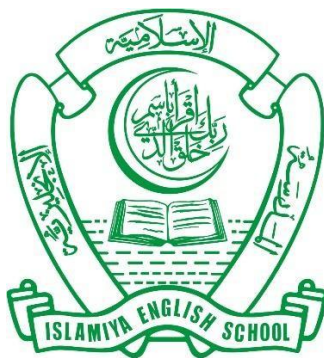


PE SCHOOL AND SPORTS POLICY

(Revised in August 2025)



Islamiya English School Abu Dhabi LLC



PE SCHOOL AND SPORTS POLICY

Introduction

Staying physically active and literate contributes to enhancing student health, wellbeing, and their confidence, competence, skills, attitudes, and behaviors to remain active for life. The role of schools in promoting physical activity and literacy through Physical Education (PE) and school sports is critical as they often provide students with their first exposure to organized sport. This policy lays out the basic requirements for the creation of a culture of engagement in physical activity in schools.

PURPOSE

- Establish minimum requirements for the provision of Physical Education (PE) and school sports to all students.
- Establish expectations for maximizing the engagement of all students in physical activity during the school day
- Guarantee that PE and school sports programs accommodate the specific needs of all students, including those classified as Students of Determination and those identified as Gifted and/or Talented.
- Ensure that PE and school sports caters for the individual needs of all students, including students with additional learning needs and gifted and/or talented students.
- Specify the qualifications required for teachers and coaches involved in delivering PE and school sports.
- Standardize minimum elements required in all schools' PE curriculum (including pedagogy and assessment).
- Promote the value of staying active for students throughout the day through structured and unstructured physical activity.
- Require schools to develop an internal policy and a physical literacy framework on which to base their PE and school sports program.
- Identify eligibility requirements for teachers and coaches to deliver PE and school sports.

POLICY

School-Based PE and School Sports Policy

1.1 Policy Requirements: Schools shall develop, implement, monitor, evaluate, and review a PE and School Sports Policy that includes the following elements:

1. Sets out the school's vision, mission, strategy, and targets in promoting student physical health.
2. Outlines how the policy will be implemented in schools through the PE curriculum and school sports programs.
3. Sets out the school's strategy to meet the target of having each student engage in a daily average of at least 30 minutes of moderate- to vigorous intensity physical activity (MVPA) through PE and

school sports.

4. Promotes awareness of the importance of physical activity and health to all stakeholders in the school community (staff, students, parents, etc.) and outlines their roles in achieving the policy's targets.

Staying Active

Holistic Activity Goal: School shall provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day within the school setting contributing to a daily goal of 60 minutes within the school and home settings.

Provision will include but not be limited to:

- Opportunities for students to be active during breaks and recesses, with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.
- Initiatives involving optimizing the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.
- Short, frequent activity breaks during classes to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
- Engagement with key stakeholders to increase awareness of broader sports programs within schools.
- Attention to individual students or particular groups of students identified as the least active, without risking the possibility of their stigmatization, by providing additional support to increase their physical activity levels and engage more widely in PE and sports.
- Opportunities for students to take part in unstructured physical activity during break times with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.
- Initiatives to optimize the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.
- Changing classrooms where possible between lessons to allow students to stretch, raise their heart rates and engage their core muscles.
- Where changing classrooms between lessons is not possible, short, frequent activity breaks will be built in between lessons to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
- Opportunities for students in IES to have structured physical activity sessions or outdoor learning lessons with a mix of structured and unstructured physical activity daily.
- Lift access for students with medical passes only to necessitate as many students as possible using the stairs.
- A broad range of sports and physical activity opportunities in the PE curriculum for Grade 1 to 12 to enable students to explore their talents, natural aptitude and interests.

