Behaviour Policy, including Anti-Bullying Policy

STATUS:	DATE AGREED:	DATE TO BE REVIEWED:
Policy: statutory	September 2026	September 2027
WRITTEN BY:	**GB SIGNATURE**	
Jo Griffiths		
CONSULTATION:		
Staff and Governors		
RESOURCES AND REFERENCES:		
This policy is based on advice from the Department for Education (DfE) on: • Behaviour in schools • Searching, screening and confiscation at school • The Equality Act 2010 • Keeping Children Safe in Education • Use of reasonable force in schools • Special educational needs and disability (SEND) code of practice		
BEHAVIOUR STATEMENT		
Safe, ready to learn, ready for the future- that's what our high expectations are for. Our shared values sit behind every school rule, and while we know home life looks different for every family, these are the values that keep everyone in our school community safe. We can't do this without parents and carers' support; we want to work in partnership every step of the way.		
PURPOSE AND AIMS:		
This policy aims to: • Provide a consistent approach to behaviour management • Define what we consider to be unacceptable behaviour, including bullying and discrimination • Outline how pupils are expected to behave • Summarise the roles and responsibilities of different people in the school community with regards to behaviour management • Outline our system of rewards and consequences.		
ROLES AND RESPONSIBILITIES:		
The Governing Board The governing board is responsible for: • Creating the school 'Behaviour Principles' from which this policy flows • Monitoring this policy's effectiveness and holding the Headteacher to account for its implementation (*See appendix 1 for Governor Behaviour Principles)* **The Headteacher**		

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with difficult and dangerous behaviour
- Monitoring how staff implement this policy and ensuring that rewards and consequences are applied consistently

Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and explicitly teaching expectations of behaviour
- Providing a personalised approach to meet any specific behavioural needs of particular pupils in line with support and guidance from the senior leadership team or external agencies
- Recording behaviour incidents on CPOMS and checking that these have been followed up consistently

Parents

Parents are expected to:

- Support and encourage their child to follow the school rules
- Work in partnership with the school regarding behaviour incidents
- Inform school of any changes in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or members of the senior leadership team

SCHOOL RULES

The school has the following rules that pupils are expected to follow:

- Be kind, polite and well-mannered to everyone.
- Do as you are asked by an adult.
- Work hard and don't waste learning time.
- Respect our similarities and differences and look after each other.
- Show safe behaviours by:
  - -not hurting, or teasing others,
  - - walking sensibly around the school,
  - - playing safely.
- Take care of our school and resources.
- Be responsible for your actions and think about the consequences.

We have high expectations of behaviour from our pupils and These expectations are designed to ensure that each and every pupil is safe, secure and successful and is able to learn the habits of self-control and resilience. The school staff will take every opportunity to encourage all pupils to give his or her best and give every support and encouragement to that end. We expect that each parent will support the staff through calm and polite communications at all times with staff.

REWARDS AND CONSEQUENCES

Rewards

We recognise good work and behaviour, and encourage all pupils to aim for the highest standards of achievement in both their learning and in showing pro-social behaviour.

All pupils in school earn value points for demonstrating our school values of kindness, responsibility, teamwork, self-belief, ambition and creative-thinking. Each half term, all pupils receive a certificate celebrating the number of value points they have earnt throughout that time.

Staff also recognise pupils' pro-social behaviour through individual verbal praise which is specific and helps children to know exactly how their behaviour is promoting our school rules and values so that they can do more of it! We also love sharing positive behaviour with parents through verbal handovers as well as via MCAS.

Consequences

When pupils behave in a way which breaks our school rules, we follow this up with a consequence. The form of follow-up action will depend on the level of behaviour shown and is outlined in more detail below. We aim for follow-up action to be as soon as possible after an incident and for this to focus on a restorative approach which helps the pupil to understand the impact of their behaviour as well as an opportunity to repair any damage done including both damage to property and relationships.

In extreme circumstances where a pupil has shown high levels of dangerous behaviour, we use internal suspension, external suspension and exclusion. There are defined as:

- internal suspension: when the pupil is kept apart from the rest of the class and completes works with the support of an appropriate staff member
- external suspension: when a pupil is temporarily removed from the school site and completes work at home
- Exclusion: when a pupil is no longer allowed to attend the school (unless the pupil is reinstated).

Whenever an external suspension or exclusion is issued, the school will always comply with the DfE's statutory guidance in relation to suspension and exclusion. Full guidance from the DfE is available here.

