

Student

Welfare Policy

This policy includes:

* Rationale
* School expectations
* Student achievement practices
* Classroom and playground behaviour strategies
* Dedicated Time-Out Room
* Anti-bullying policy including cyber-bullying
* Strategies to support students with challenging behaviours
* Emergency playground procedures
* Sun protection policy

Updated by the School Welfare Committee 2016

**Rationale**

At Narara Public School we encourage respectful and supportive connections and relationships between community, staff and students.

Our motto **“WE CARE**” and logo “**THE GAME BEFORE THE PRIZE”** encompasses all aspects of school life.

Wherever possible teachers use praise and recognition to encourage students to develop self- discipline, confidence, positive relationships and skills to solve problems and resolve disputes through the Positive behaviour for Learning Pedagogy.

**School Expectations**

At Narara PS “We Care” by being-

1. Safe
2. Respectful
3. Learners

When parents enrol their children at Narara PS they enter into a partnership with the school. Parents share the responsibility with the school for shaping their child’s understandings and attitudes about acceptable behaviour. Parents have responsibility for ensuring that their children attend school and that their children’s behaviour is satisfactory as they travel to and from school. The partnership between parents and school is based on mutual respect and trust with each partner supporting the other.

**Narara Public School: Expectation and Behaviours Matrix**

|  |  |
| --- | --- |
| **Expectations** | **Settings** |
| **ALL SETTINGS** | **All settings routine** | **Moving around the school** | **Grass** | **Canteen** | **Assembly** | **Equipment** |
| *Safe* | Keep your hands and feet to yourselfMove safelyRight place, right timeStop, think, act | If you see disrespect:**STOP:** Interrupt and model respect, rather than watch or join in. Interrupt and say “that’s not ok”**WALK:** Walk away. Don’t be an audience.Invite people who are being disrespected to join you and move away**TALK:** REPORT to an adult | WalkKeep to the left in your line Look where you are goingKeep your hands and feet to yourself | Wear your hatStay in boundsFollow the rules of the gameIf you see something unsafe, report it | WalkStand behind the lineKeep your hands and feet to yourselfSit down to eat and drink | Walk in and out quietlySit with legs crossed on the floorKeep your hands and feet to yourself | Stay in your areaWait for the teacher on dutyWalkWear your hatOne way |
| *Respectful* | Listen and follow directionsUse manners and a polite voiceCare for our school Care for the environment Care for othersWear your uniform with pride | Quiet Personal space Be mindful of other students | Share the playgroundPlay co-operatively Be mindful of other students’ gamesReturn equipmentEat in the eating areasCare for the environment  | Wait your turnUse your mannersPut your rubbish in the bin | Show appreciation by clapping appropriatelyLook and listen to the person speakingPersonal spaceJoin in appropriately when asked | Be mindful of othersTake turns, be patientLook after the equipmentKeep bark in the equipment area |
| *Learners*  | Always do your bestBe readyParticipate in school activitiesKnow and follow the school rules Listen carefully | Follow teacher instructionsRight place, right timeFollow arrows on stairs | Have a plan for playKnow the rules of the gameKnow the out of bounds areas | Be ready to orderLine up in correct line Eat all packed food firstOwn money, own food | Listen to messages carefullyBe an attentive audience member | Know your limitsKnow how to use the equipment appropriately  |

