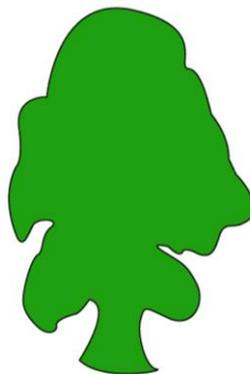


Behaviour Policy

FOR

ELMHURST SCHOOL, NURSERY & TWO YEAR OLD
PROVISION



Adopted:	April 217
Next Review Date:	April 2020
Responsible Committee	Curriculum, Pupils and Community

Signed:

Headteacher:	Mrs R. Lee
Chair of Governors:	Mr D. Gamble

Behaviour Policy

Legal Framework

The Education and Inspections Act 2006 requires the governing body of a school to make, and from time to time, review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils. These general principles are set out in Annex A. The headteacher has taken these principles into account when setting out measures in this Behaviour Policy which aim to:

- Promote good behaviour, self discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work;
- Regulate the conduct of pupils.

School Mission and Values

At Elmhurst we have agreed a set of six overarching values – **the Essential Six** - which have been shaped to help us work together as a community and to bring out the best in everyone. They have been designed to help our pupils achieve great things at Elmhurst and beyond. They serve as touchstones for all stakeholders to guide how we all work with each other in support of our mission – **Making a Positive Difference to the Quality of Learning.**

These values are central to the school ethos we have created at Elmhurst.

Our six key values are:

- **Aspiration** – Always trying our best and making sure we work to the highest possible standards in all we do.
- **Collaboration** – Being friends, caring for and trusting each other and working together to achieve great things.
- **Respect** – Valuing ourselves and other people, our family, our community and other cultures.
- **Confidence** – Trusting in ourselves, being adaptable and giving new things a try.
- **Thoughtfulness** – Thinking of and helping others, listening to each other and taking turns, behaving well at all times and looking after our environment in and out of school.
- **Well Being** – Keeping ourselves and everyone safe, secure and healthy.

How these key values relate to pupils, staff and parents can be found on the values grid, where the commitments made by these key stakeholders are set out in detail (see Annex B).

These values are reflected in the principles we have established to underpin this Behaviour Policy and in our programmes to develop spiritual, moral and cultural understanding, and the development of social and emotional aspects of learning.

Foci of this Policy

We believe that positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, feel safe and secure and so create a positive climate for learning. We want everyone in the school to act with courtesy and consideration in order to promote a happy, caring and relaxed atmosphere. We are clear that each individual's true potential can only be realised in a calm, safe environment where energies are not wasted on disciplinary issues.

Accordingly, the foci of this policy are to:

- develop a positive learning climate based on quiet yet firm insistence of good behaviour at all times, with the ultimate aim being the achievement of a high standard of self discipline;
- make clear the behaviour expected of all pupils;
- set out a consistent approach to behaviour management;
- prevent bullying in any form;
- set out the rewards for good behaviour and the sanctions to be applied consistently for inappropriate behaviour;
- describe appropriate actions that will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.

This policy, therefore, sets out the systems and procedures within the organisation and management of the school which will be used to ensure that the above are implemented effectively, and are monitored and reviewed. Our policy can only succeed if everyone within the school community works together to put it into practice. We now set out the responsibilities and expectations of the key stakeholders.

Expectations and Responsibilities in Relation to this Behaviour Policy and its Implementation

Headteacher Responsibilities:

- the Headteacher has a statutory responsibility for developing the behaviour policy and for ensuring that it is implemented consistently throughout the school;
- the behaviour policy together with the anti-bullying policy must include measures to prevent all forms of bullying among pupils;
- the Headteacher must publicise the behaviour policy, in writing, to staff, parents and pupils at least annually;
- it is the Headteacher's responsibility to inform Governors and to involve Governors where appropriate in the Behaviour Policy;
- it is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school;
- the Headteacher must ensure that records are kept of serious behaviour incidents, bullying and of all racial incidents;
- the Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified;
- the Headteacher, with her senior team, takes the lead in modelling good standards of behaviour.

