



Hoylake Holy Trinity
C of E Primary School

Behaviour and Discipline Policy

Key Staff	Christine Wright
Key Governor	Chris French
Last reviewed	March 2024
Approved by Governing Body	School Development Committee
Date	
Renewal Date	

'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny.' Mahatma Ghandi

At Hoylake Holy Trinity CE Primary School, we promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. We aim for every member of our school community to feel valued and respected, and that each person is treated fairly and well.

Our school supports all children. We believe that behaviour is a form of communication and recognise that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

As a Church of England school, we believe it our responsibility to help children develop a set of Christian values, as taught by Jesus, as a pattern for their life that empower them to make a difference to the world around them. Every member of our community is valued with each person recognised for the light that they shine upon us all. Everyone is known, respected and nurtured. As we strive to enable our children to be 'bigger than they could ever imagine', we place emphasis on forming positive attitudes towards others and fostering healthy self-worth, honesty and reliability.

Our behaviour policy approaches behaviour management with a positive emphasis upon expected attitudes and behaviours.

Aims and Expectations:

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Encourage the children to have positive attitudes towards themselves and others.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe and secure in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing social, emotional and behavioural skills.
- Implement a mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice:

1. Consistent trauma-informed approach to behaviour management.
2. Strong school leadership.
3. Classroom management.
4. Rewards and consequences.
5. Behaviour strategies & the teaching/modelling of good behaviour.
6. Staff development and support.
7. Robust and effective pupil support systems.
8. Liaison with parents/carers and other agencies.
9. Managing pupil transition.
10. Organisation and facilities.

We aim to develop in pupils:

- growing self-discipline and motivation to achieve their full potential.
- a high level of self esteem.
- growing self confidence.
- ability to positively meet challenges.
- a sense of achievement.
- consideration for others.
- tolerance towards others.
- overall concern for the welfare of others.
- active participation within the community and beyond.
- mutual respect for all members of the school community.
- positive attitudes towards work and a love of learning.
- respect and care for the school environment and beyond.

HHT Core Rules

At Hoylake Holy Trinity, we follow the three rules of **READY**, **RESPECT** and **SAFE**.

We are '**Ready** to Listen, **Ready** to Learn' and this approach is promoted across all year groups. All children are expected to show behaviours that demonstrate they are ready for learning to begin when moving throughout school, entering a classroom, having the right equipment, managing their time well, listening and sitting well to receive instruction and showing enthusiasm for their learning. **Respect** for ourselves, each other, our school community and school property is at the heart of our core rules. We place great value on children forming positive relationships based upon mutual respect.

Children are expected to behave in a way that keeps themselves and others around them **safe**.

Staff uphold our whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.

Our children are encouraged to form a growth mindset and adopt a 'Learn Smart' approach in their behaviour for learning:

- **SELF-DRIVE**
- **MANAGE DISTRACTIONS**
- **ASK QUESTIONS**
- **RESILIENCE**
- **TEAMWORK**

HHT Approach

All adults in school are expected to set and be responsible for the behaviour in their classrooms and around school. It is the adults' responsibility to take all possible steps to promote and model positive behaviour. Classrooms should be tidy and well organised to ensure equipment is appropriate and accessible. Lessons should be well planned, stimulating and differentiated to ensure children remain on task. Movement around the room should be calm, quiet and structured. Children should not be left unsupervised and good use should be made of additional adults within the class. Children need to be taught to behave and it is expected that consistent, excellent classroom management will support this.

Examples include:

- Keystone classroom routines
- Seating arrangements
- Proximal praise
- Clear instructions
- Movement around the room restricted to one group at a time
- Assessment for learning strategies
- Effective preparation of resources and activities

Consistency

Consistency is a key aspect of our behaviour management system.

Consistent language – recognising the best conduct, identifying positive values displayed, celebrating HHT core rules when applied.

Consistent in challenge of absences of the expected behaviour.

Consistency of calm behaviours – RIP and PIP.

Consistency of greeting children at the classroom door each day showing interest and value in them as individuals.

Consistency in expected behaviours when beginning sessions.

Consistency of inclusion intervention – restorative opportunities.