Positive Behaviour for Learning

**Narara Public School: Expectation and Behaviours Matrix**

|  |  |  |
| --- | --- | --- |
| **Expectations** |  | **Settings** |
| **COLA** | **All settings routine** | **Bus and walkers lines** | **Lining up** | **Front Office** | **Sandpit** | **Toilets** | **Terraces** |
| *Safe* | Walk unless playing a set gameMove safely Ask for permission before collecting lost equipmentFollow the rules of the gameStay in bounds | If you see disrespect:**STOP:** Interrupt and model respect, rather than watch or join in. Interrupt and say “that’s not ok”**WALK:** Walk away. Don’t be an audience.Invite people who are being disrespected to join you and move away**TALK:** REPORT to an adult | Sit and wait sensibly Line up behind the white lineWalk and look where you are goingKeep your hands and feet to yourselfStay on footpath behind the teacher | Hands and feet to yourselfStraight lines | Walk in and out quietlyEnter and exit through the front door | Wear your hatUse any equipment correctly Keep your hands and feet to yourselfSand stays in the sandpit  | Keep all items outsideWash handsBe safe when opening and closing doorsWalk | Use the stairs at the sideKeep the stairs clearSit down to eat and drinkKeep your hands and feet to yourselfWalkQuiet, sitting area |
| *Respectful* | Share the spaceReturn equipmentCare for equipment Be a good sportFollow instructions  | Quiet Personal space Be mindful of other people using the pathListen to the crossing guardFollow teacher’s instructions | Listen to teacher instructionWait patiently and quietlyPersonal spaceWalk to lines when the bell rings | Use a polite voice and mannersKnock on counter once and wait patientlyListen to the office staff and follow instructions  | Keep our sandpit cleanBe mindful of othersPersonal spaceShare | Respect privacy of othersClean up after yourselfClose the door | Listen to the person on the microphonePut your rubbish in the binLunchboxes in tubs |
| *Learners*  | Know how to use the equipmentRight place, right game | Right place, right timeFollow road rulesBe organised | Be ready for your teacherJoin the end of the line sensibly Know where to line up | Know when to go to the office Line up at the counter | Pack up equipmentRight place, right timeEmpty sand out of shoes  | Use the appropriate toiletRight place, right time | Be organisedFollow instructions |

**Practices to recognise and reinforce student achievement**

At Narara PS student achievement is regularly recognised and reinforced throughout the year in a number of ways and through the use of yearly awards and certificates.

|  |  |
| --- | --- |
| **Regular class/ school Awards and Certificates**  | **End of year Awards and Certificates** |
| * Praise and Encouragement
* Stickers and stamps
* Class based awards
* Star of the Week (Stage 1)
* Smiley tickets & vouchers
* P.E. Awards (Stage 2 & 3)
* Weekly Merit Awards
* House Points
* Good News Calls
* Postcards
* Party with the principal (each term)
 | * Dux
* Citizenship
* Creative Arts Award
* Sports Awards
* Individualised end of the year achievement certificates for each child
 |

These practices are visible rewards for achievement. At Narara PS we promote the intrinsic reward that is experienced by those who aim for **QUALITY** in all that they do.

**Classroom Behaviour Strategies**

Classroom expectations are co-operatively determined at the beginning of each school year by teachers and students.

When students fail to keep class rules they are given “Time out”, either in their classroom or a pre-organised buddy classroom, to reflect on their behaviour and plan for improvement. Classroom teachers ensure that children have the opportunity to discuss ways to improve their behaviour.

**There are 3 levels of intervention for unsatisfactory classroom behaviour:**

1. **Teacher:** The student may undertake time out in the classroom
2. **Buddy Class:** The student is given time out in a buddy class. Before returning to class they have a 60 second interview to redirect their behaviour. If behaviour does not improve then:
3. **Supervisor:** The student, along with a referral form (Appendix 2) is referred to the supervisor. As well as time out, the supervisor will refer the student to the Reflection Room to reflect on their behaviour.

Students who are consistently safe, respectful, learners are rewarded with stamps, stickers, merit awards and smiley tickets. Smiley winners are drawn at the weekly K-2 and 3-6 assemblies and vouchers are given to winners.

**Anti Bullying Policy**

The Department of Education and Communities defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

At Narara PS we do not tolerate any forms of bullying, including cyber bullying. All members of our school community are expected to model and promote appropriate behaviour and respectful relationships.

