



**WINDERMERE  
SCHOOL**

**FOUNDED 1863**

## **BEHAVIOUR & REWARDS HANDBOOK**

### **Promotion of Good Behaviour**

## General

This handbook is to be read in conjunction with the Behaviour Policy and is a guide for all members of the School community regarding behaviour, actions and sanction.

## Rewards

Throughout the year prizes and awards are made for effort, academic progress and contributions to the community.

- **Sports Colours** are nominated by the PE department and awarded in an Assembly by the Head or Head of the Prep School. Pupils need to show a sound ability, but more importantly, endeavour, commitment, good attitude, helpfulness and being a good ambassador for the School. Colours may be re-awarded, in which case the pupil is presented with a stud to place next to the colours strip on their blazer. Colours are recorded on SIMS by the Head of PE.
- **House Colours** are awarded at the end of each term by the House Captain and House staff and are valid for the following term. Colours are awarded for significant contributions to the House during the term, for example with Duties, Crew Break or continually helping with events and organisation, always giving their best during competitions, etc. These are recorded directly onto SIMS.
- **Round Square Discovery Badges** are awarded to pupils in Key Stage 3 who have completed a 'discovery' in their log book. Over the course of three years it is hoped that as many pupils as possible will achieve all 12 badges, demonstrating that they have thoroughly understood and lived out the personal qualities which are the Discoveries of the Round Square.
- **Key Stage Four Recognition.** It is understood that at this age pupils may not be motivated by a public recognition of their excellent academic performance, effort, personal development or good citizenship. Individual praise, including personal contact with parents from the Head of Section and Headteacher will be made where warranted. (see below)
- **Sixth Form Privilege.** Students in the Sixth Form are being prepared for independence as they will need to be able to manage their own studies without adult intervention as soon as they start university or working life. To prepare them, as they demonstrate greater capacity to manage their own workload they are granted increasing freedoms. (see below)

## Sanctions

We are committed to allowing each pupil to learn in a secure and productive environment. In order to do this a strong but fair and understanding discipline policy is required.

For serious or perpetual issues, parents will always be involved in discussions about a way forward for their son or daughter. Sanctions can be informal or formal and there is no set sanction for a particular misdemeanour, although there are guidelines and generally accepted procedures.

Sanctions will be applied where it is necessary in the circumstances to show appropriate disapproval.

- All staff should ensure that individual circumstances of each pupil are taken into account whilst being fair and consistent.
- All staff must seek to ensure that punishments are proportionate to the offence and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

All sanctions must be recorded; this is done directly onto SIMS under Pupil behaviour (indicated on

the top bar with a red and green flag). Tutors have access to their tutees' pastoral files and SIMS. Tutors should check and update these regularly.

### **Teacher's Powers**

- Teachers are permitted to discipline pupils whose behaviour is unacceptable, who break the School rules or who fail to follow reasonable instruction.
- Teachers can discipline pupils at any time whilst the pupil is in School or elsewhere under the charge of the teacher.
- Any out of School hours detentions must be communicated to parents so that they are able to make alternative arrangements, please give 24 hours' notice.
- Teachers are permitted to confiscate pupils' property for a fixed period of time, provided it is looked after appropriately.

### **Physical Restraint**

Staff can use reasonable force to control or restrain a pupil in specific circumstances.

The Education and Inspections Act 2006 enables School staff to use 'such force as is reasonable in circumstances to prevent a pupil from doing or continuing to do' any of the following:

- Committing any offence (or for a pupil under the age of criminal responsibility what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching lesson or otherwise

The Act also defines to whom the power applies as follows:

- Any teacher who works at the School
- Any other person whom the Head has authorised to have control or charge of pupils

Staff are advised to use reasonable minimum force. Every member of staff will inform the Head immediately after he/she has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint and invite them to the School so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour.

## Prep School

### Expectations for Pupils

Every pupil at Windermere School, PrePrep & Prep School is expected to:

- Be kind to others.
- Show courtesy and respect for others at all times.
- Look after School property and to treat the belongings of others with respect.
- Remain within the School grounds and keep off the turning circle and main drive.
- Wear their uniform smartly with shoulder length hair tied back.
- Move safely round School, walking not running inside the buildings.
- Show allegiance to your House, listen to and support your House/Vice Captains
- Consider others at playtimes
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### Prep School Rewards

The most commonly used rewards include:

- Verbal praise to individuals or a group
- Star of the Week
- Adventurer of the Week
- Pupils Choice
- Wizard Stamp
- Stars
- Compass Stamp
- Head's Commendation
- Compass Badge
- Round Square Award
- School Colours for Sport & House Colours

End of term effort Certificates (bronze, silver and gold) are awarded on the average of all effort grades reported at the end of each term.