Staged approach:

When a pupil shows antisocial behaviour and breaks the school rules on more than 3 occasions in a 3-week period, they will move to **Stage 2.** This shows us that a pattern of repeated behaviour is emerging and our restorative approach is not effectively helping the child to change their behaviour. At this point, the behaviour is likely to be affecting others and it is important that we work in collaboration with parents to reduce this behaviour and so a child will be placed on report. When a child reaches Stage 2, the class teacher will contact parents and arrange an informal meeting in which the following will be discussed and agreed:

-the pattern of behaviour and impact
-what additional support might be needed to help the child recognise their behaviour
-a clear agreed behaviour target for the child to focus on

The child will remain on report for 2 weeks, with daily monitoring through a behaviour report sheet which will be regularly shared with and signed by a member of the leadership team. We also ask that parents look at and sign the report each day, adding any feedback or comments where they would like to.
A review of the behaviour targets will take place after 2 weeks to identify whether they have been achieved and the behaviour report can finish which is the most likely outcome.
However, should the behaviour escalate or the targets not be reached within that time, a further meeting will take place with parents, the child, class teacher and a member of the SLT to discuss next steps. This will be tailored to meet the child's needs and may be a further behaviour report with refined targets, an individualised behaviour plan, a referral to external agencies for behaviour support or a reduced timetable.

Extreme circumstances

The school reserves the right to use its legally given powers, if the circumstances require, to:

- search pupils for illegal or dangerous items and confiscate any such items
- use reasonable force to prevent a pupil hurting him/herself or others
- give sanctions for pupils for poor behaviour, within and beyond the school gate, particularly where that behaviour has a school connection.

Any use of force will be in line with the school's Restrictive Physical Intervention (Holds) Policy 2026-7. Reasonable force may be used, where necessary and proportionate, to prevent a pupil from committing an offence, causing personal injury, damaging property, seriously disrupting good order and discipline, or to enable a lawful search to take place. Any use of reasonable force will always be a last resort, carried out in the best interests of the pupil and others, using the minimum force necessary for the shortest possible time. The school will record and report incidents involving the use of reasonable force in accordance with its safeguarding, behaviour and physical intervention procedures, and parents will normally be informed as soon as practicable. This will comply with the DfE statutory guidance around reasonable force. Full guidance can be found here.

BEHAVIOUR POLICY: STAGED APPROACH

CHILD NEEDS TO MISS PART OF LUNCHTIME TO REFLECT ON BEHAVIOUR

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1. INCIDENT LOGGED

Incident recorded on CPOMS

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2. CHILD ADDED TO WHOLE SCHOOL BEHAVIOUR TRACKER

Child is added to the 'consequence log' section and is allocated to a member of the leadership team for reflection

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3. REFLECTION COMPLETED

Staff on duty check the tracker and the child completes a reflection. A letter outlining this is sent home to parents.

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◆ 3 reflections within a rolling 3-week period? ◆

STAGE 2: BEHAVIOUR REPORT

Class teacher contacts parents/carers • Short meeting arranged to discuss behaviour patterns • Clear behaviour targets agreed • Child begins a Behaviour Report

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MONITORING PERIOD – 2 WEEKS

Behaviour monitored daily against agreed targets • Regular input from teacher, child and parents/carers

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◆ Have the behaviour targets been met after 2 weeks? ◆

YES – RETURN TO STAGE 1	NO – STAGE 3
Behaviour Report ends and the child returns to normal monitoring.	Formal meeting with the teacher and SLT to agree next steps and support.

Stage 1: Reflection & Monitoring → Stage 2: Behaviour Report → Stage 3: Formal Support



Be seen looking
Pupils need to feel like you can see them all the time. We need to be scanning the room and letting pupils know in the subtlest way that we see them. This is especially important after giving an instruction.

Non-verbal cues
A quick, non-verbal signal that you are aware that the pupil is not on task.

Narrate the positive
Have a running commentary of the positives that are taking place and emphasise/highlight those pupils who are doing the right thing.