**Procedure for Notification of Bullying Behaviour:**

1. Student or parent reports the incidents to the class teacher who consults with the Stage Supervisor or Welfare Co-ordinator.
2. Reported incidents are investigated by the class teacher, supervisor or Welfare Co-ordinator and an orange slip is filled in.
3. Appropriate action, in line with behaviour strategies outlined in this policy, and resolution of the issues are managed by the teacher, supervisor or Welfare Co-ordinator.
4. Parents are notified of the issues and resolution and asked to meet with the teacher, supervisor or Welfare Co-ordinator if necessary
5. Principal is notified at each step and involved in resolution if required.

**Consequences for Bullying Behaviour:**

1. Student referred to Welfare Co-ordinator, School Counsellor and/ or Principal for bullying behaviour.
2. Parents/Carers notified by phone or in writing of their child’s behaviour and may be asked to attend a meeting to discuss the issues.
3. Action taken in accordance with the behaviour strategies outlined in this policy and may include planning room, Principal’s behaviour management levels or suspension if the matter is of a serious and/or ongoing manner.
4. Ongoing monitoring to ensure that bullying has stopped.

**Strategies in Place to Stop and Prevent Bullying Behaviour:**

* Positive modelling by staff and parents to maintain a school culture of mutual trust and respect.
* In Term 1 each class participates in an anti-bullying program, ‘Bully no-way’ that promotes positive friendships and interactions between peers. It also identifies what bullying is and reinforces what students should do if they are being bullied or if they witness bullying at school.
* Team building activities (including Kagan) implemented by class teachers throughout the year.
* Ongoing talks and discussions in class and at student assemblies to promote positive friendships and build the student community.
* Stage 3 students develop slogans and an anti-bullying advertising campaign for the school to stop and prevent bullying. Senior students have ownership of the program and set an good example.

**Playground Duty - Teachers’ Roles and Responsibilities**

**Teachers must:**

* Arrive promptly on duty. Be considerate of colleagues.
* Wear a high visibility vest and carry a playground folder and playground bag.
* Move around the area being supervised and be vigilant.
* Ensure the playground is tidy ie. Ask students to pick up rubbish.
* Ensure dangerous play stops before accidents occur.
* Deal with minor accidents on the spot, referring to the flowchart
* Refer more serious accidents to the office with the First Aid card.
* Swap duties with a colleague when they are unavailable eg. excursions, sport.
* Fill in playground reports accurately when misdemeanours occur (Yellow slip – minor; orange slip; major).
* Ensure they are familiar with special needs students in case of emergency. Photos and health plans are in playground folders.
* Praise students using PBL terminology and handing out ‘Smiley Tickets’.
* Be the last one to leave the playground, ensuring all students have left the playground area.

It is recommended that duty teachers set a good example by wearing a **hat** or using a shade **umbrella** (located with the duty equipment).

**Playground Behaviour Strategies**

Teachers carry a **playground folder** on all playground duties. Should a **minor misdemeanour** occur in the playground, the duty teacher records the students’ names and misdemeanour on the yellow slip (Appendix 1). The teacher will go through the behaviour flowchart (see previous page) and follow appropriate steps.

The **PBL Co-ordinator** monitors the playground folders each week. If a student’s name appears three-five times within a school week the student is immediately required to attend the planning room.

If there is a **major serious incident** or **dangerous behaviour** a serious behaviour reporting form (Appendix 2) is filled out by the duty teacher and passed onto the Welfare Co-ordinator. The student is required to attend planning room immediately. The parents/carers are sent a planning room notification letter with the student’s plan included.

Smiley tickets are kept in the playground folders to reward children who are safe, respectful, learners in the playground.

**Sun Protection**

In line with the school’s *Sun Protection Policy* students are required to wear school hats all year round. Students without hats must stay under cover in the terraced seating area outside the hall or on the covered games court. Staff on playground duty are encouraged to wear a hat or use a shade umbrella (located by the staffroom door.