### Managing Poor Behaviour and Positive Reinforcement

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that sanctions are proportionate to the offence and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

Alternative strategies are:

- Motivational strategies.
- Visual cues to prompt positive behaviour.
- Assembly time. Group discussion
- Informal conversation with Parents.
- Discussion at School Council.
- School Community Service (e.g. tidying changing rooms or litter duty)

Staff are encouraged to treat each situation on an individual basis and use their professional judgement to apply appropriate sanctions. Age-appropriate sanctions/ rewards will always be given.

The Tutor and boarding team should be informed of any problems regarding a pupil in their class by the staff member initiating the action. Notes should be added to SIMS.

## **KS1 Sanctions**

The pupil may be asked to stay in at playtime (with appropriate supervision) or remain with one of the playground supervisors for the duration of the break, as the former sanction may be seen by the child as a treat or reward. Other Sanctions could include:

- Moving a disruptive pupil to a different seat in the class
- Sending a child to another member of staff, accompanied by an adult.

## **KS2 Sanctions**

### **Conduct Mark**

This is a warning to the pupil that they have made a bad choice in a situation or have been seen or overheard by a member of staff behaving in an inappropriate manner. A pupil may receive a number of Conduct Marks as warnings before a more serious sanction is imposed. A Conduct Mark is recorded in SIMS. Parents are informed of a Conduct Mark by the Tutor with an opportunity to discuss the issue offered.

In some instances the Tutor may also wish to:

- Keep the pupil in at break time or lunchtime (supervised)
- Restorative justice, for example, letters of apology and small group meetings
- Give the pupil alternative work (work misdemeanours, Y3-6)
- Ask the pupil to repeat work (work misdemeanours, Y3-6)

### **Head of the Prep School Referral**

This is given when a child has received a number of conduct marks in a short space of time, for example 3 within one term, or has committed a more serious offence such as bullying, racism or deliberate damage to School property. The Head of the Prep School and where appropriate, the Deputy Head, will meet with the pupil and discuss strategies regarding positive behaviour. Parents are informed of a Referral by the Head of the Prep School and may be invited to discuss this within a meeting.

A letter of apology will normally be required from the child along with an appropriate sanction such as: carrying out useful tasks to help the School, removal from the group/class or particular lesson or withdrawal of break or lunchtime privileges.

### **Parent referral**

Only the Head and Deputy Head of the Prep School issue Parental Referrals. The parents will be asked to attend a meeting with the Head or Deputy Head and the pupil where an appropriate remedy will be drawn up such as:

- A behaviour Card – to be signed by a staff member at the end of every lesson, break time, meal time, etc, with a score for behaviour. This will normally be given for one week and reviewed.
- Withholding participation in educational visits or sports events which are not essential to the curriculum.

The Head and Deputy Head of the Prep School records this on SIMS with notes and dates, copying in the Tutor. It is also recorded on the end of term report following the sanction.

If the action of a Parental Referral does not resolve the situation or a similar incident occurs soon after then the parents will be involved in a more formal review of the situation. A behaviour contract or report book system will be used in partnership with the parents and staff for a given period of time and then reviewed again.

### PrePrep & Prep School Behaviour Ladder

The ladder is a guide to some examples of poor behaviour and actions. Any concerns or queries should be raised with a Senior Member of Staff.

Action	Behaviour examples
Warning or verbal reprimand	Lack of respect for others. Running in the School building. Inconsiderate to others at playtime. Misuse of School or other pupils' property. Incorrect uniform worn.
Conduct Mark	Persistent defiance of the above. Verbal abuse to a pupil or staff member. Persistent defiance of School expectations. Disruptive behaviour Insolence Other minor incident (at the discretion of Staff)
Head of the Prep School Referral	Physical abuse (minor) of another child. Foul language overheard directly by member of staff. Deliberate graffiti or damage to School property. 3 Conduct Marks received within one half term. Other major incident (at the discretion of Staff)
Parental Referral	Serious assault of a pupil Assault of a staff member. Malicious accusation Bullying or any form of Hate Crime* Other severe incident (at the discretion of Staff)