Low level behaviour- class teacher level	
Examples of behaviour:	***Consequences & adult actions***
• Fiddling with resources which prevents them, or others, from listening or learning • Doodling on books or resources • Throwing a small object • Distracting others by, for example, calling out, talking over staff, making others laugh *(first time)* • Not following an adult instruction *(first time)* • Avoiding tidying up • Snatching resources • Avoiding work *(first time)* – e.g. repeatedly asking to go to the toilet/ sharpen pencil/ rocking on chairs/ walking around classroom or walking away from activity • Walking around the classroom eating, at lunchtime	This behaviour is managed by staff at the time through: **Targeted private correction** (at the time) • A quiet word or short conversation with the pupil, given while other pupils are doing what they should be doing If this behaviour continues: **Targeted private correction** (at the next opportunity) • Missing 5-10 minutes of break or lunch time in class, to explore the issue further with the child and to make it clear that they have broken the school rules • Informal conversation with parents to let them know
Difficult behaviour (15 mins lunchtime reflection)	
Examples of behaviour:	***Consequences & adult actions***
• Repeated low level behaviour • Refusing to complete work • Deliberately breaking a small resource/ someone's model • Using someone's else's resource in a careless or thoughtless way that results in them being damaged • Deliberately defacing property • Pulling down a display/tipping furniture • Saying or writing unkind things about or to others • Leaving the classroom without permission/not returning from break time • Shouting at someone • Making unwanted physical contact – e.g. poking /pushing someone, rough play	This behaviour is managed by staff at the time through: **Targeted private correction** (at the time) • A quiet word or short conversation with the pupil, given while other pupils are doing what they should be doing • Appropriate adult support to reengage the child in learning **Staff to follow staged approach flowchart**

• Climbing on furniture in a way that is not dangerous • Swearing under breath • Spitting on floor/cutting someone's hair • Deliberately getting very wet in puddles or rain	
Dangerous behaviour (30 mins lunchtime reflection)	
Examples of behaviour:	***Consequences & adult actions***
• Deliberately breaking a larger or more expensive resource, or another child's property. • Playing dangerously with resources – e.g. hitting others with large sticks • Causing another child to react dangerously by deliberately upsetting or angering them • Spitting towards, or at, another person • Encouraging others or teaming up with others to ignore adults • Hurting other children – e.g. pushing, hitting, kicking • Throwing resources or furniture in a manner that might hurt someone	This behaviour is managed by staff at the time through: **Targeted private correction** (at the time) • A quiet word or short conversation with the pupil, given while other pupils are doing what they should be doing • Appropriate adult support • Removal to work outside the classroom if behaviour is affecting the learning of others or happening within the classroom **Staff to follow staged approach flowchart**
Highly dangerous behaviour (Leadership Team)	
Examples of behaviour:	***Consequences & adult actions***
• Repeated dangerous behaviour • Acting in a manner that puts others at serious risk • Acting in a manner that seriously disrupts learning • Deliberately defacing property with swear words or unacceptable drawings/symbols • Throwing objects at people • Swearing at or about others • Using inappropriate/sexual/racist language • Not following adult instructions in a dangerous situation • Fighting • Throwing resources or furniture at someone • Bullying • Climbing on furniture dangerously • Going into the carpark • Leaving the school grounds	**Staff member** report the concern to the office, so that a member of the Leadership Team can come to assess the situation. **Member of the Leadership Team** makes arrangements for appropriate immediate protective consequences. **Deputy Head or Headteacher** makes arrangements for protective and educational consequences. This could include immediate move to stage 2, loss of privilege, internal suspension, external suspension, permanent exclusion, as appropriate.

SPECIAL EDUCATIONAL NEEDS AND BEHAVIOUR

We recognise that some pupils with Special Educational Needs and Disabilities (SEND) may require reasonable adjustments to support them in meeting our behaviour expectations. We will consider each pupil's individual needs, including their communication, emotional regulation, sensory and cognitive needs, when responding to behaviour. Our expectations remain high for all pupils, regardless of SEND, and all pupils are expected to demonstrate positive behaviour and respect for others. Where appropriate, reasonable adjustments, additional support or individualised behaviour and/or support plans may be put in place to enable pupils to understand and meet these expectations. Any consequences applied will be reasonable, fair and proportionate, taking into account the individual circumstances and needs of the pupil.
Our aim is always to promote inclusion, accountability, positive behaviour and successful participation in school life.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where
the relationship involves an imbalance of power.
Bullying is, therefore:
• Deliberately hurtful
• Repeated, often over a period of time
• Difficult to defend against.
Bullying can be a form of child-on-child abuse and it can cause severe and adverse effects on a child's emotional development.