**Emergency Procedures During Recess and Lunch Breaks**

**Evacuation:**

In the event of an evacuation (3 long bells) during playtime, duty teachers supervise students to the grass **safety area** in front of the school. Office staff brings class lists. Teachers meet their classes and mark rolls from class lists.

**Lockdown:**

In the event of a lockdown (4 short bells) during playtime, duty teachers supervise students into **the hall**. Doors are closed and duty teachers stay with students until the all clear is signalled (2 long bells). Other teaching and support staff remain inside during the lock down.

Please refer to the school’s *Serious Incident Management Plan* for emergency procedures during class time.

**Narara PS Behaviour Management Flowchart**

* Abusive language/ profanity
* Sustained defiance/ disrespect/ non-compliance
* Sustained disruption (sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; sustained out of seat behaviour i.e. tantrums, excessive yelling or screaming)
* Physical aggression
* Forgery/ theft
* Harassment/ tease/ taunt
* Property damage
* Absconding
* Actions considered criminal/ delinquent behaviour

**Yes**

**No**

Observe Problem Behaviour

Problem Solve with Student/s

Can behaviour be managed by teacher?

Minor
Teacher Managed

* Inappropriate verbal language
* Physical contact – non serious but inappropriate
* Defiance/ disrespect/ non-compliance
* Disruption (talking while teacher is speaking; loud voices or noises indoors)
* Property misuse
* Dress code violation
* Late to class
* Partial truancy
* Cheating/ plagiarism
* Tease

Major
Executive Managed

Follow PBL Major Behaviour Response

Follow PBL Minor Behaviour Response

**Step 1**

* Inform student of rule violation
* State expected behaviour
* Complete Major Discipline Referral Form
* Student to executive

**Step 1**

* Prompt
* Redirect
* Reteach
* Choice

Behaviour Stops

Behaviour Continues

Give positive verbal/social acknowledgement

**Apply Behaviour Consequence
(logical, individualised)**

***Classroom***

* Temporary removal from activity
* Time in
* Alteration of activity
* Buddy room referral
* 60 second interview
* Notification to parents

***Playground***

* Structured play
* Walk with teacher (60 second interview)
* Inform classroom teacher
* Other

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher completes minor incident report form in playground folder**

*No Exec action required*

**Exec Actions**

* Review incident
* Determine consequences
* Enter data

**Executive follows through on consequence**

**Executive informs parent/ guardian**

**Executive provides teacher feedback**

**If Behaviour continues**

* Parent interview
* Referral to Principal
* Referral to Learning Support if required

**Does student have**

* **3-5 slips in one week?**
* **10 slips in one term?**

**Minor Incident Reports - Example**

* Prompt – Low Key Responses
* Redirect – restate the matrix behaviour
* Reteach – tell, show, practice, acknowledge
* Provide choice
* **Issue Minor Incident Report** – if student does not respond to pre-correction or re-direction
* Take action to correct behaviour
* Consequences need to relate to behaviour being corrected

***Response to ALL student misbehaviour is:***

***Calm Consistent Brief Immediate Respectful Private***

**The Reflection Room**

The Reflection Room operates each day during recess. When the bell rings the Welfare Co-ordinator or designated teacher meets students and supervises them in the Reflection Room. Students referred to the Reflection Room have the opportunity to use the toilet before and after attending.

Whilst in the Reflection Room, children discuss their misdemeanour(s) with the Welfare Co-ordinator or designated teacher and formulate a plan to improve their behaviour. The plan is typed into the SENTRAL Server under the student’s profile; this allows the teacher and stage supervisor to be notified. The orange slip is filed.

A Reflection Room notification letter (Appendix 3) is sent home with details of the misdemeanour and the student’s plan. Parents are asked to sign and return a tear off slip the following day. Parents may also be directly contacted by the Welfare Co-ordinator to discuss this misdemeanour.