- A broad range of physical activity opportunities available to students of Grade 1 to Grade 12 as part of the weekly after school enrichment programme to enable them to explore their talents, natural aptitude and interests.
- The opportunity for all children from Grade 4 to Grade 12 to access the physical activities available as part of the after school enrichment programme from 2pm to 3pm for Grade 4 to Grade 12 students on different week days for the Boys' and the Girls' section.
- The opportunity for all children from Grade 4 to 12 to have access to a broad range of competitive sports training opportunities and have the opportunity to represent the school as part of a team based on their aptitude.
- The opportunity for all students in Grades 4 to 9 to influence the range of sports activities on offer during the substitution period and participate in the activity of their choice.
- The celebration of students' external achievements in any sport or physical activity in school to raise awareness and engagement in sports outside of school.
- Membership with sports club to increase the range of sports available at a competitive level as well as the number of opportunities and age brackets open for competitive sports.
- Registration in the ADEK Cup competitions to the greatest extent possible dependent on structure, fixtures and staffing
- Engagement with key stakeholders such as Abu Dhabi Sports Council to increase access to and awareness of broader sports programs and events within schools and the wider community.
- Engagement of a facility hire company to offer after school sports sessions straight after school on and out of school hours with special offers for IES students to encourage their engagement.
- Additional support to increase the physical activity levels and engagement in PE and sports of individual students or particular groups of students identified as the least active or with a very high BMI as identified as part of the in school health screening, without risking the possibility of their stigmatization.
- Engagement and education of parents of students or particular groups of students identified as the least active or with a very high BMI as identified as part of the in school health screening, providing additional support and access to opportunities to increase their child's physical activity levels and engagement.

MISSION STATEMENT

At Islamiya English School, we offer and encourage all students, regardless of ability, to participate in sporting activities. We intend to implement and manage our sporting program in accordance with the Sport Policy because we are aware of its significance. The students participating in sports under the name Islamiya English School will receive the necessary coaching, care, and supervision from us.

AIMS AND OBJECTIVES

- Provide the best possible sporting experiences for all IES students in order to encourage lifelong participation in sports;
- Provide safe environments for the conduct of junior sports;

- Provide equal opportunities for all students to participate in sports;
- Make provisions for all students with special needs to participate in sports;
- Encourage and actively cater to talented sporting students;
- Positively promote parental involvement in all areas of the sporting activities;
- Promote the playing of sport for enjoyment with participation as the primary focus.
- The School Sport Policy considers physical activity participation to be more important than winning or training devotees to a specific sport.
- The mastering of different game abilities and the social/profound improvement associated with group participation are viewed as beneficial instructive encounters.
- The objective of this policy is to promote both physical activity and physical literacy among students.
- Physical activity and physical literacy are both vital to foster students' health, well-being, confidence, competence, skills, and lifelong attitudes to active behaviors.
- Schools play a crucial role in providing opportunities for students to explore, develop and practice both physical activity and physical literacy, particularly through Physical Education (PE) lessons and organized sports, which often serve as students' initial introduction to structured physical activities.
- This policy outlines the practices and procedures that establish a culture of active engagement in physical activity at Islamiya English School.

INCLUSION

Inclusive Participation: Schools shall provide opportunities for participation in high quality PE and school sports for all students.

- All students shall participate in the designated PE class for their grade level.
- School offers inclusive opportunities for high-quality Physical Education (PE) and school sports to all students.
- All students in Grade 1 to 12 are required to engage in the timetabled 80 minute weekly PE lesson corresponding to their Grades.
- In instances where a specific activity or task limits a student's active participation / medical condition, injury or physical condition prevents a student's active participation in a particular activity or task, PE teachers ensure that alternative roles related to the subject are provided e.g. team leader, referee, timer, coach, peer assessor or score/record keeper.
- PE teachers make reasonable adjustments to PE lesson content and resources, facilitating all students to make progress towards the objectives outlined in their documented learning plans (DLP).
- DLPs include specific recommendations supporting learning in PE where full access to active participation in all activities or tasks is limited due to an additional need.
- All students regardless of gender, students with additional needs, and gifted and/or talented students should have the same opportunities as their peers to participate in PE lessons and school sports. This includes participating and competing in both intra- and inter-school sports, as appropriate.

GENDER CONSIDERATIONS

- IES will follow the gender requirements outlined in the **ADEK Coeducation Policy**

MEETINGS

Meetings of the Sports Committee should be held at least once a term and minutes kept of proceedings.