Staff Responsibilities:

Staff have a responsibility:

- to follow the school values and provide good role models and to treat all pupils fairly, with respect and understanding;
- follow the school's behaviour policy, but to raise issues concerning the policy if necessary;
- for maintaining good behaviour throughout the school, for ensuring standards and school rules are consistently applied and that children behave in a responsible manner during lesson time;
- for promoting high expectations of the children with regard to behaviour, and should strive to ensure that all children work to the best of their ability;
- to support each other in disciplinary matters;
- for being alert to signs of cyber bullying/electronic harassment and to teach children how to use the Internet safely;
- to treat any racial or bullying incident(s) as unacceptable and to report these to the Headteacher;
- to class rules with the children which are appropriate to the needs of each individual class and also implement class reward systems;
- to deal with incidents within class, recording them if appropriate, and should seek help and advice if necessary;
- to liaise with external agencies to support and guide the progress of each child;
- to report/log serious incidents; keep records of parental concerns and meetings with parents;
- to liaise with parents where appropriate and, where it is necessary, home-school records are shared.

Pupils' Responsibilities:

Pupils:

- have a responsibility to follow the school values and to treat all pupils fairly, with respect and understanding;
- have a responsibility to follow the school rules, attached at annex C;
- should try to understand other people's point of view, to make it as easy as possible in class for everyone to learn and for the teacher to teach;
- should always be courteous and orderly;
- should always listen carefully and follow instructions;
- should work carefully and sensibly at all times;
- should help each other where appropriate;
- should move quietly about the school – walking, not running or shouting;
- should be ready to help others;
- should stand back to let people pass, particularly visitors;
- should speak politely to everyone – shouting is bad manners;
- should treat all areas of the schools with respect;
- should be responsible for keeping the school clean and tidy so that it is a welcoming place to be proud of.

We believe that children can be trusted to act responsibly and should be given opportunities to do so. At Elmhurst these include:

- Library Monitors - help organise and maintain our library.
- House Captains – Year 6 Pupils help ensure the smooth running of the house system.
- Learning Councillors – 1 child from each class helps the school in making decisions.
- Children are also given class responsibilities as organised by class teachers.
- Children in each class are responsible for drawing up and agreeing class rules with their class teacher.

- Older children have a responsibility to be good role models for all children.

Parents' Responsibilities

- parents are crucial in shaping attitudes, which produce good behaviour;
- the school expects parents and all adults to be models of good behaviour for the children. This is especially important on and around school premises, because children learn from the examples set by adults;
- the school believes the school must maintain positive channels of communication with parents so that they are well informed and can play their part in the three-way partnership. The school actively collaborates with parents so that children receive consistent messages about how to behave at home and at school;
- the school asks parents to familiarise themselves with school procedures and rules and to accept a degree of accountability for their children's behaviour e.g. damage to school equipment
- the school expects parents to support their child's learning and to cooperate with the school as set out in school values and our home school agreement. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child (as set out in this policy), we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Headteacher. If these discussions cannot resolve the problem, the parents should then inform the governing body and a formal grievance or appeal process can be implemented.

Governors' Responsibilities

Governors can make a positive contribution to the development and monitoring of school policy. The governing body has agreed a set of principles that have informed the behaviour policy (see annex A). The governing body has consulted the head teacher, staff, parents and pupils when developing these principles and will involve all these stakeholders in reviewing their effectiveness. The governors support the Headteacher in adhering to this policy.

Parent Governors, in particular, have an important role in clarifying the school's policy position and in providing a channel of communication for the parents.

All exclusions and incidents of bullying or of a racial nature are reported to the Governing Body on a termly basis.

Promoting and Maintaining Good Behaviour

Good standards of behaviour are promoted through simple rules, positive strategies and rewards, including:

- our school values;
- our 5 Star rules – see Annex A;
- an appropriate and relevant curriculum that meets the needs of each pupil;
- positive oral praise to share successes and reinforce expectations;
- celebration assemblies;
- house points;
- golden house points – Headteacher rewards;
- individual behaviour charts for vulnerable pupils;
- roles of responsibility.