If a child is referred to the Reflection Room a third time within in a term, parents are invited to a meeting with the Welfare Co-ordinator/ Class Teacher and/ or the Principal. A referral may be made to the Learning Support Team, the School Counsellor or outside support agencies.

Should all the above be unsuccessful, suspension or exclusion procedures may be put in place. **In cases of persistent disobedience or violence, students may be suspended.** Referrals to appropriate support agencies may be made upon discussion with the School Counsellor and Principal. Please see Principal’s levels for more information.

Please see the flowchart below which outlines the above steps.



**Narara Public School**

**Behaviour Flowchart**

A student receives a major behaviour slip. They are referred to the Reflection Room. A note is sent home to their parents/ carers as well as the child’s reflection on the behaviour.

The behaviour is not exhibited again.

The behaviour does not return after 4 weeks.

A student receives a second major behaviour slip. They are referred to the Reflection Room. The parents/ carers are called by the classroom teacher or welfare officer.

A student receives a third major behaviour slip. They are referred to the Reflection Room. The student’s parents/ carers are asked to come in for an interview.

The classroom teacher, assistant principal and learning support teacher complete the first page of the Student Behaviour Support Plan (SBSP).

The parent/ carer meeting is held to discuss the student’s behaviour/s. During the meeting, the parents/ carers as well as the student complete the second page of the SBSP and consider positive and negative consequences.

The student receives the 4th major behaviour slip. They are referred to the principal where they will receive a warning of suspension notice. Parents/ carers will be contacted.

The student receives their 5th major behaviour slip. They are referred to the principal and may be given a short suspension.

NB- A student may receive a short or long suspension without following this flow chart if they bring a weapon or possess drugs at school. They may also be suspended immediately if they are violent towards a student or staff member.

**Dedicated Time-Out Room**

A dedicated time-out room has been introduced to assist students to regulate and/or control their behaviour. “It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions” (Guidelines for the use of time-out strategies including dedicated time-out rooms, DEC, 2016). This room can be teacher or student directed.

The time-out room is not a punishment, rather it provides an opportunity for students to complete work within a safe and predictable environment. Students are supervised at all times and the room has been risk assessed in relation to the Department’s WHS policies and procedures. As per the Department’s policy, the room includes:

* School rules and expectations on display
* Expected behaviours within the room on display
* Visual supports for de-escalation strategies

The Time-Out Room is only used when all other strategies within the classroom have not been successful.

**Resources to Support Students with On-going Challenging Behaviours**

A variety of strategies are implemented to support students with on-going challenging behaviours. These are accessed through:

* Behaviour Support Teacher
* School Counsellor
* Regional Student Welfare Consultant
* Individual Behaviour Plan (appendix 4)
* District Office Support

Parents/ Carers are notified of the intervention sought, their permission is sought and regular contact is made to ensure the home- school partnership is maintained and strengthened.

**Principal’s Behaviour Management**

**Rationale:**

Experienced teachers utilise a wide range of behaviour management strategies in the classroom and in the playground. Students who experience ongoing difficulty with their behaviour or who seriously contravene the school rules are referred to the Stage Supervisor or the Student Welfare Coordinator.

Occasionally there is a need for students displaying persistently unsatisfactory behaviour to be referred to the Principal. In these instances, when appropriate the following intervention strategies will apply.

**Major Behaviours**

The Minister for Education and Communities has instructed that “any student intentionally causing injury or threatening serious violence against another student or a teacher is to be suspended immediately.” Students may also be suspended for possession of an illegal substance or possession of a weapon (Suspension and Expulsion Policy of School Students- Procedures 2015). Such proceedings are dependent on the principal’s discretion. Suspensions can range from short suspensions to long suspensions (20 days maximum).

**Minor Behaviours**

Should a student, after three visits to the planning room and a parent meeting, still display persistent disobedience, insolence, verbal harassment and/or abuse, the principal may place the student on a short suspension (maximum of 4 days). The principal will meet with the student and parents to create a plan to support the student at school.

