

Helmshore Primary School
Equality Policy
2018 – 2019



Introduction

This policy accords with national legislation and the equal opportunity policies of the Local Authority. It is a general statement of the commitment to Equal Opportunities but includes specific references to the duties outlined in legislation for racial equality, gender equality and disability equality. It further reminds us of our statutory duty to have due regard to the need to eliminate unlawful discrimination and harassment and to promote equal opportunities between all people.

This policy outlines the commitment of the staff, pupils and governors of Helmshore Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Helmshore Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Aims

At Helmsore Primary School we see the need for a positive and effective equality policy which includes our statutory obligations towards the issues of race, gender and disability as well as religion or belief, sexual orientation and age. In line with our Mission Statement we will promote the conception of equality throughout the organisation both for those adults and pupils within the community of the school and those who might have cause to visit our school.

The leadership of the school community will demonstrate mutual respect between all members of the school community:

- There is an *openness* of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.
- All seek to develop an understanding, and promotion, of human equality and equal opportunities.
- All promote good relations between members of different racial, cultural and religious groups and communities.
- All enable and encourage pupils to take responsibility for their behaviour and relationships with others.

Equality Objectives

Equality Objective 1

- ❖ Gender - look at the focus identified in SDP, (boys writing).

Equality Objective 2

- ❖ Working towards The LCC Equality Mark- Race Badge.

Equality Objective 3

- ❖ Tackling inappropriate language and behaviour relating to the Equality strands particularly to e-safety.

We are committed to promoting:

- The uniqueness of the individual

We are committed to treat every person with equality of esteem and with respect and dignity. We will do all in our power to meet the needs of each child as outlined in our equal opportunities policy.

- The search for excellence

We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are given every opportunity to develop their talents to the full.

- The education of all

We recognise our duty of care for all and to educate those who are financially, socially, academically, physically or emotionally disadvantaged. We acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We encourage our pupils to support those who are victims of injustice, those in need in our own community and in the wider community.

- Moral principles

We believe in the movement for social and racial justice and harmony. We believe this is fundamental to the common good. Through our school ethos and our curriculum we aim to prepare our students to serve as witnesses to those moral and spiritual values in the wider world. Consequently, we will strive to ensure that any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives, and through the home-school partnership agreement, undertake to support them.

We will also ensure that all of our structures and policies are systematically evaluated and reviewed in order to guard against unjustified discrimination, whether intentional or unintentional.

Included in this policy are specific policies on disability, race and gender. The main statutory provisions covering discrimination are the following:

Equal Pay Act 1970

Rehabilitation of Offenders Act 1974

Sex Discrimination Acts 1975 and amendments in 2003 & 2007

Race Relations Act 1976 and amendments in 2000

Disability Discrimination Act 1995 and amendments in 2003 & 2005

Special Educational Needs and Disability Act 2001
Employment Equality (Religion and Belief) Regulations 2003
Employment Equality (Sexual Orientation) Regulations 2003
Equality Act 2006
Employment Equality (Age) Regulations 2006
Also relevant are: Employment Rights Act 1996
Equal Pay (Amendment) Regulations 1983
Human Rights Act 1998
Employment Relations Act 1999
Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998. Central to all policies are areas concerning the staff, students and their parents/carers.

Helmshore Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

Levelled samples of work
Teacher assessments
Tracking records
Cohort Profiles
Personal Data
Feedback from Parents and pupils
Attendance Data
Exclusion data

This is collated by ethnicity, disability and gender and free school meals (FSM). We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools,

and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, diabolism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.

Documents

- The language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers.
- Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, if spoken or read at home (as requested).

Administration

- Venues for meetings will take account of the needs of all participants.
- Venues for teaching and learning will take into account the particular needs of the learners and teacher/teaching assistant.

Employment of Staff:

Appointments:

- Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer, and, as a result, welcomes applicants for all posts from appropriately qualified persons regardless of gender, race, religion (except for teachers of Religious Education and Deputy/Headteacher posts), disability or age.
- Application forms or interview questions for jobs will include a question about equal opportunities.
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.
- The School will make and keep information about the gender, ethnic background, and disability of candidates for appointments, and actual appointments.
- Inform the Governing Body's Personnel Committee on a termly basis, or whenever the Governors request the figures.

Staff Development:

- All employees have equal chances of training, performance management, career development and promotion.
- All recruits to the organisation will be offered induction training which will include a reference to the organisation's equality policy.
- Staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the governing body.
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary. Reasonable adjustments will be made to ensure they are in no way disadvantaged or discriminated against.

Pupils:

- Pupils have equal access to the National Curriculum programmes of study (unless disapplied) throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.
- The school is committed to full educational inclusion (See SEN policy).
- The CPD Co-ordinator will record figures on take-up of courses from disabled students and those from ethnic minorities, which will be presented to the Headteacher annually, or more often if requested. The Headteacher will keep the governors informed.
- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background, ability and where appropriate disability.
- School development plans will act to improve the learning of all students according to this analysis.
- School rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religion, gender, sexuality, ability or disability.
- Positive attitudes towards all people (especially those from minority groups e.g. disabled, ethnic groups) and awareness development for equality of opportunity is specifically taught through the PSHE programmes.
- All subjects have equality of opportunity at their core.