Consistency of praise using reward systems in place.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Recognition boards are used to actively encourage positive behaviours. Children seen displaying the focus behaviour have their name/photograph placed onto the recognition board where it remains for the day. All children start afresh at the start of the day.
- In both key stages, ClassDojos and stickers are used to instantly reward good behaviour for learning.
- We place value on 'over and above' behaviour and acknowledge and celebrate this using positive recognition postcards.
- Merits are awarded to children who are displaying excellent behaviour in and around school. Every child is allocated to a house (Oystercatchers, Redshanks, Sandpipers, Curlews). Merits collected count towards a house total.

Weekly: Merit count shared at Celebration Worship.

Half termly: Merit count for the half term total is shared in Celebration Worship with the winning house earning extra play.

Termly: Merit count for the term total shared in celebration worship with the winning house earning a non-uniform day.

- Children in each class are nominated weekly for a Headteacher's Award, Golden Book Award and Behaviour for Learning Certificate which are awarded during our Friday Celebration Worship. Our Headteacher Award is used to reward excellent effort in a particular piece of work and both the Golden Book award and Behaviour for Learning certificate are used to

acknowledge positive behaviour and effort. All names will be entered half termly into a Golden raffle with the winner earning a golden prize.

In addition, we have ongoing strategies to raise self-esteem:

- Pupils are sent to other members of staff including the Head Teacher to 'show off' their work and achievements. (The Headteacher displays 'wow work' on her office wall.)
- Positive phone call home. A parent/carer will be contacted to celebrate if their child has done something especially well.
- Learn Smart BFL Assemblies are held to promote key skills and reward those children who are consistently demonstrating those.
- Hot Chocolate Friday is used to acknowledge those children who consistently demonstrate excellent behaviour in all areas of school life.
- The Golden Table is used to reward those children who consistently use good manners and demonstrate excellent conduct in the dining hall.
- Children higher up the school are awarded responsibilities (such as prefects: head boy and girl team, play leaders) if they can demonstrate the high standards of behaviour we expect. These form our pupil leadership team.
- We acknowledge all the efforts and achievements of children, both in and out of school. There are regular reports of activities in our newsletters and during our Celebration Worship.

Absence of Expected Behaviours

All children have the right to learn, and teachers have the right to teach. It is not acceptable for the education of those children who want to learn to have their lessons disrupted and a disproportionate amount of attention given to those who do not. A classroom charter is produced with each class at the start of the school year indicating agreed rights and responsibilities and displayed in the classroom.

We aim to operate a system of positive reinforcement and children making good choices. Children will always be reminded of good behaviour and asked to make the correct choice before any warning is then given. A stepped behaviour consequence system is followed (Appendix A) and restorative conversations (Appendix B) are used to allow children to reflect upon a particular behaviour and move forward. These conversations happen during the school day and staff use restorative language and questions to allow children and young people to understand the impact of their behaviours.

- We expect children to listen carefully to instructions in lessons. If they do not do so, staff members give an oral reminder linked to positive behaviour expected and use other children as good examples.
- If a child is disruptive in class, the teacher gives an oral reminder linked to positive behaviour expected using the PIP RIP approach. If a child continues to cause disruption, then the teacher will follow the stepped behaviour consequence system with restorative conversation used when appropriate. Staff use the 30 Second Script and the Restorative 5 techniques when guiding children to reflect upon their behaviour.
- Children who persistently cause disruption to learning may be put on school report. Behaviour across lessons is recorded on a report card (Appendix C) which is shared with the child's parent/carer daily.
- Children who consistently present with challenging behaviours during break times may be put on playtime report (Appendix D) whereby behaviour is recorded across playtimes and shared with the child's parent/carer daily.
- Children are encouraged to self-reflect on their behaviour and identify ways that they could manage a situation more effectively.

- The safety of the children is paramount in all situations. Staff continually risk assess and act accordingly to ensure that a child's behaviour does not endanger the safety of others.
- If a child threatens to or hurts another pupil, the class teacher will send them to the Lead Teacher within their year group for a restorative conversation. Following this, continued incidents of poor behaviour will be escalated to a member of the senior leadership team. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment to discuss the situation, with a view to improving the behaviour of the child.
- Specific approaches are allocated to levels of behaviour. (Appendix E).
- A prefect system is operated at lunch times by children in Y6. They keep a log of any children who are consistently demonstrating expected rules and reward them through use of stickers and a Prefect Positivity Party.

It is vitally important that teachers listen to and act upon any information given by children and parents. They should always consult senior members of staff for support in dealing with more challenging behaviours.

