



## Local Procedure/Protocol

<b>School/Home Name:</b>	Hilden Park School
<b>Local Procedure/Protocol Title:</b>	<b>Behaviour Policy</b>
<b>Linked to Group Policy Code:</b>	OPSP07
<b>Date Reviewed:</b>	September 2024
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### EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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### 1. RATIONALE

- 1.1 Hilden Park School delivers specialist education and care meeting the individual needs of our pupils within a safe, nurturing and predictable environment. We believe in creating environments that are enabling rather than challenging, which in turn will enhance a child's well-being and quality of life. We recognise that day-to-day experiences can sometimes be overwhelming for our pupils and that at these times they may communicate their distress through their behaviour; sometimes these behaviours may impact unhelpfully on themselves or others.
- 1.2 It is our aim that every member of the Hilden Park School community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Hilden Park School's Behaviour Policy is designed to support us in promoting the overall quality of life of pupils and staff, and an environment in which everyone feels happy, safe and secure. PBS approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation and equality of opportunity.
- 1.3 This policy outlines the behaviour we expect from all our pupils, staff and visitors to the school. It extends to all members of Hilden Park School community and is written in line with current legislation, guidance and best practice. Feeling safe is a prerequisite for learning and accessing opportunities. This policy aims to ensure all members of Hilden Park School community are supported to behave and conduct themselves to maintain an effective learning environment for all.
- 1.4 We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding. Through the use of this policy, we aim to support all of our pupils in developing a high level of social awareness and inclusion. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.
- 1.5 Hilden Park School is dedicated to ensuring that Hilden Park School environment supports learning and the well-being of pupils and staff through a strong sense of community. Participation, support, safety and respect are the foundations of our ethos and we work hard to provide a school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.
- Hilden Park School is committed to supporting all pupils to:
- Achieve their full potential.
  - Acquire the knowledge and skills relevant to life in a demanding, fast changing world.
  - Develop as confident learners, able to take risks within a safe environment.
  - Are curious, ambitious and take pride in their achievements.
  - Achieve high standards in all they do.

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- Develop as self-motivated independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and responsibilities as citizens.
- Enjoy what they do and have fun.

1.6 To achieve these aims, Hilden Park School will provide:

- A happy, healthy, safe and secure environment.
- High-quality teaching
- Person-centred support
- An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.
- A stimulating, evolving inspirational capable environment.
- A professional, skilled, and highly-motivated staff team.
- School leadership focussed on continuous improvement.
- Opportunities for parents and carers to play an active, supportive part in their child’s education.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

1.7 The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, describe how we encourage and motivate our pupils, natural consequences used by the school, and how they will be fairly and consistently applied, whilst taking into account the individual needs of pupils.

For all of our pupils, the school will:

- make clear its expectations of positive behaviour through many different means such as positive role modelling, establishing consistent routines, school assemblies, lessons, School Council meetings and in published documents;
- utilise a range of positive motivators such as, giving verbal praise, awarding house/ class points, stickers, certificates;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge unsafe behaviours;
- be consistent when supporting pupils with behaviours of concern

We believe that approaches need to be tailored for each individual and should be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour that enhances a pupil’s quality of life.

## 2. STANDARDS OF BEHAVIOUR

2.1 The school understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that expectations and standards are clear and consistent across the school. Expected boundaries, positive encouragement and natural consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

2.2 Staff receive training regarding the individual needs of the pupils as part of their continual professional development, and understand the expectations in regards to keeping children safe. We work closely with parents and carers to understand their children’s needs, and the resulting behaviour. We believe that in conjunction with consistent routines, boundaries and reliable support systems are an important part of building an effective learning community. We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents/ carers to communicate with the school if they have concerns about their child’s behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

2.3 Staff are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

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We recognise that when individual pupils engage in persistent disruptive behaviour, this can indicate an unmet need. If such needs are identified, we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to them. Individual Support Plans will be used to identify behaviours of concern, and how supporting staff will utilise individual strategies in order to reduce these. These individual support plans are based upon the ‘Stages of an Incident’, a theoretical model proposing that the behaviours of individuals that may display challenging behaviours or behaviours of concern typically elevate following a trigger event (phase 1) through an escalation phase (2) where behaviour becomes increasingly agitated; a crisis phase (3) characterised by behaviour that may pose a risk to the individual or others and a recovery phase (4) in which there is a gradual return to baseline behaviour.