Children are helped to understand and respect each other through:

- assemblies which remind children of our important values – the Elmhurst Six;
- assemblies and Collective Worship, which develop themes such as 'friendship';
- discussion of moral issues in stories and across the curriculum;
- learning council;
- PSHE lessons;
- celebration of the school's diverse cultures, languages and religions so that there is less likelihood that children from ethnic minorities will suffer racism.

Strategies to help children who behave inappropriately:

The behaviour at Elmhurst is good and while we believe in positive behaviour management through incentives and rewards and the celebrating of good behaviour, sometimes sanctions are necessary to maintain our high standards.

Sanctions need to be fair and consistent and the reason for them understood. It is impossible to describe every type of pupil misbehaviour and prescribe a sanction, as the appropriate sanction depends on particular circumstances and there must be flexibility within consistency.

If a child acts in anger or irresponsibly they are given time out to consider their actions calmly. This means that adults are more likely to find out exactly what has happened and be able to discuss the matter more effectively and fairly with

the children involved. If appropriate we expect children to write reflections on their behaviour in order that they can make their own judgements on their behaviour.

Children can act in a thoughtless manner, though not necessarily deliberately, and it is important that we recognise this and help these children reflect on and change their behaviour.

Recording – Behaviour Watch

In order to ensure that all behaviour problems are monitored and acted on, the following forms (via our online tracking system Behaviour Watch) will be used to record incidents:

- Behaviour Incident – all incidents of poor behaviour where a child has to be spoken to by an adult will be logged using this tab.
- Serious Behaviour Incident – these are incidents that result in an internal or external exclusion.
- Bullying – for physical, verbal, indirect and cyber bullying; SLT will contact parents if their child has been involved in an incident of bullying.
- Racist Incident – SLT will contact parents if their child has been involved in an incident of racism (these are reported to county).
- Homophobic Incident – SLT will contact parents if their child has been involved in an incident of homophobia (these are reported to county).
- Significant Incident/Restraint – any incidents when a child has to be physically managed. SLT will contact parents if their child has been physically managed.

Forms should be filled in by the member of staff who has witnessed the behaviour and this should be done as a matter of priority (especially for serious, bullying, racist, homophobic or significant incidents/restraint). Completed forms for Serious Behaviour Incidents will then be automatically sent to a member of SLT who will speak to the child and contact parents/carers.

It is the responsibility of the member of staff who fills in the form to make sure that the class teacher or teacher teaching the child that day is informed of the behaviour.

N.B. Forms are not a punishment – they are a way of recording incidents.

Minor Incidents might include: Shouting out, unpleasantness, wasting time, throwing objects, answering back, low-level disruption, attitude towards work, destroying work, attitude towards members of staff and other behaviour.

These could be dealt with through the following sanctions:

- showing disapproval though reasoning with them either in class in front of other pupils or alone;
- writing an apology letter;
- temporarily confiscating possessions that are not allowed in school or which are being used inappropriately;
- work appropriate to the offence, for example cleaning something they have defaced;
- moving a child's place in class or positioning them on their own;
- removing a privilege;
- discussion with class about things that are going wrong;
- time for reflection;
 - short time out by sending the pupil to another class (5 minutes);
 - partial loss of break time.

Serious Incidents might include: persistent disruption to learning, intentional racism/homophobia, bullying, fighting, swearing, stealing, walking out of class, attempting to abscond, aggressive behaviour, physically hurting another pupil, physically hurting a member of staff, damaging school property or other behaviour.

These will be dealt with through the following sanctions:

- internal exclusion, for example missing an activity, missing a series of breaks or lunchtimes, spending time in another class;
- external exclusion which may be during the lunch break, for a fixed period of a given number of days or on a permanent basis.