It is essential that all reward and punishment systems are operated consistently by all staff and that clear channels of communication are open to monitor potential trouble spots.

Playtime rules are shared with and reinforced by all school staff to ensure consistency.

Bullying

The school does not tolerate bullying of any kind. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. Learners are encouraged to report bullying and when they do so they will be listened to and taken seriously. Every allegation of bullying will be investigated and followed up and any victim of bullying will be well-protected immediately and in the future. (Appendix G)

PSHCE lessons will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable, and that the victim must always report it to parents, staff or friends.

Homophobic bullying will not be tolerated in any way. Where homophobic language is used children will be taught that these words are not acceptable. KS2 children will be told what the words mean and will be taught that using such words to tease, upset or put-down someone is not acceptable.

Appendix F details how incidents of homophobic bullying will be dealt with. Racist bullying will not be tolerated in any way. Where racist language is used children will be taught that these words are not acceptable. Appendix H outlines how incidents of racist bullying will be dealt with.

We do everything in our power to ensure that all children attend school free from fear. Children openly discuss such issues, and we take part in anti-bullying campaigns. This is also a regular item for collective worship and PSHCE lessons. Children have access to the 'bully box' – a box where children can anonymously report incidents of bullying. Our school Anti-Bullying Ambassadors meet regularly to discuss topics and plan and deliver whole school assemblies to promote key messages.

Peer on Peer Abuse

Through training, we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is a clear procedure on how victims of peer on peer abuse will be supported. All staff are aware of peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, upskirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school curriculum and assemblies throughout the year. All staff are expected to refer to HM

Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are concerned that a child might have been /are being abused by another child should follow safeguarding and child protection procedures and report to the DSL. In respect of sexual violence and sexual harassment between children, we take a proactive approach to prevent such incidents from taking place. Across all year groups, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our pupils in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. into our curriculum in an age-appropriate way for the year groups in school. Also, from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Pupils are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidence. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2021.

Use of Force to Control or Restrain Pupils

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically using positive handling as a last resort. We follow a positive handling policy and a number of our staff members are 'Team Teach' trained in order to carry out positive de-escalation techniques. In emergency situations staff may need to restrain a child to prevent injury. In such an event, details are recorded using a form (Appendix I) and the incident logged on CPOMs. The actions that we take are in line with government and local authority guidelines on the safe restraint of children.

Special Education Needs

The behaviour policy follows guidance on our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Able children and children with learning difficulties may behave in a disruptive manner if their work is not matched to their particular needs.

Teachers should:

- plan adaptations to the curriculum
- consult with SEN Leader to produce behaviour plans
- present challenge
- have high levels of expectation
- show patience and understanding
- deploy resources effectively
- build on positive experiences

Disruptive pupils who show signs of emotional disturbances need careful monitoring. Incidents should be recorded on CPOMs as and when necessary. Where behaviour is judged to be unsafe, either for the child him/herself or for others, staff members may employ appropriate physical

intervention. Such occurrences are rare and are recorded using Appendix I (Report of significant incident involving restrictive physical intervention). Headteacher and parents should be consulted frequently so that future action can be agreed. Targets should be set for improved future behaviour. With some children it may be necessary to differentiate the Behaviour policy. In some cases, parents and staff may agree to consult with the Special Educational Needs support services, such as the educational psychologist, the LA, Gilbrook Outreach team and Positive Resolutions.

Equal Opportunity

All children should be treated fairly and consistently. There should not be higher levels of expectation for children according to sex, age, or nationality. All problems should be thoroughly investigated before appropriate action is taken. Any incidents where children are the victims of unkindness linked to their race or disability will be recorded separately and parents informed.

Prevent

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremism and violent views. Importantly, we can provide a safe place for pupils to discuss these issues, so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social, and cultural development of pupils, as well as British values such as democracy.

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour using CPOMs. The headteacher records those incidents where a child is sent to them on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors record incidents in their logbook, sharing relevant information with the teachers. Teachers record lunchtime incidents on CPOMs where necessary. The Senior MDA will check incident books daily to escalate any incidents of concern.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusion.

Appendix A

	Steps	Actions
1	Reminder	A reminder of the school rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next steps.'
3	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention.
4	Time out	Time out might be a short time out, for example at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at breaktime in the yard or a more formal meeting using the Restorative 5 approach.

