

|                                                        |                                                                        |
|--------------------------------------------------------|------------------------------------------------------------------------|
| Policy/Procedure Name:                                 | Treloar's Behaviour and Emotional Support                              |
| Policy/Procedure Number:                               | SMT012                                                                 |
| Date of Approval:                                      | 13 <sup>th</sup> May 2013                                              |
| Effective Date:                                        | March 2009                                                             |
| Revised Date:                                          | November 2025                                                          |
| Review by Date:                                        | September 2026                                                         |
| Policy/Procedure Author:                               | Deputy Head of College, Assistant Head of School, Head of Safeguarding |
| Policy/Procedure Owner:                                | Principal/CEO                                                          |
| Management Committee Approved By:                      | SMT                                                                    |
| Governor Committee (where appropriate) Approved By:    | Not Applicable                                                         |
| For Action By:                                         | All School and College Staff                                           |
| For Information to:                                    | All School and College Parents                                         |
| Approval requested to upload on the Treloar's Website: | Yes <input type="checkbox"/> (tick if requested)                       |
| Date of Policy Equality Impact Assessment:             | 3 <sup>rd</sup> Nov 2025                                               |
| Impact Assessment was carried out by:                  | Lorna Woodcroft                                                        |

### **Aims –**

- To support staff in providing emotional support to student's at Treloar's
- To support staff in preventing, identifying and safely responding to behaviours of concerns relating to students at Treloar's
- To promote a positive, multidisciplinary approach to support and encourage appropriate behaviour
- To create a caring environment that celebrates the achievements of all
- To ensure a consistent approach to supporting student behaviour across the school, college and residential houses
- To encourage all to understand their rights and responsibilities as a member of the school and college community
- To support students to develop their independence and strategies to manage their own behaviour
- To establish clarity around boundaries and consequences
- To work in partnership with parents/carers to support our young people to develop the skills to be positive members of the community

### **The needs of our students**

Students who exhibit behaviours that cause concern usually do so in an effort to communicate that something needs to change and is often the result of a complex range of interrelated factors including the student, the school, College and the social environment. Treloar's staff are supported practically and emotionally to work with confidence in these situations.

Owing to their complex needs, children and young people sometimes behave in ways that others can experience as challenging or don't fully understand. On some occasions, these expressions may be perceived as dangerous and have the potential to result in harm to the person displaying the behaviour, their peers, those working alongside them or the public. On other occasions the behaviour may constitute partial or even complete withdrawal, ongoing sadness and lack of engagement in education or other activities within the home or outside the provision.

It is helpful to view behaviour as a response to an **unmet need** such as:

- an inability to communicate a need or preference
- an inability to communicate pain, discomfort or stress
- attention seeking to alleviate loneliness, fear or boredom
- under or over stimulation within their environment
- a difficulty processing sensory information
- lack of sufficient support
- an inability to cope with the instructions or information given
- an inability to complete the tasks set

- a social difficulty in understanding the behaviour, thoughts and feelings of others
- an intellectual difficulty affecting informed, rational decision making
- Factors within their environment

Supporting students with their behaviour involves understanding the context in which it occurs and considers:

- the antecedents – which factors were involved immediately prior to the event
- what behaviours were presented
- the conclusion– what happened immediately after the event
- what the was student communicating and what needs to change

The early identification of an unmet need followed by positive intervention is important in deescalating a situation and also teaches the student a more appropriate way to respond. We support all staff in understanding and consistently applying agreed strategies.

### **The Treloar's Charter and Home/School or Home/College Agreement (see attached, appendices 1, 2 and 4)**

The Treloar's community has created a charter which outlines the twelve key rights of all students. These rights illustrate the key principles that underpin all that we do at Treloar's as we work and learn together. In addition to the Treloar's Charter we have a home/school agreement (for school students) and a home/college agreement (for college students) which highlights the important features of staff, students and parents working effectively together. All families are asked to read, sign and keep a copy of this agreement when a young person joins Treloar School and College as a commitment to their responsibilities in this working relationship.

### **What we do to encourage positive behaviour**

The overall ethos of Treloar's is one of positivity and celebration of achievements.