TRAINING

- The coach will notify parents of training schedules.
- Four training sessions per week 30 minutes each day
- Coaches need to be notified as soon as possible if a student is unable to attend practice or matches.
- Coaches or team managers are responsible for students until normal finishing time of training and must notify parents and the Front Office in advance of any cancellations.
- If there is a forecasted temperature of 36 degrees and above all training / practices will be cancelled.
- If a parent/carer is not able to attend matches/practice, the parent/carer must ensure that they have arranged for their child's health and safety before, during and at the end of the match/practice, as this is the parent/carer's responsibility. This should not be the coach's responsibility who may have other commitments following training or matches.

If a child is NOT collected at the end of a game/practice in a timely manner on more than one occasion the, coach may bring the matter before the Principal for review.

WEATHER

- Sporting matches and practices will be cancelled on "Hot Weather Policy" days. Exceptions to this rule are possible, e.g. an air-conditioned stadium or for sports that start and finish early in the day.
- Having made a risk assessment, the Principal may approve a match or practice. Coaches/ coordinators are responsible for communicating this decision to players and parents. Weather conditions are assessed before each PE lesson or sports activity to determine whether adjustments are needed for safety.
- PE teachers and coaches ensure that students hydrate regularly and have access to fluids and shade during PE lessons and sports activities on site.
- Sun protection measures, such as providing shade and informing parents about the need for hats, sunscreen and water bottles are implemented for off-site activities in case access to shade is limited.
- In extreme weather conditions students have the choice of wearing PE uniforms instead of regular uniforms

INSTRUCTIONS FOR GYM

- Only sports shoes are allowed in the Gym, football shoes with cleats are strictly prohibited.
- Eatables are not allowed.
- Do not hang on the Rim.
- Only Basketball is allowed in the Gym, other sports are prohibited.
- No rough play, follow the ethics of the games.
- No Skates blades or roller blades.
- Follow the IES CODE OF CONDUCT and Do's and Don'ts.
- In case of failure to do so, strict disciplinary action will be taken.

INSTRUCTIONS FOR THE PLAYGROUND

- Only sports shoes are allowed in the playground. Shoes with high heels, pointed heels and football shoes with cleats are strictly prohibited.
- Climbing and leaning on the ground fence is prohibited.
- Do not use playing equipment improperly.

- Running during the break time is strictly prohibited.
- No rough play or yelling/Shouting/pushing/ is permitted
- Only sports shoes are allowed in the playground. Shoes with high heels, pointed heels and football shoes with cleats are strictly prohibited.
- Climbing and leaning on the ground fence is prohibited.
- Do not use playing equipment improperly.
- Running during the break time is strictly prohibited.
- No rough play or yelling/Shouting/pushing/ is permitted.
- Do not litter the playground, throw the trash in the bins.
- Students are not permitted to go to the stage during break and P.E classes.
- Water bottles should be kept away from the playground.
- No throwing rocks, sticks, water bottles, or other objects that might hurt someone.
- Do not put off your shirts during P E classes, playing in T-Shirts is not allowed.
- Tell your teacher about broken things or broken glass in the playground.
- Wear sunscreen when playing outside even on cloudy days so that you do not get sunburned.
- Take care of the sports material and handover to the sports in charge once the game is over.

PHYSICAL LITERACY

Physical Literacy Framework:

- School will develop a comprehensive physical literacy framework based on the Sport Australia Physical Literacy Framework outlining physical, social, cognitive, and psychological outcomes related to movement for students of all ages and stages of development.
- The framework will include but is not limited to:
 - Enjoyment: "I like playing sports or being active."
 - Confidence: "I feel confident when exercising or playing sports."
 - Competence: "I find sports and exercise easy."
 - Knowledge: "I know why exercise and sports are good for me, how to get involved, and improve my skills."
 - Understanding: "I understand how to apply my skills and knowledge of sports to learn new types of exercise and sports and continue to be active throughout my life."
- School will use the physical literacy framework to assist PE teachers and coaches in planning the PE curriculum and school sports programs, ensuring alignment with physical literacy outcomes.
- PE teachers and coaches are expected to give focused attention to individual or groups of students, ensuring that planning within the framework is stage and age appropriate to support development.
- School will communicate with teachers, coaches, and parents to raise awareness of their role in supporting the development of student physical literacy through PE and school sports.