Appendix B

30 Second SCRIPT

I noticed you are...
We have the rule about...
You have chosen to...
Do you remember last week when...
That is who I need to see today.
Thank you for listening.
Walk away - don't get drawn back in unless necessary.

Restorative 5

What happened?
What were you thinking at the time? Who
has been affected?
What should we do to put things right?
How can we do things differently in the future?

Appendix C

Classroom school report

Name----- Week beginning-----

Target: I can do my work without distracting myself or my friends.

	Morning Lesson 1	Morning Lesson 2	Afternoon Lesson 1	Afternoon Lesson 2
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Appendix D

Playground report

Name----- Week beginning-----

Target: I can play nicely without hurting anyone.

	Morning play	Lunchtime play	Afternoon play
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Appendix E

Levels of behaviour and agreed approaches

It is important to note that we operate a system of positive reinforcement and children making good choices. We have adopted the RIP (Reprimand in Private) and PIP (Praise in Public) approaches. Children will always be reminded of good behaviour and asked to make the correct choice before any warning is then given. Our primary focus is always restorative allowing children to reflect and learn from behaviours.

Level 1 Behaviours

Approach - 1 to 1 conversation (30 second script) in private to remind child of our expectations of behaviour and attitude

Unkind behaviour

Ignoring instructions

Low level disruption (tapping/fiddling with equipment/pulling Velcro)

Deliberate lack of effort, below the levels of effort expected of the child

Getting out of seat without permission

Disrupting routines

Talking in line and/or corridor

Shouting out (over excited not continuously)

Level 2 Behaviours

Approach - restorative conversation (Restorative 5) with class teacher. Parents are informed if this is happening frequently.

Hurting someone else

'Fibbing'

Repeated level 1 behaviours

Level 3 Behaviours

Approach - behaviour reported to year group lead teacher and restorative conversation (Restorative 5) held during break time. Parents are informed of this behaviour. Possible behaviour report for continued level 3 behaviours.

Lying intentionally/seriously

Provoked aggression

Disrespectful towards others

Inappropriate language

Disrespecting school property

Refusal

Level 4 Behaviours

Approach - behaviour reported to DHT (behaviour lead), AHT or HT. Headteacher may take the decision to exclude a pupil. Parents would be asked to come into school to discuss behaviour with the class teacher and a member of SLT.

Verbal abuse

Leaving school grounds without permission

Leaving the classroom without permission

Bullying

Racism/Homophobic bullying

Biting

Putting others at risk

Unprovoked aggression towards others

Vandalism

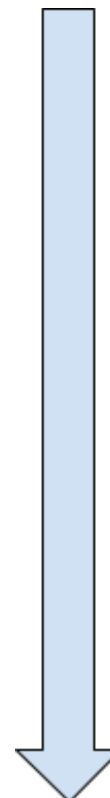
Stealing

Spitting at someone

Appendix F

Dealing with Homophobic/Biphobic/Transphobic Incidents Flowchart Seven Step Approach

1. The incident is recorded on CPOMS and tagged as a homophobic incident. In addition, the staff member who witnessed the incident must verbally alert a member of the school's leadership team.
2. The child and victim are spoken to separately by the class teacher and/or a member of the school's leadership team.
3. The victim is offered support/a chance to talk to the class teacher or a member of the school's leadership team.
4. The perpetrator is spoken to by a member of the school's leadership team. This will include some bespoke teaching and a restorative approach which will help the child to see how their actions/words made the victim feel and why homophobia is unacceptable.
5. The perpetrator and victim's parents are both spoken to about the incident and informed of actions that have been taken and any further actions that may be taken to ensure that this doesn't happen again.
6. The headteacher will decide on suitable consequences for bullying which may include removing playtimes or lunchtimes for a period of time.
7. Any actions taken must be recorded on CPOMS and reported to the headteacher.



Example responses to homophobic, biphobic or transphobic incidents:

Establish understanding

- 'Do you know what that word means?'
- 'What do you mean by 'that's so gay!'?''
- 'What did you mean by saying he kicks like a girl?'
- 'Do you understand why it's wrong/hurtful to use that word?'

Explain meaning

- (Use the child-friendly explanations below to help)
- 'Gay/lesbian/bisexual/trans is a word we use to describe [...], not a nasty word to use against people.'
- 'We don't use gay/lesbian/bisexual/trans as an insult because it makes people think that being gay/lesbian/bisexual/trans is something bad.'