Our students want to do well, and our positive approach to behaviour means that we are always looking to reward positive behaviour where it is demonstrated. We have a range of systems and strategies in place to celebrate and encourage achievement, effort and positive behaviour, which include:

- Treloar's charter and class rules, which the students discuss and help to create
- Merits, good news postcards and team points (School only – see appendix 4)
- Individual systems of reward created as appropriate to student need
- WOW moments shared during Monday Live (School only)
- Weekly House and Post 16 awards announced in Friday assembly (School only)
- Displays of student work and achievements across the site

- Termly Achievements assembly (School only)
  - Skill Builder Achievement presentations (College Employability and Vocational and Skills for Independence pathways only)
  - Supporting students to reflect on and take responsibility for their behaviour
  - Encouraging positive approaches to problem solving
  - Enabling student voice, for example through the student council and eco council and the elected head student /student president/team captains, student council representatives
  - A focus on ILP and IEP personalised targets
  - PSE across the curriculum
  - Community events
  - Social skills groups
  - The use of Social Stories
  - Promotion through “Parent Portal” (including Newsletters – College only)
- 
- Ambassadors and leadership roles for students

### **Student Emotional Support Plan (ESP)**

All students have an Emotional Support Plan that includes specific strategies to support with meeting their emotional needs (except those students who have an enhanced support plan called a Behaviour Support Plan - BSP). A student's MDT will work collaboratively with them and their families/carers to identify strategies to maintain positive behaviours and engagement in daily activities. These are usually completed within six weeks of a student joining Treloar's. They are formally reviewed at least annually to ensure they are still meeting the student's needs. This normally takes place at their MDT pre-annual review meeting.

MDT's also indicate on a termly basis if a student's ESP is effective in the Termly Student Monitoring Tracker, which is reviewed by senior managers.

Emotional Support plans are uploaded to Nourish against their Emotional support care needs

**Emotional Support Plans** – see SharePoint for template and guidance

[Publication Hub - Emotional and Behavioural Support - All Documents](#)

### **Students who need additional specific support**

At Treloar School and College we acknowledge that some of our students may use behaviour as a form of communication. These students may require individual additional support to manage their behaviour within the timetabled day and / or in the residential houses. This is provided within the context of the multi-disciplinary team, with the support of other specific staff and resources. These students will have a Behaviour Support Plan (BSP) that may require additional support from their own

allocated Speech and Language Therapist whose key remit is to support those students with their communication.

## **Behaviour Support Specialist**

Treloar School and Treloar College both have appointed members of staff as Behaviour Support Leads to support staff and students in promoting positive behaviour and better managing behaviour of concern. This is because Treloar's realise the positive impact that intervening early on in a student's life can have on their emotions and behaviour later in their life.

The role of the Behaviour Support Specialist includes:

- Working alongside the MDT for individual students, giving advice and practical support
- Co-ordinating the writing and review of Behaviour Support Plans
- Meeting with individual students to give them the opportunity to discuss and reflect upon their own behaviour, and provide their own input to an Emotional Support Plan or Behaviour Support Plan
- Meeting with individual parents/carers to discuss behaviour at home, and consistency of strategies across both home and school/college
- Working with other staff members in the school/college with an interest in behaviour support e.g. counselling and psychotherapy team, health centre, safeguarding manager
- Training of staff in managing behaviours of concern
- Involvement in consideration of school and college-wide behaviour issues e.g. training, policies
- Monitoring trends of behaviour via internal reporting systems
- In class support for students and staff

**Behaviour Support Plans** – see SharePoint for template and guidance:

[Publication Hub - Emotional and Behavioural Support - All Documents](#)

In school and college the MDT will work together with the student:

- Giving advice and practical support and will coordinating the writing and review of behaviour support plan meetings.
- The MDT will meet with individual students to give them the opportunity to discuss and reflect upon their own behaviour and provide their own input to the plan.
- Where appropriate the MDT may meet with individual parents or external settings and carers to discuss behaviour external to Treloar's, and consistency of strategies across both home and college.

Behaviour Support Plans are written alongside students in partnership with MDT's.

Behaviour Support Plans should identify the setting conditions both within and outside the immediate environment that increase the likelihood of behaviour of concern occurring. These might include factors that increase the individual's general level of anxiety or stress and so affect their tolerance and ability to cope with the demands being made on them.

The BSP should include details of observable signs in the individual's behaviour or demeanour that suggest increased levels of dysregulation, distress or anxiety as well as key triggers that are known to provoke behaviours of concern under certain setting conditions.

Behaviour Support Plans are written for students who demonstrate behaviours that indicate anxiety, defensiveness or risk. Each student's Behaviour Support plan is bespoke to their level of behaviour and associated staff response. For example, if a student displays defensive behaviours the plan will outline what their anxiety behaviours look like and attendant supportive strategies, then the same for their defensive behaviours and possible directive strategies. The plans enable and empower staff to take a consistent and layered approach to responding to students. For students who have risk behaviours and safety interventions in their plan, the focus will be on verbal interventions and disengagement strategies.