**\*Note:** Any form of Bullying or Hate Incident is recorded centrally, and if deemed criminal reported to the police.

## Senior School

### Expectations & Contract for Pupils

At all times as a pupil at Windermere School I promise to

1. Show respect and courtesy to all members of the School community,
2. Never intentionally harm or bully another person,
3. Wear my uniform in a well-presented fashion,
4. Attend School and be punctual,
5. Respect the privacy, opinions and beliefs of others,
6. Uphold the good name and reputation of the School through my behaviour,
7. Act as a role model for younger pupils,
8. Not make any public displays of affection,
9. Not bring into School or use vapes, cigarettes, alcohol or drugs.
10. Not use any item of technology in an inappropriate or offensive way,
11. Lock my switched off mobile phone in the school-provided phone pouch for the duration of the school day, unless permission is granted by a teacher to use the device for education purposes. (Y7-11)

This is an agreement that I will uphold the highest possible standards in my conduct in School, on School trips and when engaged in any School activities.

I understand that a breach of this agreement or a breach of the School rules is serious and will jeopardise my place at the School.

## Senior School Rewards

### Fostering a Positive and Rewarding Learning Environment

At Windermere School, we believe in creating a supportive and encouraging environment where all students can thrive. Our rewards system is central to this philosophy, as it recognises and celebrates student achievements, builds confidence, and inspires a lifelong love of learning.

#### Our Focus:

- **Positive Reinforcement:** We prioritise acknowledging and rewarding positive behaviours and achievements.
- **Alignment with School Vision:** Our rewards system is meticulously designed to embody our school's core vision: "**There is more in us than we know.**" By celebrating and acknowledging student achievements, we ignite their courage and potential. Our goal is to inspire every child to reach higher, collaborate with peers, and challenge personal boundaries. Through our rewards system, we cultivate a thriving community characterised by ambition, teamwork, and continuous growth.
- **Equality, Diversity and Inclusivity:** All students, regardless of ability or background, will have equal opportunities to be recognised and rewarded.

#### The Power of Recognition:

We understand that feeling valued is essential for student growth. By consistently recognising and rewarding students' efforts and successes, we aim to:

- **Build Confidence:** Empower students to believe in their abilities and potential.
- **Motivate Achievement:** Inspire students to strive for excellence in all areas of school life.
- **Foster a Positive School Culture:** Create a supportive and collaborative community where everyone feels valued.

### Rewarding Success:

Our rewards system will be:

- **Meaningful:** Rewards will be tailored to individual students' interests and preferences.
- **Consistent:** Rewards will be applied fairly and equitably across all year groups and departments.
- **Public:** Recognition of achievements will be celebrated both publicly and privately.
- **Linked to School Values:** Rewards will emphasise the behaviours and qualities that align with our school's core values, particularly the six pillars of the Round Square, the IDEALS.

### Core Principles of the Reward System

- **Alignment with IDEALS:** All rewards should directly or indirectly promote the IDEALS and the 12 Discoveries.
- **Holistic Development:** The system should recognise a wide range of achievements, not just academic.
- **Student-Centred:** Rewards should be meaningful to students and motivate them to achieve.
- **Progressive:** The reward system should encourage continuous improvement and higher aspirations.

Merits awarded to Years 7 to 9 students will be recorded in their Round Square Discovery log books during tutor time. Upon reaching each level, students will be recognised with corresponding discovery badges.

	Rewards
<b>Twelve Discoveries</b>	Discovery badges awarded in celebration reflection, email home from Head and special reward lunch.
<b>Nine Discoveries</b>	Discovery badges awarded in celebration reflection, email home from Head of Lower School, special reward lunch
<b>Six Discoveries</b>	Discovery badges awarded in celebration reflection, email home from tutor, fast pass lunch card
<b>Three Discoveries</b>	Discovery badges awarded in celebration reflection, email home from tutor, fast pass lunch card

Merits will also be linked to House Points. Merits will be counted at the end of the year and the House Cup trophy will be presented to the winning house.

## Middle School Rewards:

### Merit Allocation:

Staff awarded merits are linked to our rewards. These start with Bronze Award for 25 Merits and proceed to our Platinum achievement badge for 100+ Merits.

