



RELATIONSHIPS AND BEHAVIOUR POLICY

(Including Exclusions)

ALP Sittingbourne

February 2026

1. INTRODUCTION

ALP Sittingbourne is a school offering long term provision for students with social, emotional and behavioural difficulties and a range of other special educational needs. This policy acknowledges that the students are likely to find it more difficult than their mainstream peers to manage their own emotions and behaviour. The policy has been written to anticipate the possible difficulties that can occur in the school day to ensure that all staff, parents and students understand the actions that can be taken to avoid or resolve any difficulties.

We strive to create an environment where:

- Learning is supported and attitudes to learning are positive.
- Parents, staff and students are positive about behaviour in school.
- Students' behaviour during and outside lessons is good, including learning environments in other locations.
- Good behaviour and good work is recognised and appreciated, students are proud of their achievements.
- Students can learn the importance of taking responsibility for their own actions by developing their self discipline skills.
- Students can gain an understanding of their role in the wider community and in society and can appreciate the need to treat all people with respect.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to improvements in behaviour over time.

There are some fundamental beliefs that underpin our approach to modelling, creating and promoting good behaviour.

- Embedding our school values (ARRRTT) with each new student and always referring back to these when needed.
- We provide a positive, safe, caring learning environment where every person is valued and respected.
- All students have the right to consistent and high quality learning with minimal disruption from other students.
- Regular communication between students, parents and staff is vital.
- In the unlikely event that children are hurt, abused or bullied by others in school they will be listened to and will receive support – such incidents are taken very seriously.
- The developing self esteem of our students is very important in preparing them to be successful students.
- The curriculum is acknowledged to play a crucial role in the management of behaviour in school. Students who are motivated, engaged and interested are more likely to manage their behaviour well.
- The school collaborates with external agencies to support our students.
- Pupil voice is important when making whole school decisions.
- Every learner is treated as an individual and their SEND are taken into account in all aspects of school life.

2. BEHAVIOUR EXPECTATIONS

Students arrive at school at 9.15am and are greeted by staff in the school drop off zone (in their vehicle) to ensure they are safe entering the school site. At break times and lunchtimes the children are supervised by consistent staff who know the children well.

Each child has a Risk Assessment and Behaviour Support Plan (BSP) and in line with these some students may be assigned 1:1s during the unstructured times of the day. At lunch times, meals are provided and students eat in the dining area (school hall) however, adaptations are made based on individual risk assessments and sensory needs.

ALP Sittingbourne promotes healthy living and therefore smoking and vaping is not permitted. All jewellery must be removed for PE and vocational subjects but at other times ear studs or small sleepers may be worn.

At the end of the school day (2:45pm), students are greeted by their transport provider at the drop off zone, to ensure they are safe leaving the school site.

The role of the Pastoral Lead at ALP Sittingbourne is to take a lead in the management of behaviour within the school. The Senior Management Team/Pastoral Lead will work with all staff to maintain a positive and productive teaching and learning environment and will support other colleagues in maintaining positive behaviour.

This policy outlines how positive behaviour and attitudes are to be promoted at ALP Sittingbourne and how we support reducing instances of negative behaviour. Where appropriate the Senior Management Team/Pastoral Lead may draw up an individual behaviour support plan in consultation with tutors and other professionals.

The expectations at ALP Sittingbourne are as follows:

- Developing and embedding the school Values (ARRRTT) into their everyday behaviours.
- We expect all students to respect school property, staff, visitors and other students.
- Students will be supervised when moving from place to place.
- Each student has an individual risk assessment in place and the staff support the young person in line with this, including moving around the school, supervision at break times and outdoor activities.
- Students are expected to indicate to staff if they need to leave the classroom and staff will monitor them in compliance with their risk assessments.
- Students are encouraged not to bring phones into school. If students have mobile phones in school they must switch them off and hand them in to staff at the beginning of the school day and these will be stored in class boxes.

3. TRAUMA INFORMED RELATIONSHIPS APPROACH

Trauma informed behavioural approaches prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles. Our school recognises that punishing negative behaviour without understanding the reasons behind will not provide a lasting solution or support pupils in learning to regulate their emotions. All staff are expected to ensure that they have had appropriate trauma informed CPD.

When dealing with behaviour that challenges, we follow these principles:

1. Recognise, validate and attune to children and young people take precedent over other means of discipline 'connection before correction'
2. A relational approach to discipline should be prioritised. This will still include discussing consequences and using problem solving skills as opportunities for learning.
3. Recognise the impact of an incident on your own feelings, behaviours and triggers before applying discipline approaches.
4. Focus on the function behind a behaviour rather than the behaviour itself.

4. PERSONAL LEARNING, EMOTIONAL OR MEDICAL ISSUES

Many of our students have difficulties with self-regulation stemming from trauma, anxiety and Special Educational Needs. School staff are trained to de-escalate heightened emotions and support students to regulate their emotions using a number of strategies which are outlined on each individual student's risk assessment and BSPs (Behaviour Support Plans).