Behaviour Support Plans will include details of the wider range of proactive strategies to be employed to avoid the need for restrictive physical intervention. This will include longer-term planning to address the root causes (function) behind the behaviour, as well as de-escalation and diversion techniques to be employed when behaviour begins to deteriorate beyond normal expectations.

Responses to behaviour of concern should consider the individuality of the person in our care. In identifying appropriate interventions for that individual, a comprehensive assessment of their needs should be carried out, using a multi-disciplinary approach.

Where the child/young person experienced trauma, approaches to behaviour support strategies must be trauma informed, so the appropriate and effective staff responses can be given.

When planning the use of restrictive physical intervention, it is important to ensure that the particular intervention is not contra-indicated because of personal characteristics or health/medical factors (i.e. asthma, increasing risks of positional asphyxiation, low bone density) in cases of potential physical harm as a result of physical intervention, it may be necessary to seek medical advice before the use of certain support techniques. Mechanical safety interventions such as turning off a student's power chair or taking control of it to ensure their safety is also acknowledged to be a safety intervention in response to a risk behaviour. This is specifically addressed in CPI Safety Intervention training.

There will be times when staff will need to intervene physically to keep children and young people safe or to keep themselves and/or others safe. However, just because a safety intervention is permissible, it does not mean that it is the best and/or only way to manage a concern or situation. Staff should always consider the balance of

risk associated with carrying out any intervention, i.e. action taken will be to prevent a greater harm from occurring, this is assessing the balance between the risks of carrying out the intervention against the risk of not carrying out that intervention.

As well as physical harm, it is important to understand an additional risk associated with potential psychological harm as the result of the use of restrictive physical intervention. This needs to be tended to with the same attention as any physical harm. This means ensuring effective debriefs for those involved and re-attuning of relationships.

Physical interventions should only be used in conjunction with other strategies designed to help the individual learn alternative behaviours that do not cause concern. As well as identifying responses to behaviour of concern, any individual plans should include details of environment changes, teaching opportunities and the provision of resources or activities that will enable the individual to learn to meet their own needs through more appropriate behaviour.

The MDT team will gather appropriate information to formulate a draft plan. Parents/carers are also asked for their input as appropriate, by a member of the MDT. These plans give information on a student's interests and positive motivators as well as relevant health or family issues, before identifying triggers to more behaviours of concern, and specific strategies that can be used to support them. Behaviour Support plans ensure that all staff working with an individual student are managing behaviour consistently.

Behaviour Support Plans are reviewed yearly by the MDT, or more often as required, and changes are made as needed.

At other times during the year changes can also be made when identified by the MDT, in liaison with additional persons such as the Behaviour Support Specialist or the Head of Safeguarding.

Plans are attached to Nourish within their Young Person's Plan (care plan) and saved in individual student folders on the computer system. When a plan has been written or updated, the MDT will take responsibility for making sure that all working with the student are aware.

## **Post 16 & College Provision at Treloar's**

Treloar School includes a provision for Post 16, and the College accommodates students who are 18+. For these students there is a shift in expectations as they move towards adulthood and an increased level of independence. Students in these provisions have a greater degree of freedom. For example, they do not wear school uniform and they have an increased input into the curriculum they follow, which increasingly is based outside of the classroom, transferring their skills into functional contexts.

Students who are in the Post 16 provision at school need further time and support to develop their emotional maturity and independence skills before taking the step into Further or Higher Education. Information around their health, staying safe and developing positive personal relationships forms part of their curriculum to support their preparation for adulthood.

From the age of 16 the Mental Capacity Act applies to all students, and therefore additional consideration will need to be given to the legal status underpinning any decisions that are made, if there are queries regarding this the Mental Capacity Code of Practice should be consulted.

## **Consequences / Sanctions**

At Treloar's, we acknowledge that every action comes with inherent consequences. We frame this as natural consequences and help students understand the impact of these on themselves and others. For instance, if a student chooses not to attend class, they could miss out on learning opportunities.

When a student consistently exhibits anxiety, defensive or risk behaviours, our dedicated multi-disciplinary team will craft a supportive behaviour plan. This plan will not only outline how we can assist the student but also guide all staff in nurturing the student to an emotional space where they feel regulated and secure.

Sometimes, in the interest of safety and effective learning for both the student and their peers, we may find it necessary to implement measures to actively support specific behaviours. Treloar's consider these measures as a last resort and staff do not take them lightly. These actions might include temporarily limiting access to certain areas of the campus or changing how a student accesses specific activities. In some cases, adjustments to timetables may also be made to ensure any missed learning can be successfully caught up with. The fundamental aim is to create a supportive and secure environment for everyone involved.