The achievement points are used when recognising and rewarding students in our end of term assemblies and can be awarded for achievement and effort as well as behaviour outside the classroom.

Level:	Number of merits:	Reward:
Platinum	100+	Amazon Voucher
Gold	75	Special lunch with friends (organised and served by Mrs Dalzell)
Silver	50	Sixth Form privilege for a day with Wednesday wear
Bronze	25	Cake and hot chocolate (Mrs D's office or the Common Room) Early lunch passes

*\*All types of rewards will be reviewed regularly, and the threshold may be subject to change.*

Merits will also be linked to House Points. Merits will be counted at the end of the year and a trophy will be presented to the winning house.

## Sixth Form Rewards

### Senior Privilege Scheme

It is important to prepare Sixth Form students for the next stage of their lives. As such, we recognise the necessity to develop student independence and responsibility as they navigate through their education. The Senior Privilege Scheme is an initiative that provides flexibility during free periods and rewards students who are managing their school work effectively and achieving expected progress.

If a Sixth Form student is rewarded with Senior Privilege, they will be given the opportunity to choose how they make use of their free periods. They may decide to work in the Study Centre, in Westmorland Boarding House if they are a boarder, or from home if they are a day student.

If a student does not have a lesson period 1 or 10, they are not required to attend morning tutor time registration. They are expected however, to attend whole school and Sixth Form Reflections. Students must sign in and out at Reception and will be registered during the first lesson they attend. Once a student has finished their timetabled lessons for a day, they are permitted to go home if they are a day student or to the boarding house if they are a boarder. Students are not permitted to use their car during the school day or for social driving at lunchtime. Primary communication of student's timetable will be through their tutor; absence will be marked as authorised and will therefore not affect attendance record.

Tutors should encourage students to use free periods as time for private study in the Study Centre and to make use of extra support sessions offered by their teachers. If it is deemed that a pupil is not working to their best of ability, has not received a satisfactory report or is not abiding by the rules of Sixth Form, this privilege will be removed.

If it is deemed that a student is not working to the best of their ability, has received an unsatisfactory report or is not abiding by the rules of Sixth Form, this privilege can be removed throughout the school year. If a day student chooses to leave campus and go home during the school day, legally they become the responsibility of the parent or guardian.

### **Learner Profile Awards**

At the end of each term, Sixth Form achievement will be recognised through our meaningful Learner Profile awards. The awards are aligned with the ten attributes of the International Baccalaureate (IB) Learner Profile:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

These are holistic and recognise a wide range of achievements. Any member of staff can nominate a Sixth Form student for a Learner Profile award. They are used to recognise and motivate students to achieve highly throughout Sixth Form.

Depending upon the amount of Learner Profile awards received, students will be rewarded with Sixth Form privileges:

- Email home from the Tutor, Head of Sixth Form or Head
- Added onto SIMs record
- House points
- A place on the Sixth Form Recognition display
- A pass to go offsite for the morning, lunch or afternoon
- Amazon voucher
- Boarding privileges.

## Managing Poor Behaviour and Positive Reinforcement

### Within the Classroom

The action ladder outlined below should be used when a member of staff feels one of the expectations of the learning environment has been broken.

Staff should ensure that they always notice and comment on good behaviour, this will reinforce positive behaviour choices from the pupils.

Action	Behaviour
Warning	Inappropriate behaviour noted by the teacher. A <b>warning</b> will be given and the pupil advised on what they have done wrong.
Move	Second inappropriate behaviour noted by teacher. Pupil <b>moved</b> and advised on what they have done wrong.
SIMS	Third inappropriate behaviour noted on SIMS for HOS and Tutor to see. Tutor to communicate poor behaviour to parents. <b>Lunchtime Detention issued.</b>
Out	<p>Pupil sent <b>out</b> of lesson (with work) to reception to locate a member of SMT.</p> <p>To come back into the lesson the pupil will be accompanied by the member of SMT who will talk with the member of staff and decide on any modifications which need to be made by the pupil. An <b>after School detention</b> will be issued.</p> <p>This should be recorded on <b>SIMS</b> and the HOS will put the pupil onto <b>report</b> should they be sent out of class on more than one occasion each term.</p>

### Beyond the Classroom

#### Lunchtime detention (from 12.35 – 13.00 on specific days) – *Heads of Faculty (HOF)*

Following a warning, staff can put pupils into a short detention. Pupils will not be permitted to use this session to catch up on missing work. This is recorded on the Detention spreadsheet by the teacher. The HOFs records this on SIMS. Repeated offences are overseen by the Deputy Head.