And the following actions will take place:

- informing parents and arranging a meeting which may result in a behaviour contract being signed – see Annex C;
- carrying out a risk assessment if necessary;
- agreeing a plan of action (Behaviour Plan);
- reviewing behaviour at agreed intervals;
- referral to the Pupil Referral Unit.

The school follows the Local Authority and Department for Education (DfE) guidelines on managing behaviour and exclusion. External exclusions are reported to Bucks County Council and if necessary the Exclusions and Reintegration Team are contacted for further support.

Searching Children

'School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.' (DfE:2011)

Use of Reasonable Force

'All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (DfE: 2011)

Inclusion

Some children come to our school with particular behaviour issues. We have a special responsibility towards these children to understand them, and with appropriate support, to target our resources to meet their needs. It is very true that 'all behaviour is a means of communication' and the responsibility is for adults to understand what it is children are trying to communicate to us by their behaviour. Where particular support is required, a Behaviour Plan is drawn up with the support of the SENDCO, parents and external agencies (e.g. Pupil Referral Unit or Educational Psychologist) to ensure that these children can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary, Risk Assessments for individuals or groups of pupils are used to support staff in keeping children safe. Multi-agency assessment will be sought quickly for pupils who display continuous disruptive behaviour.

Bullying and Racial Incidents

Elmhurst School has a separate anti-bullying policy which includes how the school deals with bullying (including racist and homophobic incidents).

Bullying is deliberately hurtful behaviour, which is often repeated over a period of time and where the innocent alleged victim is unable to defend him or herself.

It can broadly be divided into four main forms:

- physical: hitting, kicking and taking belongings;
- verbal: name-calling, racist insults, jokes;
- indirect: excluding or ignoring someone, spreading nasty stories;
- cyber-bullying: electronic harassment.

Racial incidents can take a variety of forms:

- verbal abuse or name calling - insults, jokes, taunts on the basis of race;
- racist graffiti or damage to property - on walls, books, desks, school bags;
- literature - books, comics or leaflets;
- cyber – using electronic means to harass on the basis of race, colour, religion and ethnicity;
- comments - in discussion during a lesson;
- refusal to co-operate or work with a member of different ethnic group;
- threatened or actual physical assault because of a pupil's colour or ethnicity;
- discriminatory behaviour and refusal to co-operate with others due to their ethnic origin;
- incitement to others to behave in a racist way.

It is unlawful to discriminate either directly or indirectly on the ground of race - colour, race, nationality, citizenship and ethnic or national origin. Racism not only relates to the individual concerned, but also, by inference, extends to their family and their ethnic community as a whole. A racist incident is a racist incident if the victim (or any other person) perceives the incident is racist, regardless as to whether the perpetrator intended the action/words to be racist. The relevant recording forms (on Behaviour Watch) must be used to record all incidents of bullying and the school's procedures must be followed.

Misbehaviour outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Sanctions may be imposed on a pupil for any misbehaviour when the child is:

- taking part in a school-organised or school-related activity;
- travelling to and from school;
- wearing school uniform;
- is identifiable as a pupil at the school;

Sanctions may be imposed when the child misbehaves at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

At Elmhurst the sanctions imposed will be proportionate and in line with the sanctions outlined in this policy.

These are the principles governors have chosen to underpin the Behaviour Policy:

- Adults and pupils show respect for one another.
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
- Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour.
- Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.
- Multi-agency assessment will be sought quickly for pupils who display continuous disruptive behaviour.
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through divorce or separation of parents will be identified and supported.
- All members of the school community will be listened to and responded to.
- All members of the school community are entitled to work and learn in a safe and secure environment.
- Adults and pupils are to act as appropriate ambassadors for the school on school trips and journeys to and from school.
- Staff have the power to discipline pupils for incidents beyond the school gate.
- Searching pupils can be undertaken if staff judge this to be appropriate.
- Adults have the power to use reasonable force or make other physical contact with pupils in line with their training should the need arise.
- All school adults will model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
- Pastoral care will be arranged for staff accused of misconduct.
- All members of the school community need to understand and accept these principles upon which the Behaviour Policy is grounded.