As a school and college, we do have the authority to consider student exclusion, whether it's a temporary or permanent measure. However, what we value most is having the right support and interventions in place to proactively prevent these actions. Therefore, exclusion or the threat of exclusion is not typically a part of our approach to managing and fostering positive student behaviour. We would only consider it if necessary to ensure the safety of both students and staff, with no other practical solutions available. Please see College Student Disciplinary policy and procedure.(SMT034)

For further information on the measures in place to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying, please refer to Treloar's Anti-bullying and Peer on peer abuse-prevention and response policies on SharePoint.

## **Incident Reporting and Monitoring (IRIS)**

Whenever a student presents inappropriate behaviour, or behaviour that is of a concern, the member of staff involved must complete an incident form, using the online system (IRIS). This includes recording of behaviours that are seemingly minor, but the staff member registers it as a change in behaviour which needs to be monitored to see if it is part of a pattern, which could indicate the student needs a change in how their emotional needs are met.

This allows for us to monitor behaviour patterns, and to learn from issues to prevent or reduce risk. This also allows for the Head of Safeguarding to be aware of patterns



and potential issues relating to implementation of behavioural strategies by staff, and to be able to address these.

A half-termly report is produced and sent to Head of School and Head of College, along with residential managers to allow for trends and reflection on the impact of behaviour plans. For students with significant need, this will be produced and reviewed more frequently as required.

### **Support for staff following a significant incident:**

Following a significant incident (which could be significant either in terms of student or staff impact), the staff member can seek support either directly from their line manager, Head of Safeguarding, MDT members, or any other staff member.

Where there are ongoing concerns or challenges Treloar's will support these staff groups through our Reflective Practice groups.

### **Training**

The Induction programme aims to inform all student-facing staff on implementing positive behaviour strategies and supporting students with challenging behaviour.

The induction programme includes specific training on providing Positive Behaviour Support and how staff should manage and respond to this safely and in the best interests of the student. This induction programme is followed by access to:

- **Training days:** Between 6 and 8 days per year are dedicated to continuing professional development. These days provide staff with the opportunity to choose from a range of workshops designed to develop understanding of the issues experienced by students at Treloar's.
- **Training courses:** These run throughout the year and include CPI Safety Interventions, CPI Verbal Interventions and Mental Health First Aid, as well as Understanding Hidden Disabilities.
- **Multi-Disciplinary Team Meetings:** These are held on a weekly basis where professionals share information and skills regarding specific students in order to agree strategies.
- **Peer Mentoring:** New members of staff are buddied with more experienced staff members in order to develop their knowledge and skills.
- **Bespoke Training:** Staff can request sessions with the Behaviour Support Specialist or a trained CPI facilitator around a particular issue.
- **Performance Development Reviews:** Staff can request attendance at specific training events to develop and enhance their skills.

### **Raising concerns:**

If any staff member has any concerns about how a student's behaviour is being managed or responded to, they should inform the Head of Safeguarding immediately so that this can be explored and the student be kept safe.

Students at Treloar's will be given regular and varied opportunities to raise concerns, and to comment on how staff are supporting them.

Please also see Treloar's Restraint Policy, Complaints Policy and Whistleblowing Policy.

## External links

We view consistency and the support of positive behaviour across all environments that our students live, study and spend time in as key to promoting healthy behaviour.

To ensure this happens we will involve students, parents, carers and external professionals in the development and continuing use of behaviour plans to support our students.

| <b>Policy/Procedure Communication and Implementation Action Plan -</b><br>Amend and add to as appropriate |                                                                                                                                                                              |                                                          |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|                                                                                                           | <b>Action</b>                                                                                                                                                                | <b>Responsibility</b>                                    |
| 1                                                                                                         | Ensure that all managers, employees and volunteers of Treloar's Trust have access to the related procedures.                                                                 | Treloar's Leadership Team                                |
| 2                                                                                                         | Train all managers, employees and volunteers in the implementation of the policy and the related procedures.                                                                 | Human Resources Director (delegated to Training Manager) |
| 3                                                                                                         | Ensure that all new employees, staff and volunteers are made aware of the policy, understand it, and know where to access a copy and where to access the related procedures. | Head of School and College                               |
| 4                                                                                                         | Ensure that all managers, employees and volunteers of Treloar's Trust have access to the related procedures.                                                                 | Head of School & College                                 |
| 5                                                                                                         | Ensure that all new employees, staff and volunteers know their responsibilities and receive training in carrying these out.                                                  | All Managers<br>Behaviour specialists                    |