**2.4** Advice will be sought from our multi-disciplinary clinical team and external agencies to support us to put in place appropriate support strategies. Please read our Special Educational Needs Policy.

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils’ social, emotional and behavioural skills. Please read our Anti-bullying Policy.

### **3. EXPECTATIONS OF PUPILS**

**3.1** We expect and support everyone to show respect to one another whether pupils, staff or visitors. Within the context of their identified individual needs, pupils are supported to be able to follow school rules, listen and follow instructions from staff. We recognise that meeting the schools expectations may be very difficult for some, and that additional support and individual adaptations may be necessary. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes, post incident learning and consequences.

**3.2** Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff cannot be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will be supported to respect and look after the school premises and environment. The following behaviours undermine our core principles of safety and therefore may result in a consequence being implemented and or in some situations, a possible suspension. These decisions will be made taking into account the individual needs of the pupil. For more information on suspensions, please refer to our Suspension Policy.

- 3.3** Behaviours that we regard as cause for concern include:
- verbal behaviour of concern towards pupils, staff or others;
  - physical behaviour of concern towards pupils, staff or others;
  - sexual assault of staff or other adults
  - child-on-child sexual violence and sexual harassment
  - inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
  - damage to property
  - possession, use or distribution of alcohol, cigarettes, vapes, illegal drugs or substances;
  - theft
  - possession or use of an offensive weapon
  - arson
  - repeat incidences of unacceptable behaviour that negatively impact the quality of life of the child, but also others.

**3.4** In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow *our Child Protection Policy*

### **4. ROLE OF PARENTS OR CARERS**

**4.1** Parents and carers play a big part in ensuring that their children are ready to learn, and are aware of the behaviours expected of them when in school. We ask that parents agree to our home-school agreement to indicate that they will respect and support our Behaviour Policy. By Building school life into a child’s natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

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- 4.2 We ask parents and carers to work with the school in support of their child’s learning, which includes informing the school of any newly arising personal factors that may result in their child displaying behaviours of concern. We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child’s behaviour and to adhere to any agreements put in place.
- In the case of suspensions, we remind parents and carers that it is their duty to provide supervision for their child during the time that they are suspended from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

## 5. HILDEN PARK SCHOOL RULES

### 5.1 All pupils will be expected to work towards meeting the following school rules:

- Attend school regularly and be on time.
- Be polite and respectful at all times, to other pupils, staff, visitors and members of the public.
- Be kind and considerate of your peers and the extended community.
- Rude, derogatory, racist, homophobic, misogynistic, sexist or offensive language will not be tolerated.
- Misuse of electronic equipment or mobile phones is not permitted.
- Take care of the school building and environment; keep it tidy, litter and damage free.
- Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Follow staff requests.
- Keep your hands to yourself
- Use positive words towards teacher, peers and visitors

Whenever possible, reference is made to the relevant Hilden Park School Rules.

## 6. UNIFORM AND APPEARANCE

6.1 Hilden Park School uniform should be worn by all pupils, however, we understand that some pupils’ individual needs may mean they struggle to navigate the sensory world of school, and that uniform may be a cause for anxiety. We will ensure that we work collaboratively with parents to agree upon suitable adaptations to Hilden Park School uniform where this may be the case.