Responsibilities:

- The Governing Body will monitor and review the working of the policy and procedures by allocation of duties to committees of the governing body.
- The Headteacher has responsibility for the equality policy and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, students and parents/carers.
- The Headteacher must also present general reports, statistics, and incident reports to the Governing Body and its committees as agreed.
- All staff are responsible for ensuring equal opportunities in the curriculum.
- All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

The Disability Equality Policy and Duty:

Introduction:

Part 5A of the Disability Discrimination Act (DDA) requires the governing body to promote equality of opportunity for disabled people: students, staff, parents/carers and other people who use the school.

Part 4 of the DDA requires the governing body to plan to increase access to education for disabled students in three ways:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The disability access plan incorporates the way in which the school will increase access to education for disabled students.

Definitions:

The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The terms:

- 'physical impairment' includes sensory impairments.
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- 'substantial' means more than minor or trivial.
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD).

These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

For children and young people in schools, there is a significant overlap between those who count as disabled under the DDA and those who have special educational needs as defined by the Education Act 1996. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The DDA applies to us in a range of different ways. In particular it applies to three main school functions:

- to the school in its function of providing education to students.
- to the school as an employer.
- to the school as a provider of services to parents and carers and the wider public.

The duty requires us, when carrying out our functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people.
- eliminate discrimination that is unlawful under the DDA.
- eliminate harassment of disabled people that is related to their disability.
- promote positive attitudes towards disabled people.
- encourage participation by disabled people in public life.
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Implementation Strategy

- 1. Involvement of how disabled people have been involved in developing the scheme.**
- 2. Recruitment, development and retention of staff.**
- 3. Educational opportunities available to and achievements of disabled students.**

- The School's Accessibility Plan ensures that adjustments are made to facilitate access to school buildings to those who are disabled.
- When students enter the School with specific disabilities identified the SEN department take the lead in ensuring the requirements of the students are passed on to all staff, and where necessary, inset is provided for staff to ensure the students educational needs are fully met e.g. working with a hearing or visually impaired student – this may involve the support from external agencies.
- In the case of educational visits and trips no child will be disadvantaged. The Student Record or Learning Support department will alert staff who may not know the needs of a specific child. The trip Risk Assessment will take account of individual students and may involve a separate Risk Assessment for a specific child.

4. Administration

- Venues for meetings will take account of the needs of all participants known in advance.
- Venues for teaching and learning will take into account the particular needs of the learners and teacher/teaching assistant.

Related Documents:

Accessibility Plan.

The Race Equality Policy and Duty

Introduction:

The Race Relations (Amendment) Act 2000 required all schools to have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and promoting good relations between those of different racial groups. The Race Relations Act 1976 (Amendment) Regulations 2003 introduced changes defining indirect race discrimination, defining racial harassment, changing the burden of proof, 'genuine occupational requirements' and introducing post-employment discrimination.

Implementation Strategy:

1. Monitoring Pupil achievements

We will collect group and individual data on attainment by ethnicity, based on the national population census ethnic categories, as used in Hertfordshire. We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on student's attainment will also be monitored.

These will include:

- Behaviour management (including exclusions).
- Racist incidents, racial harassment and bullying.
- Curriculum, teaching and learning (including responses to diverse language and cultural needs).

2. Pupil's attitudes, values and personal development

In the school we will:

- Enable our students and staff increasingly to develop a critical awareness of diversity and equality.
- Enable our students and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.
- Equip our students and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.
- Ensure a willingness by students and staff to learn from different cultures, backgrounds, faiths and beliefs.
- Recognise the importance of language to a person's sense of identity and belonging and consider student's language abilities as a teaching and learning resource and a strength.
- Ensure that students have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.
- Ensure that students have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

3. Teaching and Learning

The school will ensure that:

- Teaching methods and styles take full account of the needs of students' background experiences.
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups.
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality.
- Diverse learning styles are catered for.
- The skills to learn in a range of different styles and contexts are developed and encouraged.
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning.
- All staff receives training as appropriate on strategies for helping bilingual and multilingual pupils to improve their English.
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background).
- All students are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards.
- A positive ethos of mutual respect and trust is fostered amongst students and staff, in which all members of the community feel valued and safe.
- Classrooms and other common spaces in the school, where work is displayed, present positive and challenging images, that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world.
- Learning is a collaborative and co-operative enterprise.

4. The Curriculum

All teachers will ensure that curriculum content, resources, classroom environments present and value Britain as a culturally diverse society and develop students understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

All teachers will develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum will:

- Support the development of personal, social and cultural identities in all students.
- Teach students respect and value for diversity.
- Teach students the nature of cultural diversity in Britain and globally.
- Teach students the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society.