### **Links to other related policies and procedures:**

- Anti-Bullying Policy
- Peer on Peer Abuse-Prevention and Response policy
- Concerns and Complaints Policy
- Safeguarding Policy
- Use of Restraint Policy
- Iris Policy
- College Student Disciplinary policy and procedure

**Further sources of information: -**  
Hampshire County Council Exclusion Policy

<http://www3.hants.gov.uk/education/parents-info/education-exclusions/exclusions-full-guide.htm>

**IMPORTANT NOTES:**

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

## **Appendix - Home School Agreement**

[Y:\Staff\General\Quality\HANDBOOKS & BOOKLETS \(Treloar's\)\Home Treloar Agreements\Home School Agreement 2025-26.docx](Y:\Staff\General\Quality\HANDBOOKS & BOOKLETS (Treloar's)\Home Treloar Agreements\Home School Agreement 2025-26.docx)

## **Appendix - Home College Agreement**

[Y:\Staff\General\Quality\HANDBOOKS & BOOKLETS \(Treloar's\)\Home Treloar Agreements\Home-College Agreement combined 2025-26.docx](Y:\Staff\General\Quality\HANDBOOKS & BOOKLETS (Treloar's)\Home Treloar Agreements\Home-College Agreement combined 2025-26.docx)

**Please note: if the above links do not work for you, please contact the School and College office for a copy of these agreements**

## Appendix - Student Charters

**TRELOAR'S COLLEGE STUDENT CHARTER**  
 We know we have the right:



|                                                                                     |                                                                                |                                                                                     |                                                                                                     |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|    | to have good relationships with others, be treated well and not hurt by others |    | to have help to plan for our futures, education and life                                            |
|    | to be able to work and have experience in different areas of work              |    | to communicate in our own way and for people to hear what we say                                    |
|    | to have care that meets our needs                                              |    | to be involved in the Treloar's and wider community                                                 |
|    | to be respected for who we are as individuals                                  |    | to be involved in decisions relating to college life                                                |
|    | to learn and be treated in a way that works for us individually                |    | to make our own choices with the right information and support                                      |
|  | to have fair rules that everyone sticks to                                     |  | to be safe, comfortable and happy and have equipment that helps us to be as independent as possible |

## TRELOAR'S SCHOOL STUDENT CHARTER

We know we have the right:



to have good relationships with others, be treated well and not hurt by others



to make our own choices with the right information and support



to have care that meets our needs



to have help to plan for our futures, education and life



to communicate in our own way and for people to hear what we say



to be respected for who we are as individuals



to have fair rules that everyone sticks to



to learn and be treated in a way that works for us individually



to be involved in decisions relating to school life



to have our achievements identified and celebrated in a way that us and our families recognise



to be safe, comfortable and happy and have equipment that helps us to be as independent as possible



to be able to make friends and socialise with them

## Merits and Team points



The principles of the British Values are promoted throughout school life. Students are encouraged to adopt and live out our core values of harmonious living. (*British values: Democracy, The rule of Law, Individual liberty and Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.*)

Merit points are awarded to celebrated students' achievement. Students can be awarded within a session either 1 or 2 merit points. For moments that are extraordinary a postcard home is written by staff and 5 merit points (5 Team points) are awarded. Each postcard is associated to one of the Treloar's Values. These values help promote students to make informed and healthy choices that do not negatively impact the lives of others; to further develop their skills to advocate for themselves and others whilst gaining more insight into the world around them.

The number of merits an individual earns is also collated and celebrated through certificates shared in assemblies.

25 points – Bronze Award  
50 points – Silver Award  
100 points – Gold Award  
200 points - Platinum Award  
300 points - Diamond Award

The distribution of merit points are carefully considered by staff to ensure they maintain their value and motivation. Leaders of Learning regularly review the merit system and how it is used within classes in their department.

## Teams

Treloar's continually searches for opportunities for students to feel more connected to and involved in the community around them. The use of Teams encourages positive relationships between students of all ages and fosters a friendly competitive spirit. Teams are organised by class groups to further develop a sense of belonging and comradery. The school community is separated into four teams. Teams were re-launched in September 2021 when the students chose the team names; Fire, Earth, Water and Air. It became clear from many of the name suggestions offered on voting slips that many students felt inspired by athletes and sports personalities. Treloar School is passionate about providing students with opportunities to identify and relate to aspirational people to focus their own ambition

for success. To further promote this each team will have an ambassador picked for their relevance, visibility and achievement. The individuals currently selected are all successful athletes.