6.2 Uniform is important as it is a symbol that everyone is a key part of Hilden Park School community. It also helps prepare children for life as an adult when they may have to wear a uniform at work. Hilden Park School uniform consists of:

### Secondary

- Navy polo-top with the school logo
- Navy sweatshirt with the school logo
- Black or Navy trousers, joggers, shorts or skirt
- Plain black trainers or shoes
- Black coat for colder months
- Wellington Boots for Outdoor Learning
- Yellow P.E Top with School Logo

### Primary

- Light Blue polo-top with the school logo
- Royal Blue sweatshirt with the school logo
- Black or Navy trousers, joggers, shorts or skirt
- Plain black trainers or shoes
- Black coat for colder months
- Wellington Boots for Outdoor Learning
- Yellow P.E Top with School Logo

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We provide each child with

- Two polo tops
- Two jumpers
- One P.E Top

These are provided free of charge and further items can be purchased from our uniform provider.

Children must bring a warm coat in colder months. It would be a great help if parents could ensure children's clothes are labelled with their names.

## 7. BULLYING

**7.1** Bullying can be defined as, "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE).

Bullying will not be tolerated. Hilden Park School is a 'telling school' where staff will work with both the victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying and Behaviour Policies are in place and available on our website and from the school office.

**7.2** We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

**7.3** Our staff have a duty to prevent discrimination, harassment and victimisation within the school. Please refer to our Anti-Bullying Policy.

## 8. REWARDS AND CELEBRATION

**8.1** Hilden Park School believes that it is important to encourage and recognise positive engagement throughout the school through celebration and reward. This could include a school reward system aimed at stimulating a voluntary and progressive improvement in their behaviour and engagement thus increasing their motivation towards the achievement of academic objectives.

**8.2** At Hilden Park Schools, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:

- Positive use of praise by voice or facial expression it can include verbal praise, physical touch, or access to preferred activities.
- Messages to parents/carers via email or telephone call
- Telling pupil when we are pleased with them and why
- Letting them help; in assembly, in the dining room
- Showing examples of good work in the class
- Star of the Week
- Head-teachers Certificate
- Subject Certificates
- HPS termly awards
- Class based individual rewards
- Choosing time

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- Class based whole class rewards
- Merits
- Whole school end of term rewards and trips
- End of year academic achievement trophies
- House Points
- Sports day

Our reward system is tailored to each individual's behaviours and learning. Hilden Park School concentrates on four pillars which include; Resilience, Respect, Responsibility and Relationships. Under these pillars we look at individual behaviours relating to these four pillars. Students can earn a maximum of 1 point per lesson per pillar which means students can earn a maximum of 24 points per day. This is recorded on our Classcharts system and totals are taken at the end of each day with a discussion with students on how well their day has gone during reflection time. The points earned throughout the week link towards our celebration assembly on a Friday.

Our approaches will be tailored for each individual pupil and will be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour and improve quality of life.

## 9. PUPIL SUPPORT

**9.1** We aim to support all of our pupils to ensure that every child succeeds during their time with us. Where it becomes clear that a pupil is having ongoing difficulties in meeting behavioural expectations, there are a wide range of strategies which are used to support pupils. These include:

- Increased communication between home and school;
- Individual support plans;
- The allocation of a personal Key Worker or learning mentor if required;
- Small group work or 1:1 support in self-esteem, emotional literacy, nurture group;
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour;
- Referral for additional internal or external support from the embedded Clinical MDT, including our Educational Psychologists, Creative and or Talking Therapists and the Safeguarding, Behaviour and Inclusion (SBI) Team.
- Morning check-ins
- Timetable reviews
- Identification of safe spaces

## 10. NATURAL CONSEQUENCES

**10.1** The term consequence is very broad, as all behaviour naturally has a consequence. Where a pupil demonstrates behaviours of concern, we believe that there are times when staff may need to put something in place to ensure a different outcome for next time, repair and make good and improve quality of life where we can. It's important to understand that 'one size' doesn't fit all and that any consequence should be person-centred. A consequence (or action) should be relevant to the needs of the pupil and the function of the behaviour, and not the actual form of the behaviour (what it looks like).

A behaviour of concern that might result in an additional consequence being necessary would be if the behaviour:

- Is dangerous or high risk to the young person, others or the environment.
- Is an offence or may instigate police involvement
- Is socially unacceptable (when the behaviour would be high risk to them in society).
- Is not in the best interest of the young person
- Impacts on the young person's Quality of Life or the Quality of life of others.