5 Star Rules

- We follow instructions.
- We take care of the school environment.
- We keep our hands, feet and objects to ourselves.
- We are kind in what we say and what we do.
- We always try our best in all we do.

The Elmhurst School – Our Key Values – The Essential Six

These school values have been shaped by pupils, parents and school staff. They will help us all work together as a community to bring out the best in everyone. They will help our children achieve great things.

	Pupils Will	Staff Will	Parents Will
<p>Aspiration Always trying our best and making sure we work to the highest possible standard in all we do.</p>	<ul style="list-style-type: none"> Set personal targets and work hard to achieve them Be on task and see things through to the end Respond positively to the feedback & guidance we get from our teachers & support staff Set out work clearly & carefully Try our hardest in all lessons & strive for the highest standards Have pride in the presentation of our work Complete all homework set & return it to school on time Make sure we get to school on time Help each other to aim high 	<ul style="list-style-type: none"> Promote a love of learning & develop children’s intellectual curiosity Set goals that stretch & challenge our pupils of all backgrounds, abilities & dispositions Be accountable for pupils’ attainment & progress Actively seek to improve our knowledge & teaching & learning Support pupils’ aspirations through a positive approach Use a variety of assessment processes to rigorously assess pupils’ work Use relevant data to monitor progress, set targets, & plan subsequent lessons Model quality in our teaching Give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to the feedback 	<ul style="list-style-type: none"> Support the school with high expectations for all Actively participate in our child’s learning, in school & at home Have good communication with the class teacher Actively seek information about the school’s teaching & learning programmes Celebrate all achievements, large & small Give our child the confidence to aim high
<p>Collaboration Being friends, caring for and trusting each other and working together to achieve great things.</p>	<ul style="list-style-type: none"> Be friends with other children in our class Work together as a team Help & include everyone Look out for each other Always be good citizens to the school Always cooperate with each other & our teachers & support staff Use talking not fighting to solve problems Talk to parents & teachers about any worries in school 	<ul style="list-style-type: none"> Guide pupils to reflect on the progress they have made & their emerging needs Communicate effectively with parents with regard to pupils’ achievements Have an open door policy – make ourselves availability at key points of the day Organise home visits to encourage parents Utilise translators to help with parental communication Work collaboratively within our teams, sharing ideas and good practice Actively work with agencies and relevant parties and colleagues on parental engagement events 	<ul style="list-style-type: none"> Tell the school about anything that may affect our child’s work or behaviour Raise concerns promptly & directly with the school Promote teamwork between parents, pupils, teachers & the community Use positive attitudes to solve problems Work closely with any agencies involved with my child Attend open mornings, Parent Forums & any other opportunities to develop our school community Ensure that appointments with school staff are kept
<p>Respect Valuing ourselves and other people, our family, our community and other cultures.</p>	<ul style="list-style-type: none"> Treat others as we would like to be treated Treat people the same regardless of where they come from, the colour of their skin or the language they speak Have good manners Be proud of our school 	<ul style="list-style-type: none"> Respect and celebrate a range of cultural opportunities within the school year Promote inclusion through positive role modelling Encourage pupils to take a responsible & conscientious attitude to their own work Seek to understand the perspectives of all stakeholders & work in partnership with them Explicitly incorporate our school values into classroom & school processes 	<ul style="list-style-type: none"> Respect differences and appreciate diversity Try to understand the culture & beliefs of others Treat others as we would like to be treated Put our trust in the school’s staff Encourage my child’s understanding of school rules & boundaries Maintain confidentiality