5. Admissions and transfer procedures

As a Community School we will strive to reflect the ethnic profile of the area we serve. In order to achieve this we will monitor students' applications and admissions by ethnic group. As a school we are conscious of the vulnerability of our students at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents and students in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable students are nurtured and supported in a safe environment.

6. Leadership and Management

Staff recruitment and retention:

- The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy does not discriminate against minority ethnic groups and take appropriate action to seek staff and governors from a diversity of backgrounds.
- Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in the recruitment and selection understand how to ensure race equality in the process.
- A demonstrated commitment to race equality will be a criterion for the selection of all new staff..
- The school will seek to ensure that diversity is represented within the school staff and the governing body is valued, maintained and built on.
- The school will monitor its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and

governing body as a whole Staff career structure and development, guidance and support.

- We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- We will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. *Such access will be monitored by ethnicity.*
- We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.
- Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

Commitment

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

To achieve this:

- All staff, governors, parents/carers and students will be actively involved in developing, implementing and evaluating the school's race equality policy.
- All members of the school community will understand their role in supporting and implementing the policy. Students' engagement in this process will be as full as appropriate, with a clear development programme to progressively maximise their contribution.
- The perspectives of minority groups and isolated students/families will be a matter of particular concern in this process.

7. Attendance, Exclusion and Behaviour

- The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of students with Pastoral Support Plans (PSP) and teacher's reward systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
- Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.

- We will monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
- Understanding pupil's behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
- The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
- Reintegration strategies are culturally inclusive and responsive to students' ethnic and cultural background.
- The school recognises the right of students to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of students who are absent for religious/cultural observance.
- Provision is made for pupils who are on leave for religious/cultural reasons.

8. Parents and the wider community

Active steps will be taken to involve ethnic minority parents, including as appropriate:

- The use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports, and for basic labelling across the school buildings.
- The use of interpreters at parent consultation evenings, annual reviews, preparation for transition and PSP meetings.
- Active recruitment of LSAs, mentors and school governors. The school seeks to work in partnership with local minority ethnic community organisations and if necessary, access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We will promote the community's access to school facilities.

9. Racist Bullying

- All staff have a legal duty not to bully or otherwise harass other staff.
- Where staff come across incidents involving racist bullying they must report these to the appropriate senior member of staff.
- The Governing Body will monitor this via the Anti Bullying Policy and ABC reporting.
- All incidents of racist bullying amongst students will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff.

Reports to the Police

Incidents that involve racist elements which need to be reported to the police will be reported via the school's Police Liaison Officer.

Indicators for success

In implementing school policies, the following indicators demonstrate success:

- **High levels of achievement.** All pupils achieve their full potential and the performance and progress of students from all racial groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- **A diverse curriculum.** Challenging racism, celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of students, parents/carers, staff, and members of the local community from different racial groups are utilised in delivering the curriculum.
- **Reduction in Exclusions.** Few students are excluded from the school and there are no disparities in rates of exclusion across different racial groups.
- **Admissions.** The ethnic profile of students reflects the ethnic profile of the area from which pupils are drawn.
- **Active parental involvement.** Attendance at Parents' Consultation evenings is high across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- **A diverse governing body.** The governing body is representative of the different ethnic and cultural groupings in the local population. The retention rates for black and ethnic minority governors match the retention rates for the governing body as a whole.
- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.
- **Effective response to racial harassment and racist incidents.** Incidents of racism and racial harassment are dealt with properly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from students, parents and staff victims show high levels of satisfaction with the way in which victims are supported and incidents handled and resolved.
- **A diverse workforce.** The ethnic profile of teaching, non-teaching and support posts reflect the ethnic profile of the community. The school is playing an active role in CSF and other initiatives to increase the representation of people from ethnic minority groups, both into teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- **A successful workforce.** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Students and parent satisfaction.** High and equal levels of satisfaction with the school's overall performance from parents/carers and students from all ethnic and cultural groups.
- **Low complaint levels.** Few significant complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for students, with no disparities of significance across different racial groups.

- **Trust.** A high level of trust and confidence from all parents/carers, students and staff and a rich and diverse sense of community within the school.
- **Respect.** The school is respected for its commitment and effectiveness in the race equality field.

The Gender Equality Policy and Duty

Introduction:

Legislation in the area of gender requires all public authorities, when carrying out their functions to have due regard to the need to eliminate unlawful discrimination and harassment on the grounds of sex and to promote equality of opportunity between men and women.

Homophobic Bullying

- All staff have a legal duty not to bully or otherwise harass other staff.
- Where staff come across incidents involving homophobic bullying they must report these to the appropriate senior member of staff.
- All incidents of homophobic bullying amongst students will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff.

Monitoring and Review

This policy will be reviewed every year.

Approved: 05.09.2018

To Be Reviewed September 2019