Use empathy

- 'How do you think you would feel if someone called you names like that?'
- 'That language is really hurtful/unkind to me and others.'
- 'It is really disappointing to hear you using language that makes other people feel bad.'

Challenge directly

- 'You know that that language is absolutely unacceptable.'
- 'Why are you saying that word?'
- 'How can a pair of trainers be gay?'
- 'If you mean rubbish, you should use the word rubbish.'

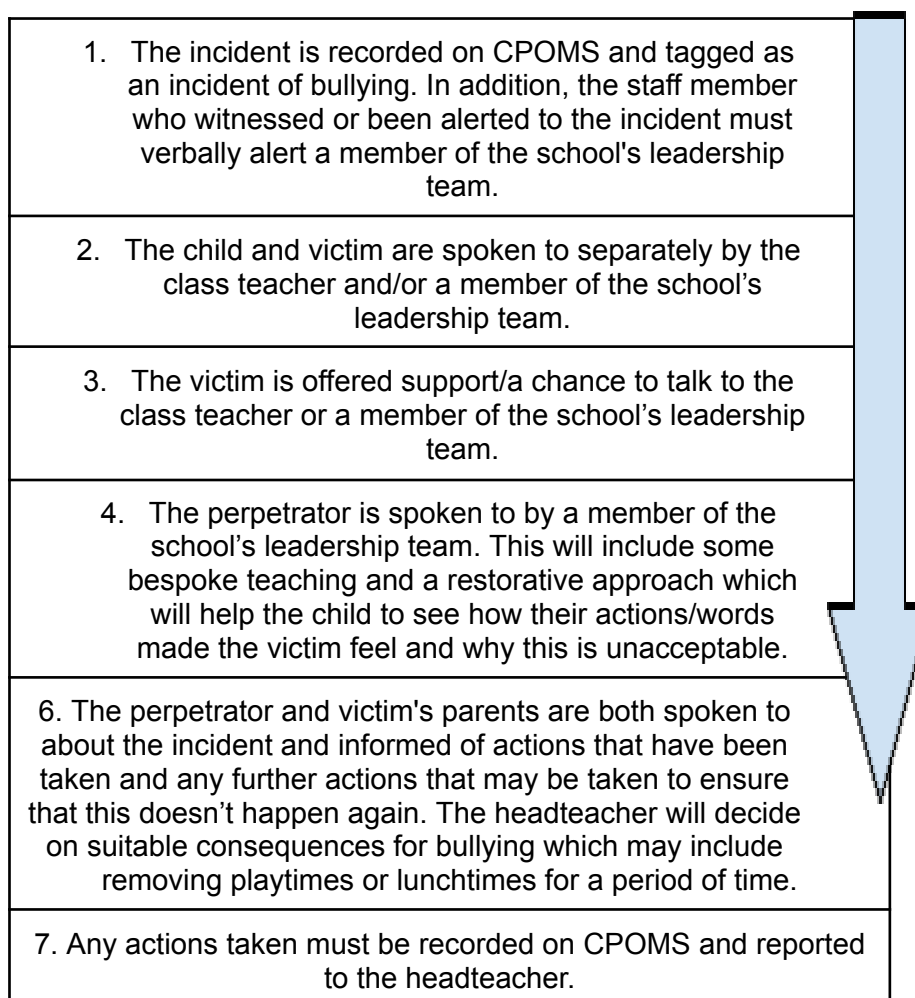
Link to school ethos and policy

- 'In this school we don't use language like that. We look after each other.'
- 'It's important that everyone can be themselves.'
- 'We are all unique and deserve to be respected/valued/loved by others.'