		<ul style="list-style-type: none"> • Model respect for each other and how to resolve conflict with respect • Maintain confidentiality 	
<p>Confidence Trusting in ourselves, being adaptable and giving new things a try.</p>	<ul style="list-style-type: none"> • Believe in ourselves & remain positive when the going gets tough • Understand that making mistakes is part of learning • Always try something new • Celebrate what we are doing • Don't worry if we make mistakes; it's all part of learning 	<ul style="list-style-type: none"> • Model confidence whilst ensuring that children know that it is acceptable to make mistakes • Support each other in our teams to implement change & development for improvement • Display & celebrate children's work • Use positive strategies & provide rewards for exceptional work & effort for children • Foster a secure environment where staff & children feel confident to try new things • Celebrate staff achievement & successes • Take opportunities to showcase areas of strength to other members of staff 	<ul style="list-style-type: none"> • Encourage and praise our children • Show enthusiasm about our child's work • Give our child lots of encouragement – you can do it! • Provide examples of having a go • Stress that It doesn't matter if it goes wrong • Express to our child what they are good at • Praise and encourage positive achievement
<p>Thoughtfulness Thinking of and helping others, listening to each other and taking turns, behaving well at all times and looking after our environment in and out of school.</p>	<ul style="list-style-type: none"> • Get along with each other • Help each other in class & around the school • Listen to all points of view • Keep our classroom & school tidy • Make sure other people don't get hurt • Respect each other & our teachers and support staff • Look after our classroom and school • Welcome new classmates and make them feel at home 	<ul style="list-style-type: none"> • Demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils • Have clear rules & routines for behaviour in classrooms & around the school in accordance with the school's behaviour policy • Think about how we can use our own experiences to enhance our teaching • Consider how our actions impact on others • Consider the individual needs of the children in our year group and how they can be met • Pull together for the greater good of the school • Give children full attention when they are speaking – modelling good listening & respect • Teach about protecting our environment with enthusiasm & help our pupils to understand & respect environmental issues 	<ul style="list-style-type: none"> • Show respect for each other • Teach children to be respectful to elders • Be examples of good behaviour • Listen to our child's feelings, what they want, what they understand • Carry on teaching our child about the importance of the environment at home • Encourage our child to own up to wrong deeds and think things through • Give our child a chance to put things right • Give our child a chance to do little jobs.
<p>Well Being Keeping ourselves and everyone safe, secure and healthy</p>	<ul style="list-style-type: none"> • Look after all belongings in school – our own and others • Know the school rules and follow them • Resolve problems in a mature fashion and never resort to violence • Keep in their own space and not interfere with others • Always have our PE kit and try to join at least one sports club • Stay on the school site unless we leave with a parent/carer • Try to eat a healthy diet and stay hydrated by drinking water throughout the day • Not bring dangerous items into school 	<ul style="list-style-type: none"> • Maintain rigorous safeguarding procedures to ensure the safety and wellbeing of our children • Individually monitor those children who are most at risk • Maintain accountability for the safety of our children and assess risks • Communicate effectively with parents with regard to pupils' well-being • Formulate careful plans to help children settle in and manage transitions • Encouraging healthy lifestyles – daily fruit and water • Provide a safe and stimulating learning environment • Run breakfast clubs for children who haven't had breakfast • Effectively identify and support children with SEN and EAL through our inclusion team 	<ul style="list-style-type: none"> • Tell the school if our child is ill • Look out for each other • Bring children to school on time • Phone school if our child is going to be absent • Do not take our child on holidays during term time • Never tolerate harassment, bullying or violence • Know the school rules and help to support them

Elmhurst School Behaviour Contract

At Elmhurst **all** pupils are expected to follow the 5 Star Rules:

- We follow instructions.**
- We take care of the school environment.**
- We always try our best in all we do.**
- We are kind in what we say and what we do.**
- We keep our hands, feet and objects to ourselves.**

Due to historic/persistent behavioural concerns a behaviour contract is required.

I _____ agree to the following terms:

These are my goals:

1. _____
2. _____

These are my rewards if I meet my goals:

These are my consequences if I do not meet my goals:

My contract will be reviewed on _____

Signatures

Pupil _____ Date _____

Parent _____ Date _____

Teacher _____ Date _____

Senior Leader _____ Date _____