COMPETITION

Sports Integrity, Healthy Competition, and Values:

IES internal policy shall articulate its approach to fostering the development of the spirit of sports integrity and healthy competition, based on the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others.

Competitive Opportunities

- IES provides opportunities for all students to participate in competition through PE or school sports via:
 - a. **Intra-school competitions**, which should introduce all students to the benefits and enjoyment of participating and competing in sports.
 - b. **Inter-school competitions**, which should provide opportunities for all students to take part in well-matched competitions against other schools.
 - These competitions shall be for everyone, not just the most talented, and should be designed to be as inclusive as possible for all students by:
 - a. Adapting competitions to make them easier or more challenging.
 - b. Including competitions that provide additional formats to increase access to participation in a sport.
 - Schools shall offer students the opportunity to participate in all competitions organized by ADEK or other government entities.

Competitive sports will include but will not be limited to:

- Opportunities for all students, regardless of talent, to participate in competitions through PE or school sports, including intra-school and inter-school events.
- Inclusive competitions, accommodating all students by adapting formats to varying difficulty levels and providing additional formats and roles to increase access to sports participation.

Identification, Development, and Support of Gifted and/or Talented Students

GIFTED AND TALENTED STUDENTS

- PE Teachers make reasonable adaptations to the PE experience for gifted and/or talented students to provide them with adequate challenges.
- The school engages in available competition structures to give all students, including gifted and/or talented students, the opportunity to compete with their peers and further develop their talents.
- The school will engage with local sports clubs or national sports federations to provide talent identification, coaching master classes, officials, and venues for competitions.
- Schools will recognize that talent pathways exist for students with additional learning needs and provide support, where possible, to ensure that they are able to access these pathways for Students with Additional Learning Needs.

TEACHERS AND COACHES

PE Teacher

- **Eligibility:** The school will employ qualified PE teachers in line that meet the eligibility requirements for the Subject Teacher as per the **ADEK Staff Eligibility Policy** and the Safer Recruitment Alliance Guidelines.
- **Continuous Professional Development (CPD):** PE teachers will receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and addressing other applicable requirements per the **ADEK Employment Policy**.

Coach

- **Eligibility:** The school will appoint coaches at their discretion, including appointing any currently employed staff (e.g., existing administrators, teachers from other subject areas, and/or others who may be talented or interested in a specific sport or group of sports).
 - a. Coaches shall complete ADEK-endorsed coach training or have an internationally recognized coaching award or license as announced by ADEK.
 - b. Coaches provided by independent vendors shall have an internationally recognized coaching award.
 - c. Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, but they are not authorized to teach the subject on their own unless teaching a highly specialized module within PE or a highly specialized subject (e.g., dance, yoga) as an “Instructor” as per the **ADEK Staff Eligibility Policy**.
- **CPD:** Coaches employed directly by the school will receive 25 hours of CPD per year in subject-specific training, improving pedagogy and skills, and addressing other applicable requirements per the **ADEK Employment Policy**.

Employment: Schools shall employ PE teachers and coaches as per the requirements of both the **ADEK Employment Policy** and the **ADEK Student Protection Policy**.

HEALTH AND SAFETY

- Teach students the appropriate safety skills and procedures for the sport played and teach skills appropriate to the age and maturity of the students.
- Regulate the duration and intensity of training to suit the needs of the group and prevailing weather conditions.
- Students should not be involved in the repetition of one activity for long periods of time where this may cause injury through overuse of specific body parts.
- Provision must be made for students to drink sufficient fluids to replace any lost during physical activity.
- Students to wear appropriate clothing for physical activity with sensible track style shoes. Long hair must be tied up.
- Grounds to be maintained in a safe condition.
- Coaches / team managers have the responsibility to cancel matches where surfaces and / or equipment are unsafe or unsuitable for play.
- School ensures that the school H&S Policy and Procedures align with or exceed the relevant guidelines in effect at any given time pertaining to the minimum standards in student health and safety, including specific practices in PE and school sports.
- All PE teachers, coaches, and volunteers sign the school's Student Protection Policy and undergo relevant training as per the ADEK Student Protection Policy
- PE teachers and coaches maintain accurate health and safety records of all incidents during PE and school sports activities both on and off site and report to the school H&S officer.