Team points are collected following the schools merit system. Students are awarded merit points to celebrate their own personal and individual achievements These points are recorded and are also assigned an equal number of Team points

1 Merit point = 1 Team point.

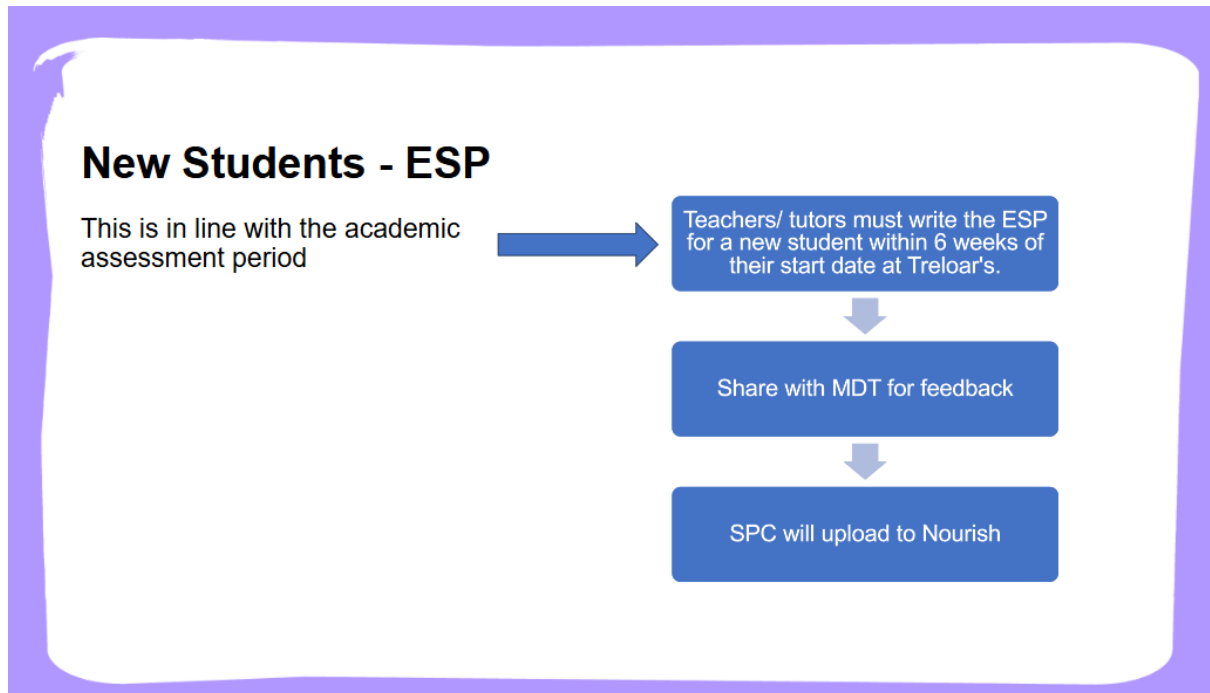
Assemblies and a visual Team counter display will offer concrete opportunities to develop students understanding of both competition and scoring.

Students come together to join their team for assemblies, Sports Day and Team Days. Team Days were launched in September 2023 with Team ambassadors (Paralympians) leading their specialist sport on site with students within their associated team. Team anthems are played weekly to signify the winning team and are changed annually following a student's vote.