Types of bullying:
• **Emotional:** Being unfriendly, excluding others, tormenting
• **Physical:** Hitting, kicking, pushing, taking another's belongings, any use of violence
• **Prejudice-based and discriminatory, including:** racial, faith-based, gendered (sexist), homophobic/biphobic, transphobic, disability-based: Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
• **Sexual:** Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
• **Direct or indirect verbal:** Name-calling, sarcasm, spreading rumours, teasing
• **Cyber-bullying:** Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites or through use of AI related content and deepfakes such as creating fake images or videos to mock, humiliate or impersonate another person

At Spurcroft we are committed to ensuring all members of our community are safe from bullying. To do this, we aim
to ensure that all pupils and staff know what bullying is (and is not), that bullying is always reported by pupils or staff,
that there are clear consequences for persistent negative behaviours towards peers and that every member of the
community knows that bullying will not be tolerated.

The school value of kindness run through all pastoral work at school, these are discussed as part of our PSHE scheme of work and assembly programme. In this way a significant amount of anti-bullying work is preventative and focussed on maintaining an anti-bullying culture.

However, when an instance of bullying does occur the school will take swift and meaningful action. To this end, when bullying is reported or suspected we will always:

- investigate reports of bullying
- record facts accurately
- inform parents if their child has been a victim of bullying (and ensure support is in place)
- inform parents if their child is accused of bullying other pupils
- ensure a follow up action for the perpetrator
- ensure follow up support for the victim
- facilitate restorative work when appropriate.

In cases of cyberbullying or bullying outside of the school, the school will liaise with other relevant authorities and where possible and appropriate to do so, investigate and communicate with parents.

Managing bullying

We have a staged approach to managing bullying. Reports of bullying should be reported directly to the child's class teacher first.

Stage 1: Most friendship and relationship issues resolve with a little support	Day to day intervention by class based staff when issues arise. Discussions take place with relevant pupils to discuss the issues and to make each aware of each other's feelings.
Stage 2: Some friendship and relationship issues extend further and need more structure to resolve	Class teacher talks to all pupils involved and work with them to resolve difficulties. Information on the needs and any plans put in place will be recorded on CPOMs, shared with class and lunchtime staff. Both sets of parents will be informed of the concerns and the plans made. They will informed that we are working at Stage 2 of the policy.
Stage 3: Rarely friendship issues get to this stage but may still be resolved this way. Sustaining behaviour (bullying) is now a consideration	Concerns are passed to a member of the Leadership Team. Parents are informed that we are working at Stage 3 of the policy. A formal meeting will be held with the pupils and Leadership Team Member. This may be with all pupils together, or separately, depending on the situation. A written record is sent to all parents concerned. Relevant staff are informed of local actions/ guidance.
Stage 4: Sustained behaviour is now the likely cause.	A meeting with the parents of the bully(ies) is held to work together to educate and support the bully in changing their behaviour. Clarity of sanction, should a change in behaviour not be seen, will be made.
Stage 5	Sanctions implemented.

SEXUAL HARRASSMENT 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. They should speak to any adult they feel comfortable sharing this with.

The school's response will be:

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

Consequences for sexual harassment and violence may include:

- The full range of school sanctions

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 on Child Abuse Policy and Child Protection and Safeguarding Policy for more information.

OFF-SITE BEHAVIOUR

Consequences in line with the behaviour policy may be applied where a pupil has misbehaved off-site either when representing the school or travelling to and from 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
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences 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 or member of the public
- Could adversely affect the reputation of the school.

PHYSICAL RESTRAINT

We do not promote the use of physical restraint and it will only be used in the most extreme circumstances to protect
a pupil from hurting themselves or others.

Incidents of physical restraint must:

1. **Always be used as a last resort**
2. Be applied using the minimum amount of force and for the minimum amount of time possible
3. Be used in a way that maintains the safety and dignity of all concerned

4. Never be used as a form of punishment
5. Be recorded on CPOMS and reported to parents.

MOBILE PHONES AND SMART DEVICES

In line with the DfE Mobile Phones in Schools guidance, Spurcroft is a mobile-phone-free school during the school day. This includes smart devices with similar functionality to a mobile phone, for example smart watches that are capable of sending or receiving messages or notifications, or recording audio or video.

We recognise that some pupils in UKS2 who walk home independently may need to bring a mobile phone to school for safety reasons. Where this is the case, the phone must be switched off before the pupil enters the school site and handed in at the start of the school day. Phones will be stored securely and must not be switched on or accessed until the pupil has left the school site. This expectation also applies to pupils attending after-school clubs.

Where a pupil breaches the school's mobile phone expectations, the phone may be confiscated in accordance with the school's behaviour procedures. The length of confiscation and arrangements for its return will be proportionate to the circumstances and may increase where there are repeated breaches.