PE teachers and coaches will follow the requisite school procedures when dealing with an incident, involving specialist personnel such as first aiders when necessary

Health and Safety in PE and School Sports: Schools shall adopt guidelines on minimum standards in student health and safety, including specific practice in PE and school sports, and ensure all staff have regular mandatory training.

1. PE teachers, coaches, and volunteers shall have signed the school's Student Protection Policy and have received relevant training as per the ADEK Student Protection Policy.
2. PE teachers and coaches shall maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
3. Schools shall have a clear process for dealing with incidents, including when and how to involve specialist personnel such as a first aider.

MANDATORY FIRST AID TRAINING FOR PE TEACHERS AND COACHES

Schools shall ensure PE Teachers and coaches obtain **mandatory First Aid Training certificates** accredited and approved by UAE authorities and have a clear process for dealing with incidents.

The Head of PE will complete a risk assessment for new activities with the support of the H&S Officer where necessary.

- All equipment is checked by the PE teachers and coaches for wear and tear or damage before use and is used in line with the equipment manufacturer's restrictions. Where necessary equipment is taken out of use pending maintenance or is discarded if beyond repair
 - Lesson plan checks and physical observations ensure all equipment in use in lessons or coaching sessions is appropriate for students' age, size and ability.
 - Regular checks of facilities are conducted by the H&S Officer to ensure safety, with a clear process for reporting and rectifying unsafe areas as per the Health, Safety, and Environment Policy.
4. Schools shall conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) should be regularly checked, maintained, and be suited to the size and ability of the student (e.g., schools should follow equipment manufacturer restrictions on height, weight, age, etc.).
 5. Schools shall regularly check their facilities to ensure they are free from hazards and safe for use with a clear process for reporting and rectifying unsafe areas as per the ADEK Health and Safety Policy.
 6. Schools shall ensure PE teachers and coaches are aware of students' medical conditions that could be potentially impacted by engaging in PE and school sports, particularly if students are participating in events that are offsite or outside of regular school hours, where access to the school nurse is limited.

ACCESS TO STUDENT MEDICAL RECORDS BY PE TEACHERS AND COACHES

- Schools shall ensure PE teachers and coaches have **access to students' medical records** and are **aware of students' medical conditions** that could be potentially impacted by engaging in PE and school sports, particularly if students are participating in events that are offsite or outside of regular school hours, where access to the school nurse is limited, in line with the Records Policy.
- Measures are taken during offsite or after-school events to ensure medication is available should it be needed.
- Modified activities and/or equipment are employed, where possible, to minimize the risk of injury to students with medical conditions which could be impacted by engaging in PE lessons or school sports so that the medical condition does not permanently prevent a student's involvement

7. Medical conditions should not permanently prevent a student's involvement in PE and school sports. Schools should adjust the content of activities or modify equipment used, where possible, to minimize the risk of injury.

8. Schools shall assess weather conditions (heat, humidity, wind, air quality) before each activity to determine whether the activity should go ahead and what adjustments need to be made.

9. Schools shall ensure that students are regularly hydrating and have access to fluids before, during, and after activities.

10. Schools shall adopt measures for sun protection such as ensuring adequate opportunities for shade and adopting relevant school-based policies (e.g., requirements/ suggestions for hats, sunscreen, etc.).

11. Schools shall show flexibility in hot/humid weather by allowing students the choice of wearing PE uniforms instead of regular uniforms (that may be thicker, longer, and/or more layered)

PE CURRICULUM, PEDAGOGY AND ASSESSMENT

PE CURRICULUM:

- The PE curriculum is constantly reviewed and developed to ensure that it reflects best practices and identifies progressive outcomes across all PE domains at key developmental stages in line with the most up to date guidance available.
- Schools shall develop, implement, and review a written curriculum that identifies a progressive set of desired outcomes across all domains of PE at key points in student development.

1. PE Teachers explicitly teach, develop, and assess progress and attainment across a range of outcomes, identified in their curriculum (physical, social, cognitive and psychological), including the development of :

a. **Skills:** fundamental movement skills, activity-specific skills, and transferable/ life skills.

b. **Knowledge and Understanding:** Activity-specific knowledge and understanding, as well as of the benefits and components of a healthy and active lifestyle (e.g., wellbeing, nutrition, sleep, mental health).

c. **Values and Behaviors:** Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork, etc.