These strategies may include:

- Zones of Regulation
- Team Teach strategies
- Sensory breaks and sensory circuits (including heavy work)
- Flexible seating
- Fidget equipment
- PANDA training (PDA)
- Access to counselling
- Forest school
- Nurturing Morning Routines
- Section F Time built into the school routine

- Bespoke Rewards
- Targeted Counselling Sessions
- Social Intervention Sessions
- Celebration Breakfast

We aim to support our students to develop the skills to understand and manage their own and others' emotions. In order to achieve this we create an environment that encourages students to reflect upon their behaviour and offers them alternative strategies. Staff have comprehensive CPD to ensure that they are trained in understanding a broad range of SEND and medical conditions, this includes, but is not limited to:

- Autism
- ADHD
- PDA
- ODD
- Epilepsy and buccal training
- Administering Medication
- Hearing Impairment
- Zones of Regulation
- Paediatric First Aid
- Team Teach
- Food safety for Educational Purposes
- Diabetes

5. ASSESSMENT

ALP School uses Class Charts (by TES Global) to monitor and manage student behaviour by recording positive and negative incidents in real time, enabling staff to track individual progress, identify behavioural patterns, and implement targeted interventions. The system supports consistent behaviour expectations across the school, informs seating plans and pastoral support strategies, and provides data that leaders can use to review trends and evaluate the impact of behaviour policies. School staff analyse the behaviour data recorded on Class Charts daily to identify emerging patterns, triggers, and areas of concern, enabling them to update risk assessments and Behaviour Support Plan (BSP) accordingly. This is monitored overall by the Pastoral Lead, who implements timely adjustments to strategies that promote positive behaviour and reduce risk. Class Charts also supports the monitoring of student wellbeing by logging pastoral notes, tracking behaviour patterns that may indicate emotional or mental health concerns, and identifying changes such as withdrawal, increased incidents, or reduced engagement.

6. PARENTS AND CARERS

ALP Sittingbourne works closely with parents and carers to ensure that students are supported holistically. This includes excellent communication between home and school via email, telephone calls and face to face meetings.

We have established a routine of offering parents open afternoons at least once a year,

when parents can view their child/young person's work, the school environment and discuss their progress with Teachers & Tutors.

At the end of the academic year the school comes together to celebrate the successes of the school year with parents and carers.

7. REWARDS, RISK ASSESSMENTS AND EXCLUSIONS

Rewards

Staff will share news about positive work and behaviour with students and parents.

Examples of rewards used include:

- Star of the Week Award
- Values points working towards a reward goal such as a special visit or trip
- Verbal praise and acknowledgement
- Written comments on students' work
- Use of stickers – according to age/developmental level
- Visit to Headteacher/SMT for praise
- Positive comments during parents evenings or in newsletters to parents
- Working towards a reward goal such as a special visit or trip
- Postcard or letter home
- Positive padlet comments at the end of each week
- End of Year Celebration Assembly

Risk Assessments/ Behaviour Support Plans

All students have personalised Risk Assessments & Behaviour Support Plans (BSPs), these are updated daily/as needed and decisions are informed by these documents. This may include 1:1 support, SMT involvement, decisions being made regarding daily activities e.g. outside of school visits.

All ALP staff are **Team TEACH** trained which primarily focused on understanding children's behaviours, de-escalating challenging scenarios and creating classroom cultures that instil positive behaviours.

"Team-Teach is designed to reduce the reliance on restraint and restriction by expanding the toolbox of positive behavioural supports. Reducing risk involves giving staff the confidence to take decisive action when it is necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning and communication to enable staff teams to anticipate foreseeable hazards and avoid them." - **Team-Teach Workbook**

If a student has had to be positively supported, this will be recorded in the 'Red Bound Book', signed off by SMT, and an incident report written by the staff involved will be created. Debrief meetings, involving at least one member of SMT, will then be held, to reflect, review risk assessments and BSPs and plan next steps. Parents are updated in person or via telephone call and next steps are shared. Reports are to be filed in the students' Incident Report Folder and also on the student's passport in the form of an electronic copy. All incident reports are referenced with the relevant bound book number.

Next steps are planned in line with the student's updated risk assessment/BSP with the focus of promoting positive and safe behaviour. Once the young person has de-escalated, staff support self reflection to encourage individual self regulation strategies.

Increased dangerous/risky behaviours impacting risk assessments may lead to SMT taking the following actions:

- Changes to their timetable
- Amendments to staff support
- Changes to school environment/resources
- Parents asked to meet with staff in school
- Reduced timetable/outreach which is reviewed regularly inline with the student's needs/behaviours
- Fixed term exclusion
- Permanent exclusion

Serious Incidents

Where a serious incident occurs there will be an opportunity for the student to reflect on his/her behaviour and actions and the chance to discuss with an adult how it can be avoided in the future.