Further information about the arrangements for bringing, storing and confiscating mobile phones is set out in the school's Mobile Phone Procedure.

The school may make reasonable adjustments or agree specific arrangements where there is a medical, disability, safeguarding or other significant need.

SEARCHING PUPILS

The Headteacher, or staff they authorise, have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item from the following list: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; matches; lighters; fireworks or throw snap bangers; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, injure a person or damage property.

CONFISCATION

Any prohibited items (see above) found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

PUPIL TRANSITION AND INFORMATION SHARING

To ensure a smooth transition to the next year, pupils have transition sessions with their new tutor and teachers. In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

When a pupil changes school, the school has a responsibility to pass onto the new school, information about the child's behaviour.

TRAINING

Staff are provided with training on managing behaviour as part of their induction process and continuing professional development.

Where more support is asked for by a staff member, or deemed necessary by a member of the Leadership Team, additional training will be given.

MONITORING AND EVALUATING

This policy will be monitored by the Headteacher and Governors and will be considered successful if the following
criteria are observed:

- Staff Training includes reference to this policy
- Staff show awareness and understanding of this policy in their daily practice
- Actions taken following the policy lead to short and long term improvements in behaviour

Appendix 1

Spurcroft Primary School & Nursery — Behaviour Principles

The Governing Board at Spurcroft Primary believes that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

Our principles are rooted in the school's values. We expect behaviour, sanctions and support to reflect these values, and have linked each principle below to the value or values it most directly expresses.

Our values

Kindness: treatment of others with kindness and respect, for a safe learning environment.

Teamwork: working with others to achieve goals beyond individual contribution, for a successful community.

Responsibility: accountability for one's own actions and their consequences.

Creative thinking: encouragement of individual and unique thinking towards learning.

Ambition: high expectations in learning and community activities.

Self-belief: the ability to act independently for personal growth and achievement.

Purpose

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy, by stating the principles that governors expect to be followed. Governors expect any policy or actions arising from this statement to be in accordance with the school's responsibilities under equality legislation, and to make reasonable adjustments for children with Special Educational Needs or Disability, and for the needs of vulnerable children.

Principles:

Safety and an orderly environment for learning (Kindness, Responsibility)

- All children, staff and visitors always have the right to safety while at school.
- Every pupil has the right to learn, and every member of staff has the right to teach, in a calm and orderly environment, free from disruption, intimidation or aggression.
- Spurcroft Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.

Rules, rewards and sanctions (Responsibility, Self-belief)

- The School Rules should be clearly set out in the Behaviour Policy and promoted around the school.
- Rewards should be used fairly, in a way that encourages and reinforces good behaviour.
- Formal sanctions for unacceptable behaviour should be known and understood by staff, pupils and parents, and applied consistently and fairly.
- There should be regard to the individual situation and the needs of the child in the use of rewards and sanctions. The Headteacher is expected to use professional discretion, while ensuring sanctions remain proportionate and reasonable.
- Persistent poor behaviour should be addressed through clear, increasingly serious sanctions and interventions, applied fairly and consistently.

Understanding behaviour and supporting improvement (Kindness, Creative thinking)

- Staff should make efforts to understand the reasons behind children's behaviour, and support them in making necessary improvements.
- Governors believe that exclusions should be used only in response to a serious breach of the behaviour policy, where allowing the pupil to remain would seriously harm the education or welfare of others.

Bullying and abuse (Kindness, Responsibility)

- All reports of bullying or child-on-child abuse, including online bullying, will be taken seriously, thoroughly investigated, and addressed consistently.
- The school will not tolerate behaviour that threatens the safety, wellbeing or education of any member of the school community.

Use of force and physical intervention (Responsibility)

- Any use of force or physical restraint is a last resort, used only where proportionate and necessary, and in line with the school's Restrictive Interventions (Holds) Policy and staff training.

Working together (Teamwork, Ambition)

- Pupils and parents should cooperate with staff to maintain positive and orderly circumstances for learning.
- It is important for parents to work with the school in taking joint responsibility for their child's behaviour.
- Governors fully support the Headteacher in taking firm, fair and proportionate action to maintain discipline, safeguard pupils and staff, and uphold the school's values.

Conduct towards staff (Responsibility)

- Violence, threatening behaviour or abuse towards school staff, governors, pupils or visitors will not be tolerated. Anyone who conducts themselves unreasonably may be banned from the school premises. If unreasonable behaviour continues, they may be liable to prosecution.

Review

This statement will be kept under regular review by the Governing Board.