#### Department Detentions - *Heads of Faculty (HOF)*

Managed within the departments where additional work within the subject needs to be completed. The teacher adds a record to the Detention spreadsheet and the Deputy Head Academic records this on SIMS.

#### Sixth Form Weekend Study – *House Parents*

Within Sixth Form we run weekend study to support students who are behind on their work and would benefit from supervision and teacher guidance. These sessions take place in Westmorland Boarding House and/or the Sixth Form Study Centre on a Saturday and Sunday. The tutor should keep track of this via the Detention and Supervised Study Spreadsheet.

A teacher can add a Sixth Form student to weekend study by recording this on the Detention spreadsheet. The Head of Sixth Form will inform the student, tutor, boarding staff and parents. It is not compulsory for day students to attend, and parents may choose to supervise the completion of the work at home.

### **Report - HOS**

For cumulative offences and to monitor and target particular areas for improvement. The duration of report will be discussed between Tutor and HOS but will be at least a week.

### **After-school detention (any day from 16.20 to 17.20) – HOS/ Deputy Head**

In most cases this detention will be used for pupils whose behaviour reported by staff members through SIMS has not been appropriate on a number of occasions.

There will be occasions when a pupil may go straight into an after-school detention, these situations will be dealt with on an individual basis and each one discussed with the relevant HOS.

The relevant HOS or Deputy Head will write to the parents of any pupil who receives an after-school detention.

### **Boarding**

#### **Removal of privilege - HOM**

A boarding sanction used for inappropriate behaviour within the boarding community. The HOM should notify the Tutor.

#### **Gating – HOM**

Gated to the House or site depending on offence. During the gating period the pupil is required to report to the member of staff on duty as agreed. The HOM will communicate any offences to parents and the Tutor as they happen and follow up with a letter detailing the sanction. A copy should be put on SIMS.

### **Whole School Serious offences**

The School has separate anti-bullying, hate crime and academic misconduct policies. Any form of bullying or hate incident is recorded centrally, and if deemed criminal reported to the police. Exam boards will be notified of any serious academic misconduct. Other serious offences will be dealt with by the Deputy Head or Head.

### **Alcohol and Illegal Drugs**

- Alcohol must not be brought in to school by any pupil.
- The buying of alcohol by or for anyone under the age of 18 is illegal and against the School rules.
- Parents can give written consent for a Sixth Form pupil to be allowed to drink up to 4 units of alcohol (two cans of beer or cider or two glasses of wine) in an evening but at times and only at locations specified by the school. Agreeing or not agreeing to this consent is at the discretion of the HOM. The drinking of spirits in school is not permitted at any time.
- Sixth Form pupils may be given permission by their HOM to go off-site and visit a designated local restaurant. While eating a meal, pupils aged 18 and over may drink up to up to 4 units of alcohol (two cans of beer or cider or two glasses of wine). The drinking of spirits off site is not permitted as part of this permission.
- The School reserves the right to breathalyse any pupil if any member of staff has concerns about their alcohol consumption. Excessive drinking of alcohol will not be tolerated in school, at any school event or trip or when given permission to go off site.
- A breach of the above will be deemed a serious offence.
- The possession and consumption of illegal drugs are illegal and deemed very serious offences that could lead to permanent exclusion.
- The supply of illegal drugs will lead to permanent exclusion.

**Serious offences** result in more serious sanctions, including:

**Internal isolation**

- 3 days where the pupil attends normal lessons but is accompanied by a member of staff at all times.
- Day pupil – no activities and goes home at 4.10pm. The HOS/ Deputy Head Pastoral will discuss the removal of privileges at home with parents for parity between day pupils and boarders.
- Boarder – returns to house at 4.10pm and is gated.

**Suspension/Temporary Exclusion**

- Internal – For 3 days the pupil does not attend lessons or activities, but academic work will be provided.
- External - For 3 days the pupil is sent home or to a guardian to reflect upon actions. Work is provided.

**Expulsion/Permanent Exclusion**

- The pupil will permanently leave the School.