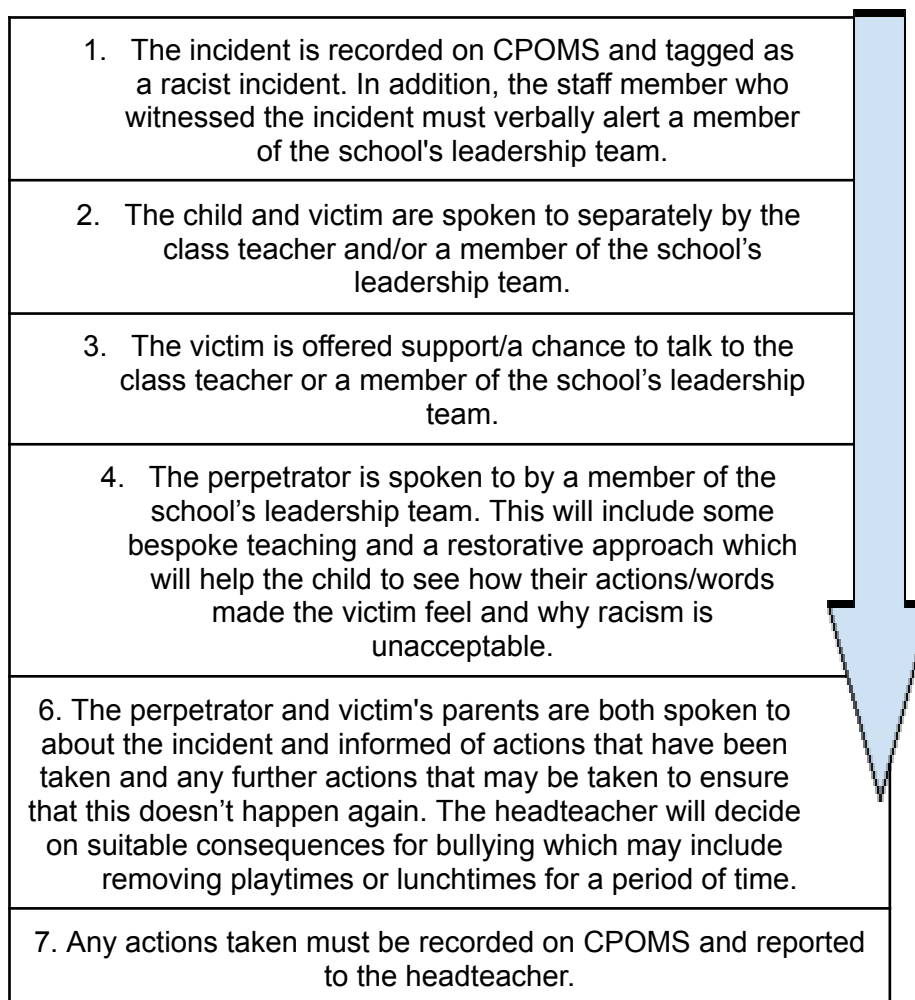
Dealing with Bullying Incidents Flowchart

Seven Step Approach



Dealing with Racist Incidents Flowchart

Seven Step Approach





USE OF FORCE INCIDENT REPORT FORM



1. Name of Person Restrained:			
2. Your Name:			
3. Date and Time of Incident			
Date (inc Day)		Time	
4. Location of Incident			
☐ Classroom	☐ Playground	☐ Hall	☐ Corridor
☐ Reception	☐ Office	☐ Toilets	☐ Library
☐ Other Location – Please specify			
5. Why was it necessary to restrain?			
☐ Harm to Self	☐ Harm to Others	☐ Damage to property	
☐ Other – Please specify			
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?			
☐ Yes		☐ No	
Please expand: <i>(Or explain in your statement)</i>			
7. Were any weapons involved?			
☐ Yes		☐ No	
If 'yes' please stipulate what type of weapon was involved:			
☐ Knife	☐ Glass/Cup	☐ Chair	☐ Bottle
☐ Other (please specify):			
8. Which technique/s position of restraint did you use?			
(Please refer to Annex A and circle the technique / position used)			
9. Who else was involved in the restraint?			
Name(s):			
10. Please list any injuries to you			
11. Please list any injuries to the person restrained			

14. Adult statement – what occurred in your own words

Your statement must set out what happened; give details of your part in the use of force, any restraints you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.

The use of force must only be used when it is:

Reasonable in the circumstance, meaning:

- i. You believed that it was ***absolutely necessary*** &
- ii. ***Proportionate*** to the seriousness of the situation

When restraint was used, please tick your primary role:

- ☐ Right arm
- ☐ Left arm
- ☐ Supervising

Please provide as much detail as possible below, including:

Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e. where pupil was relocated to and any injuries sustained).

Type here

Signed:

Date:

Pupil Statement:

Type here

Name

Signed

Date

Parent informed (Please date)

☐ Face to face

☐ Telephone

☐ Letter

Action Points for Risk Assessment