A serious incident is:

- One where the result is injury to someone in school
- Where damage to property is caused
- Stealing
- Deliberate or provocative remarks against protected characteristics
- Persistent bullying
- Intentional violence towards others
- Persistent disruption

Where a student is involved in an incident a member of the senior management team contacts the parent or carer by phone or in person to discuss the incident and any amendments to be made to the individual's risk assessment, including changes of environment, timetable and/or provision. This needs to be timely and should occur on the same day, immediately after the incident.

Suspensions

In line with Department for Education statutory guidance, ALP Sittingbourne uses suspension only as a last resort or in response to a serious incident.

A suspension may be issued where the Headteacher determines that:

- A pupil has committed a serious breach or persistent breaches of the school's behaviour policy; and/or
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils.

Before deciding to suspend, the Headteacher will consider the individual circumstances of the pupil, including:

- The nature and seriousness of the incident
- The pupil's previous behaviour record
- Any relevant contributing factors (e.g. SEND, safeguarding concerns, external influences)
- Whether appropriate alternative strategies and interventions have been implemented and exhausted

The decision to suspend will be made by the Headteacher. The length of suspension will be proportionate to the incident and compliant with statutory limits.

The Headteacher will ensure that:

- Parents/carers are informed without delay and in writing
- The Local Authority is notified without delay
- The Social Worker and/or Virtual School Head (where applicable) are informed
- The suspension is formally recorded in the school's behaviour records, Students' Passport and ALP Sittingbourne Behaviour Overview

During or following a suspension, the school may consider additional support strategies, including outreach provision or targeted intervention, to prevent recurrence.

Permanent Exclusion

Permanent exclusion is used only in line with DfE statutory guidance and as a last resort, where:

- There has been a serious breach or persistent breaches of the school's behaviour policy; and
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The decision to permanently exclude rests solely with the Headteacher.

In reaching the decision, the Headteacher will consider:

- Incident reports
- Previous incidents involving the pupil
- The pupil's behaviour log and record
- Interventions and support strategies that have been implemented
- Any safeguarding, SEND, or mitigating factors
- Whether a suspension or other sanction would be appropriate and sufficient

Where a permanent exclusion is issued:

- Parents/carers will be informed immediately, both verbally and in writing, including their right to make representations and request a review
- The Local Authority will be notified without delay
- The Governing Board (or Executive Board) will be notified and will review the decision in accordance with statutory requirements
- The Social Worker and/or Virtual School Head (where applicable) will be informed
- Full details will be recorded in the Students' Passport and ALP Sittingbourne Behaviour Overview

Managed Moves

ALP Sittingbourne will consider a Managed Move as an alternative to permanent exclusion, where appropriate and agreed by all parties. Managed Moves are voluntary and intended to provide a pupil with a fresh start in another setting better able to meet their needs. They will only take place with the informed consent of parents/carers and the receiving school.

8. OUTSIDE SCHOOL

Taking part in educational visits, work experience and accessing alternative provision are all a significant part of what ALP Sittingbourne is able to offer students.

Every effort will be made to ensure that these experiences are offered to all students according to need and in all situations risk assessments will be completed in advance. A pupil may be prevented from accessing planned out of school activities where their risk assessment suggests that the student may put the health and safety of themselves or others at risk.

9. SEARCHES AND SCREENING

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

 [Searching__Screening_and_Confiscation_guidance_July_2022.pdf](#)

Students who have been identified as being high risk in their personal risk assessment (due to previous behaviours/incidents) may be required to be subject to a wand check with an adult and a chaperone to ensure the safety of the school community. This would be a decision undertaken in collaboration with the local police and parents/carers would be informed.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. The

use of a metal detecting wand will be used, with parental permission, if a student consistently brings prohibited items or illegal items.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited or illegal items

- Controlled drugs
- Harmful substances
- Alcohol
- Tobacco
- Cigarette Papers
- Vapes
- Fireworks
- Pornographic images
- Stolen items
- Weapons
- Items that have been (*or are likely to be*) used to commit an offence or cause personal injury or damage to property

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the Headteacher or the designated safeguarding lead (or deputy) or the behaviour lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks, Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search.

If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a
- pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed on p.10). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened?
- What was found, if anything?
- What has been confiscated, if anything?
- What action the school has taken, including any sanctions that have been applied to their child?

Support after Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. Staff will not take part in a strip search of any student.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and the appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Appropriate responses may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Appropriate responses will only be given out on school premises or elsewhere when the pupil is

- Under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Appropriate responses will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or the Assistant Head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. SUPPORT OF STUDENTS

Students should feel confident that they have the right to talk to an adult in school if they are hurt, abused or bullied by others in school. Staff will ensure they receive support needed. See the school's anti-bullying policy for further information.

The school acknowledges its legal responsibilities and duties under the Equality Act 2010

in respect of safeguarding and in respect of students with special educational needs (SEN) and will take the appropriate action in response to any concerns.

Policy to be reviewed February 27