**Senior School Behaviour Ladder**

Suggested Action	Behaviour examples
<b>Warning</b>	First time for a minor infringement
<b>Confiscation of mobile phone</b>	Being in possession of a mobile phone that is not turned off and locked in a pouch.
1 <sup>st</sup> offence for the day	
2 <sup>nd</sup> offence for the week	
<b>Lunchtime detention</b>	Poor behaviour following a move in class Incomplete/unfinished work Materials issue (lack of book, pencil case, etc) Missed activity without notice Late to lessons or Reflection Chewing gum Incorrect uniform Consuming energy drinks Swearing Failure to meet deadlines Copying homework Failure to work effectively in lessons
<b>Department detention</b>	Substandard work
<b>Report</b>	Repeated infringements such as lateness, poor classroom behaviour, effort or organisation.
<b>After School detention</b>	Being sent out of a class following a warning, move and being sent out. 3 lunchtimes detentions in a half term. Abuse of the AUP agreement, eg using another password,

accessing unauthorised material on the network or internet,  
using a VPN to bypass the network,  
Academic dishonesty (Cat 2)  
In possession of smoking paraphernalia  
Cheating in an assessment  
Ignoring or refusing to follow staff instruction  
Truancy

For more specific boarding sanctions please see:

- **Westmorland House** [Discipline and Sanctions.docx](#)
- **See Langdale House** [Langdale Sanction](#)

### **Hearings and Exclusions**

If a pupil commits an offense deemed as serious and which could result in an exclusion, they will be initially suspended from the School. There will then be a short period usually a maximum of 5 working days, where relevant staff will put together the details of the offence along with any evidence and statements from witnesses. The parents and pupil will be informed of the date and time of a disciplinary hearing and invited to attend.

At the hearing a factual account of the offence will be given by one of the staff who conducted the investigation; the pupil and their supporter will have the right to question and reply. The pupil will be given an opportunity to make a statement at the hearing. This matter will be conducted in an age-appropriate manner.

The Head will consider the evidence and any statement before making a decision and will communicate this decision to the pupil and parent within 36 hours. If unhappy with the Head's decision, the pupil and parents have the right to appeal to the board of governors. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body and a hearing will be set up as quickly as possible, but within 10 days at the latest. The Governors' decision is final.

Parental co-operation forms part of the contract between the School and all parents of pupils. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

Compiled		January 2008	J Parry
Approved		January 2008	A Graham
Reviewed		December 2009	J Parry
Reviewed		December 2010	J Parry
Revised		April 2011	J Parry
Approved		May 2011	B Freeman
Approved		May 2011	I A Lavender
Updated (Prep School)	Version 4	October 2011	B Freeman
Reviewed and Updated		January 2012	J Parry
Approved		January 2012	I A Lavender
Reviewed	Version 5	June 2012	J Parry
Approved			B Freeman
Approved			I A Lavender
Reviewed and Updated	Version 6	May 2013	R Thomas
Approved			B Freeman
Approved			I A Lavender
Reviewed	Version 7	April 2014	J Parry
Reviewed	Version 7.1	May 2014	J Parry
Reviewed	Version 7.2 (draft)	July 2014	J Parry
Reviewed	Version 8.1 (draft)	Aug 2014	R Thomas J Parry J Davies
Reviewed	Version 8.2 (draft)	October 2014	R Thomas J Parry J Davies
Reviewed	version 8.3 (draft)	November 2014	R Thomas
Reviewed	Version 9	September 2015	R Thomas
Reviewed	Version 9.1	December 2015	R Thomas
Reviewed	Version 10	September 2016	R Thomas J Parry J Davies
Revised and reviewed in line with new ISI regulations	Version 16	September 2016	J Parry/ J Davies
Revised	Version 16.1	January 2017	J Parry/J Davies
Revised	Version 17	August 2017	J Parry
Revised	Version 18	September 2018	J Parry
Revised	Version 19	September 2019	J Parry
Revised	Version 20	September 2020	L Moses
Approved	Version 20.1	September 2020	I A Lavender
Revised	Version 21.1	September 2021	P Hogan/ L Moses
Reviewed	Version 22	August 2022	L Moses
<u>Reviewed</u>	<u>Version 24</u>	<u>November 2024</u>	<u>L Moses</u> <u>L Cooke</u> <u>J Davies</u>
Reviewed	Version 25	October 2025	L Moses L Cooke
Approved	Version 25.1	November 2025	F Thompson
Reviewed	Version 25.2	January 2026	F Thompson