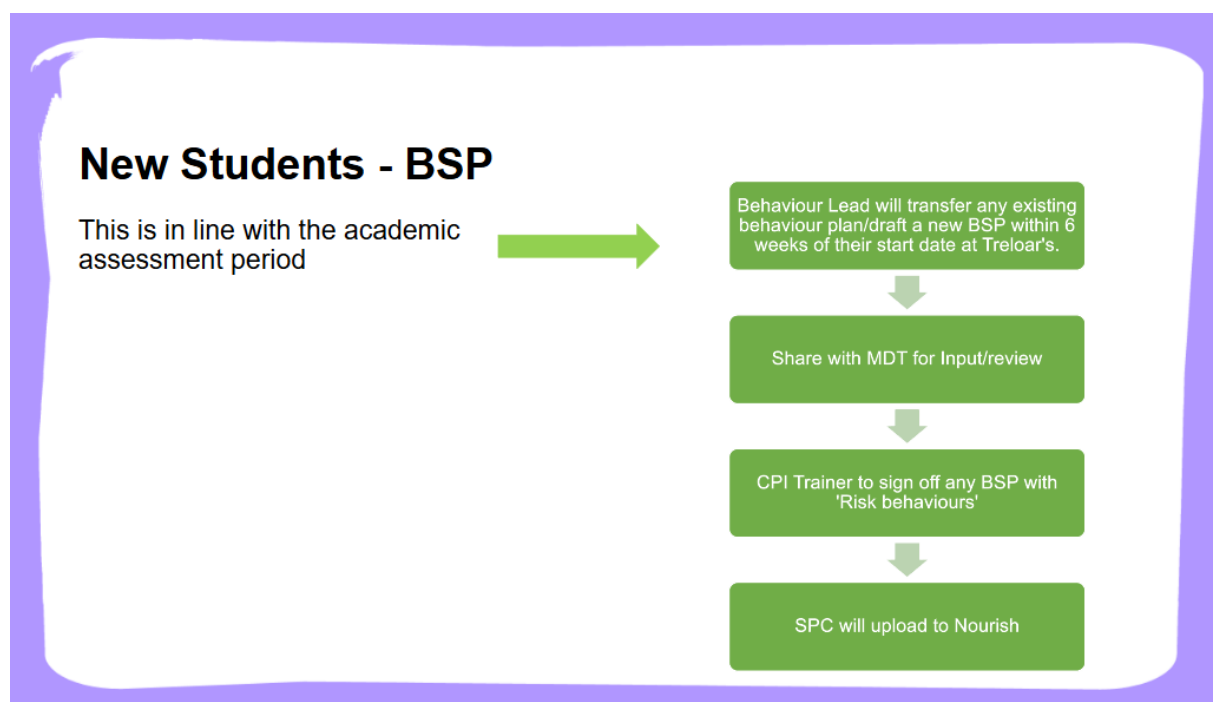


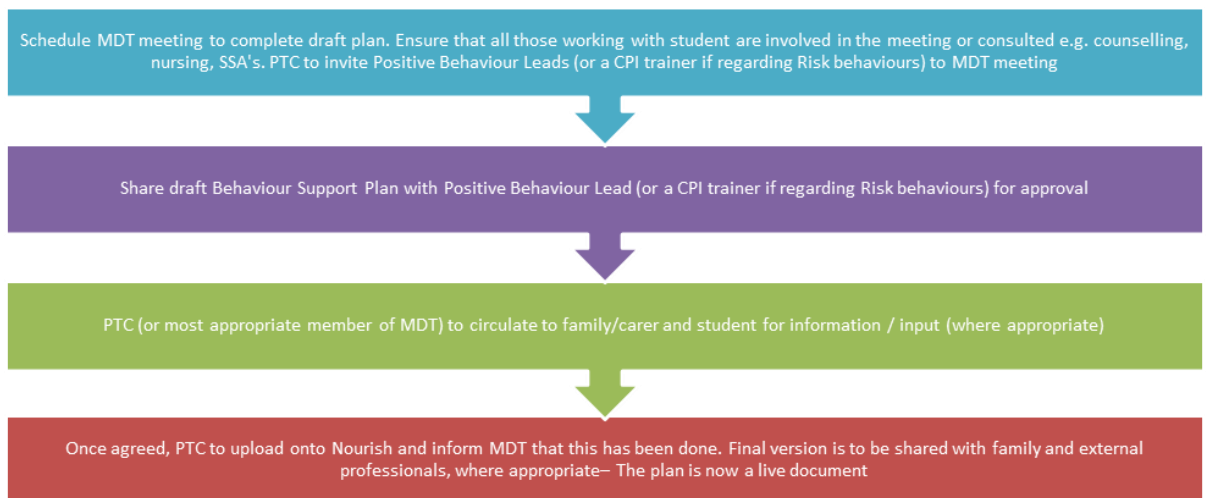
## Appendix

### Creating a new Emotional Support Plan – Process



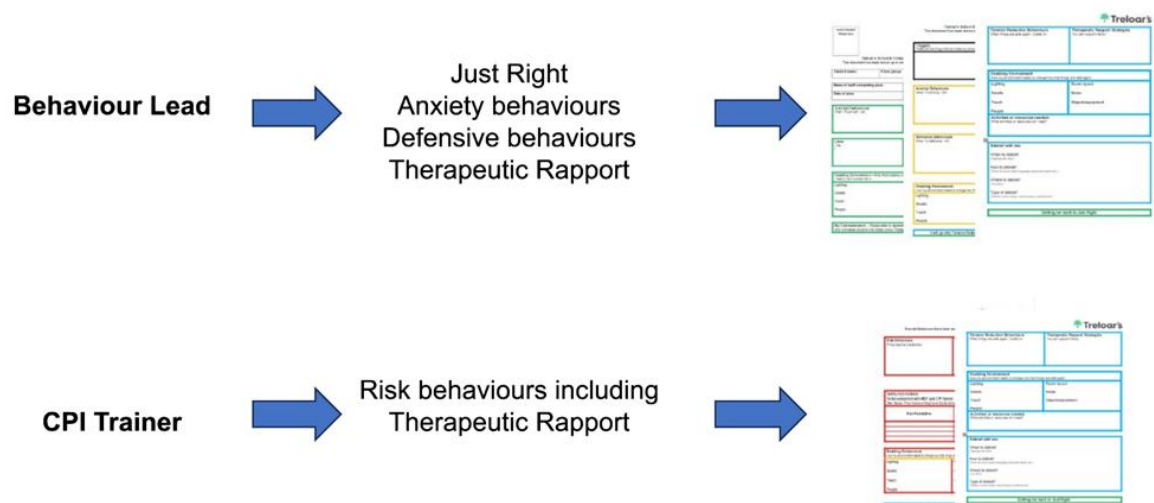
### Creating a new Behaviour Support Plan – Process