2. Schools shall ensure progressive lesson planning to for students to build physical literacy in a systematic way in alignment with the School's PE Curriculum.

3. Schools shall develop appropriate assessments to measure student performance in PE. Schools shall utilize the results to show students the steps they need to make progress and help teachers plan for these steps

4. Inclusive pedagogical approaches and language are implemented using terms like "moving", "traveling", "sending" and "receiving" instead of specific physical activity terms.

- Students from Grade 1 to 12 have 80 minutes of taught, timetabled PE lessons per week. The majority of which is dedicated to physical activity, balanced with less active learning covering rules, theory, etc..

- Occasionally, PE time per week is reduced due to events such as theme days, examinations, Ramadan or adverse weather conditions.
- PE lessons for FS1 and FS11 are shorter and more frequent to maximize progress and achievement.

Minimum PE Time Per Week:

Schools shall provide an average of at least 60 minutes of taught, timetabled PE per week across the school year to all students (with an aim to provide 120 minutes of PE per week, whenever possible).

1. The majority of PE shall be dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in “downtime”, learning about rules, theory, etc.).
2. Schools are authorized to occasionally reduce the minimum PE time per week for events such as examination periods and prevailing weather conditions.
3. PE classes for students in KG and Cycle 1 shall be shorter and more frequent to maximize their progress and achievement (less critical for older students).

4. OPTIONAL PE FOR CYCLE 3 STUDENTS IN PREPARATION FOR HIGH-STAKES EXAMS

Schools are authorized to make **PE optional for students in cycle 3** for specific grade levels involved in preparing for high stakes exams meeting coursework requirements.

FIRST AID / MEDICAL INFORMATION

- Students with asthma and/or allergies should have appropriate medication with them for each game and training.
- A first aid kit will be provided and housed in the Sports shed for use at training and matches. Small kits to be provided to take to away venues.
- Each individual sport should ensure, as far as possible, that there is a person with first aid knowledge in attendance at each match.
- Bleeding players must be removed from the field of play immediately and not returned to play until the flow has ceased and no blood is on them or their uniform.

It is the responsibility of parents to ensure their child is covered for injury. The school accepts no responsibility for injury received to students in school sport.

SCHOOL SPORTS FACILITIES

- Schools are authorized to work with partners in their local communities to offer the safe and appropriate use of school facilities for free use or rent (to maximize their usage and impact in actively promoting physical activity in the larger community).
- When opening school facilities and all auxiliary spaces (e.g.; changing rooms) to external users, schools shall ensure that access to the rest of the school is restricted.
- School shall ensure that partners are aware of relevant ADEK policies and that they have all signed the school's **Student Protection Policy**.

MONITORING AND EVALUATION

School will develop and monitor internal indicators to evaluate the effectiveness of their PE and School Sports Policy. Schools shall also report the below indicators to ADEK as well as any other data as required:

1. Schools shall develop a method for monitoring students' average MVPA/day as an indicator and report the actual indicator calculated, the method used, and its effectiveness in measuring MVPA.
2. Schools shall monitor their provision of PE and report the average number of minutes taught per week across the school year to all students in each year group.


3. STUDENT PARTICIPATION IN SPORTS

- Schools shall **track student participation** in all sports events, extracurricular activities, competitions etc.; **by keeping a roster** of students for each and **adding this information to student performance reports** as per the **Student Performance Reports Policy**.
 - School tracks participation in physical activity for all Students and compares the involvement of students with additional needs or in target groups with those of the entire school population
 - School tracks student participation in all sports events, extracurricular activities, competitions, community outreach programmes, Eat right and get active activities and other voluntary activities, etc.; by keeping a roster of students for each.
4. Schools shall additionally track participation by students with additional learning needs and compare their participation levels with those of the whole school population.

POLICY REVIEW

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies

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| Draft Date: | 03/07/25 |
| Approved By Board of Governors: | Approved |
| Principal Approval: |  |
| Review Date: | 22/08/25 |

The End.