A Witherslack Group consequence is not punitive, and will always reflect a response that is child-centred, restorative and promotes respect and dignity. It aims to provide a 'stepping stone' to learning a new skill for next time or provide an alternative option for the future.

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- 10.2 As an example. The school may utilise the following consequences;
- Opportunities for reflection, e.g. at break time or after school, during which the behaviour is discussed and strategies for improvement identified.
  - Staff may use opportunities to undertake restorative work so that pupils can try to ‘put something right’ when things have gone wrong with others.
  - A review or change to planned activities to ensure safety for all participants.

## 11. SEARCHING AND CONFISCATION

11.1 It is our first priority to ensure that pupils are in a safe and secure environment in school. Searching can play a critical role in ensuring this and can be a vital measure to safeguard and promote staff and pupil welfare.

11.2 Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2022), Head teachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

11.3 The list of **prohibited items** is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

11.4 As well as prohibited items, the school does not allow the following items in the school community (banned items):

- E-Cigarettes
- Mobile telephones

11.5 Where we need to conduct a search for a prohibited item, the head teacher will authorise this. The Head teacher can authorise the member of staff to search for specific prohibited or banned items or all items set out in this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, Hilden Park School will consider the best way of moving forward. Depending upon the risk associated with any prohibited or banned item, the use of reasonable force may be necessary. The use of reasonable force will differ depending on whether the member of staff is searching for possessions or the pupils themselves.

11.6 The Education Act 2011 allows for staff to seize an electronic device to examine any data or files on the device if they think there is a good reason to do so. These data or files may be erased before returning the item if they believe there is a good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed.

The Headteacher will liaise with the Designated Safeguarding Lead regarding any potential searches of prohibited items, and this will be recorded on the safeguarding database by the person conducting the search.

11.7 Where a search for prohibited and/or banned items has been undertaken search record (Appendix 1) will be completed and uploaded to the safeguarding concern by the person who conducted the search.

## 12. USE OF RESTRICTIVE PHYSICAL INTERVENTION

12.1 All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. In order to maintain the safety and welfare of all our pupils, it may sometimes be necessary to use restrictive physical intervention, as permitted by law. Section 93 of the Education and Inspections Act

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2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

**12.2** The school does not encourage the use of restrictive physical intervention and it will be used only as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of intervention used should always be proportionate to the situation that is presented.

**12.3** All staff at the school are fully trained in Protecting Rights In a Caring Environment (PRICE), and have the authority to use physical intervention when reasonable, necessary and justified. This extends to persons whom the Head Teacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this authority when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.

**12.4** Following serious incidents involving the use of restrictive physical intervention, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Such serious incidents involving the use of restrictive physical intervention will also be recorded by the school. *Please refer to the Restraint Reduction Policy.*

### **13. OFFSITE CONDUCT**

**13.1** We promote the expectation that our staff and pupils are ambassadors for the school. Pupils should have a clear understanding of the boundaries and behaviour expectations when outside of the school premises and these should be reminded and reinforced by staff.

Staff hold the same responsibility and Duty of Care for pupils off-site as they do on-site. If a pupil is displaying behaviour that is high risk and dangerous to themselves or others, including members of the public; high risk and damage to the environment or property; or staff have grounds to believe this may occur then they have the same powers as referred to in section 12.

### **14. COMPLIMENTS AND COMPLAINTS**

**14.1** We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and Hilden Park School has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Head Teacher who will do everything in their power to help resolve any issue swiftly and effectively. For details of the full complaints procedure, please refer to Hilden Park School Complaints and Representations Policy. The policy is available on our website and also from the school office upon request. For information about how to complain or challenge a suspension, please refer to the school Suspensions Policy.

### **15. REFERENCES**

[Education and Inspections Act 2006](#)

Searching, Screening, and Confiscation – Advice for Schools (July 2022)

### **16. ASSOCIATED FORMS**

OPSF09 – Search Record (Schools)

### **17. APPENDICES**

None

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