets and the expectations.

The Progress Leader or SLT can also refer students to our internal provision (currently Inclusion) for additional support or a short period of reflection time at another school as part of a Behaviour Support Move. When these strategies are used parents/ carers will meet with staff to discuss the plan before the support package is put in place. The Hamble School also uses a number of different Alternative Provisions (AP) across Hampshire if we feel that all strategies have been exhausted within the school context.

13. Mobile phone use

Students are allowed to carry a mobile phone or wear a smart watch for use to/ from school. However, they must be in their bags during the school day, turned off. Mobile phones must not be carried in blazer or trouser pockets. If a student needs to contact a parent/carer during the school day due to personal reasons or medical needs they must do so using a school telephone with the Pastoral Team. If a mobile phone or smart watch is physically seen, even if in a pocket and regardless of whether the child is using the device, it will be confiscated and recorded on Class Charts. Students will then be able to collect the mobile phone or smart watch in accordance with our confiscation guidelines. We cannot take responsibility for any phone or smart watch which is lost or damaged. Sanctions will be applied in line with the school rules around confiscations and the school's behavior and mobile phone policies.

14. Behaviour outside of school

The school has high expectations of behaviour both on and off-site. Students are expected to uphold and maintain these standards. The school has statutory powers to regulate the behaviour of students when they are off the school premises and not supervised by school staff. The school may apply appropriate sanctions to regulate off-site behaviour if it is felt that the school has been brought into disrepute.

15. CCTV

For the safety of staff and students, The Hamble School has CCTV operational in key areas of the site. CCTV footage can be used to identify truancy, incidents of poor behaviour, damage to school property, unsafe behaviour and any other issues of concern on school site.

16. Screening and searching

The Hamble School searches students in line with the Searching, screening and confiscation: advice for schools 2022

16.1 Informed consent

School staff may search a student with their consent for any item. The ability to give consent may be influenced by the student's age or other factors. If a member of staff suspects that a student has a banned item in his/ her possession, they can instruct the student to turn out his or her pockets or bag. If a student refuses, parents/ carers will be contacted.

16.2 Searches without consent

In relation to prohibited items, as defined below, the Headteacher and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

16.3 Prohibited items

Knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco/ cigarettes/ cigarette paper, matches/ lighters, e-cigarettes or any form of vapes, fireworks, pornographic images, stolen items or any other item defined to put students or others at risk.

16.4 Searches generally

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out one or more of the following:

- A search of outer clothing
- A search of school property e.g. student's lockers
- A search of personal items e.g. bag or pencil case

Searches will be conducted in a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student (where possible) and another member of staff.

Where staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain or dispose of that item as appropriate in accordance with the DfE guidance. Where there is a repeated allegation of concerns raised about a student's possessions of a prohibited item depending on the severity, the Police may be called and their assistance required.

Where staff have found a student to possess prohibited items, they will undertake random follow-up searches of that student's property.

17. Confiscation of property

The Hamble School will confiscate student property (in line with legal guidance) if it is felt that the property is harmful, it contravenes a school policy or is detrimental to school discipline or is inappropriate for school. Property will be returned to the student at a later date, returned to parents/ carers or disposed of following discussion with either the parent/ carer or student. If the property is illegal in any way, then the Police will be involved.

18. Restraint and use of reasonable force

Section 93 of the Education and Inspections Act 2006 allows teachers and other authorised persons to use physical control or restraint in certain circumstances to prevent a student from:

- Causing disorder or engaging in behaviour prejudicial to good order and discipline
- Hurting themselves or others
- Damaging property, including their own
- Committing an offence

Incidents of reasonable force will always be a last resort and staff will try and diffuse the situation without physical intervention. The term 'reasonable force' covers a broad range of actions used by a member of staff that involve a degree of physical contact with students. This can range from guiding a student to safety by the arm through to extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.
Schools do not require parental consent to use force on a student. If physical intervention/ restraint is used in any manner it will be clearly recorded and documented and the Designated Safeguarding Lead informed.

19. Suspected Criminal Behaviour

Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police. School staff will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard students (including any victims or alleged perpetrators). Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or 'tip off' anyone involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use during criminal proceedings. Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions. The school will follow its Safeguarding Policy and procedures at all times and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services.

20. Child-on-child abuse

The Hamble School is committed to the principle of inclusion, and we want everyone to feel respected and safe in our school. The school has a culture where harmful sexual behaviours such as sexual harassment, online sexual abuse and sexual violence

(including sexualised language) are unacceptable and will not be tolerated. Unacceptable, harmful sexual behaviours include:

- Sexual comments (including name-calling) – Those which discriminate based on sex.
- Sexism – Behaviour or attitudes that create stereotypes of social roles based on sex.
- Sexual harassment – Means unwanted conduct of a sexual nature e.g. sexual comments, sexual jokes or taunting, comments about sexual identity and sexuality, physical behaviour like interfering with clothes, or online harassment such as sexting and the sending of unwanted sexual images.
- Sexual violence – Means rape, assault by penetration, or sexual assault (intentional sexual touching).

Incidents of child-on-child abuse are likely to be referred to Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) to investigate and follow up with all parties involved, including the parents/ carers of both the perpetrator/s and the victims. Each incident will include a risk assessment which will inform whether the school needs to manage the incident internally, refer to early help, refer to Children's Social Care Services or report to the Police.

In every case, the school's response will be proportionate, considered, supportive and decided on a case-by-case basis. Whilst The Hamble School will not tolerate the behaviour, we will support and listen to all of the students involved and offer both to the victim/s and the alleged perpetrator/s so that they can change their behaviour.

The School will apply sanctions which are proportionate for different 'levels' of sexual harassment and sexist comments. The context and intent in each case will impact how the School manages each incident and staff will consider the age and developmental stage of the alleged perpetrator/s, the nature and frequency of the alleged incident/s and how to balance the sanction alongside education and safeguarding support.

If a student makes an allegation of sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

21. Managing allegations from students against staff

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer – LADO, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation is a 'cry for help'. If so, a referral to Children's Social Care may be appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations or abuse against staff.

22. Equal Opportunities

In making and implementing this policy, account must be taken of the School's Equal Opportunity Policies.

23. Supporting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether any reasonable adjustments need to be made to support the student with the completion of the sanction.

Title of Policy	Behaviour Policy
Review Cycle	Annual
Policy prepared by/Reviewed by	Deputy Headteacher
Committee responsible	Learning & Achievement Committee
Statutory/Discretionary/School	Statutory
Date of latest FGB approval	01 April 2025
Date of review by committee	Straight to FGB
Date of next review by FGB	May 2027