Please refer to the 'ESP & BSP Process Updates' document on SharePoint for further details on the process.

## Who to contact for support with ESP's and BSP's



# Behaviour Team

## School

- Emily Ball – Positive Behaviour Lead/Speech and Language Therapist
- Fliss Hardie - Positive Behaviour Lead/CPI trainer/School Teacher

## College

- Emily Ball – Positive Behaviour Lead/Speech and Language Therapist
- Stephanie Gayle-Uche - Positive Behaviour Lead/CPI trainer/Deputy Head of College

## CPI Trainers

- Ben Baxter – Head of Safeguarding
- Martin Ingram – Principal/CEO
- Fliss Hardie
- Stephanie Gayle-Uche

## Appendix 1 - Equality Impact Assessment (EIA) - Stage 1

|                                                                                                                                                                                                                                             |                                                                                 |                        |   |                               |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------|---|-------------------------------|-------|
| <b>Name of Policy / Function/Decision</b>                                                                                                                                                                                                   | SMT 012 Treloar's Behaviour Policy                                              |                        |   |                               |       |
| <b>Name of Assessor / Author /Lead</b>                                                                                                                                                                                                      | Lorna Woodcroft                                                                 |                        |   |                               |       |
| <b>Start Date</b>                                                                                                                                                                                                                           | 06/10/23                                                                        |                        |   |                               |       |
| <b>This EIA is being undertaken because it is:</b>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>A result of a policy revision</li> </ul> |                        |   |                               |       |
| <b>Screening</b>                                                                                                                                                                                                                            |                                                                                 |                        |   |                               |       |
| <b>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</b>                                                                                                     |                                                                                 |                        |   |                               | N     |
| <b>Is it a major policy with a significant effect on how our core business is delivered?</b>                                                                                                                                                |                                                                                 |                        |   |                               | N     |
| <b>Does it involve a significant commitment of resources?</b>                                                                                                                                                                               |                                                                                 |                        |   |                               | N     |
| However this proposal will be giving back and reducing 'commitment of resources' not increasing                                                                                                                                             |                                                                                 |                        |   |                               | N     |
| <b>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</b>                                                                                                                  |                                                                                 |                        |   |                               | N     |
| If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI co-ordinator or Head of Quality for further support. |                                                                                 |                        |   |                               |       |
| <b>Has the screening identified the policy as having relevance to the any of the following groups?</b>                                                                                                                                      |                                                                                 |                        |   |                               |       |
| Age                                                                                                                                                                                                                                         | N                                                                               | Disability             | N | Sexual Orientation            | N     |
| Race                                                                                                                                                                                                                                        | N                                                                               | Sex/Gender             | N | Religion or Belief            | N     |
| Gender Reassignment                                                                                                                                                                                                                         | N                                                                               | Pregnancy or Maternity | N | Marriage or civil partnership | N     |
| <b>Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?</b>                                                                                                                                   |                                                                                 |                        |   |                               | Yes o |
| <b>Are all opportunities to promote equality taken within the policy/procedure/decision?</b>                                                                                                                                                |                                                                                 |                        |   |                               |       |
| <b>Have we stated how we will monitor the implementation and impact of this policy/decision?</b>                                                                                                                                            |                                                                                 |                        |   |                               | Yes   |
| <b>Date of Screening</b>                                                                                                                                                                                                                    |                                                                                 |                        |   | 6 <sup>th</sup> October 2023  |       |
| <b>Approval by EDI</b>                                                                                                                                                                                                                      |                                                                                 |                        |   | Lorna Woodcroft               |       |
| <b>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</b>                                                                                                                                              |                                                                                 |                        |   | Yes o No o                    |       |