**Appendix**

1. Minor Behaviour Slip (Yellow Slip)
2. Major Behaviour Slip (Orange Slip)
3. Planning Room Letter
4. Student Behaviour Support Plan

**Appendix 1**

**Minor Behaviour Referral Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name/s** |  | **Class**  |  |
| **Teacher Reporting Incident** |  | **Date** |  |
| **Location of Incident** (Please circle)Canteen Terraces EquipmentCOLA Grass Class LineOther: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Time of Incident** (Please circle)Before school After school1st half recess 1st half lunch2nd half recess 2nd half lunch |
| **Tick steps followed by teacher*** Prompt
* Redirect
* Reteach
* Choice
* Consequence
 |  **Behaviour continues** | **Apply Behaviour Consequence** ***Playground**** Structured play
* Walk with teacher (60 second interview)
* Inform classroom teacher
* Other

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Tick rule not followed** |
| **SAFE*** Keep your hands and feet to yourself
* Move safely
* Right place, right time
* Stop, think, act
 | **RESPECTFUL*** Listen and follow directions
* Use manners and a polite voice
* Care for our school
* Care for the environment
* Care for others
* Wear your uniform with pride
 | **LEARNER*** Always do your best
* Be ready
* Participate in school activities
* Know and follow the school rules
* Listen carefully
 |

**Appendix 2**

**Major Behaviour Referral Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name** |  | **Class**  |  |
| **Teacher Reporting Incident** |  | **Date** |  |
| **Location of Incident** (Please circle)Canteen Terraces EquipmentCOLA Grass Class LineClassroomOther: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Time of Incident** (Please circle)Before school After school1st half recess 1st half lunch2nd half recess 2nd half lunch |
| **Tick rule not followed** |
| **SAFE*** Keep your hands and feet to yourself
* Move safely
* Right place, right time
* Stop, think, act
 | **RESPECTFUL*** Listen and follow directions
* Use manners and a polite voice
* Care for our school
* Care for the environment
* Care for others
* Wear your uniform with pride
 | **LEARNER*** Always do your best
* Be ready
* Participate in school activities
* Know and follow the school rules
* Listen carefully
 |
| **Description of incident:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Refer to Behaviour Management Flowchart (Send student to Executive when required). |

**Appendix 3**

Dear {Parents}

Today your {SonAndDaughter} {FirstName} received a Major Behaviour warning because {HeAndShe} infringed on our school values of being a SAFE, RESPECTFUL LEARNER.

{IncidentDescription}

The 'Major Behaviour' warning is used to communicate unacceptable behaviour to parents and guardians.

We would like you to discuss this incident with {FirstName} and the options {HeAndShe} may take to avoid it happening again.

If you would like to discuss this incident further, please contact {StudentExecutiveByType Assistant Principal} at the school on 4328 3024.

Thank you for support with this concern.

Yours Respectfully

{SchoolPrincipal}

**Appendix 4**

**Narara Public School**

**Student Behaviour Support Plan**

|  |  |  |
| --- | --- | --- |
| **Student Name:**  | **Class:**  | **Year:**  |
| **Pertinent Background Information**: (diagnosis, disability etc) |

|  |  |
| --- | --- |
| **Problem Behaviours:** |  |
| **Desired Behaviours:** |  |
| **Triggers:** |  |
| **Preventative Strategies and techniques to implement** (in response to or in anticipation of known triggers): |  |

|  |  |
| --- | --- |
| **Good Behaviour Recognition:** (What works to promote good behaviour for this student? How will we recognize if it is successful? Who is responsible for providing good behaviour recognition?)**Consequences:** (decided with student and parent/ carer) |  |
| **Student’s preferred contact people at school:** |
| **Person 1- Name and Position** |  |
| **Person 2- Name and Position** |  |
| **Person 3- Name and Position** |  |

**Does this student have a Crisis Management Plan? Yes**  **No**

**Sign-Off on the BSP**

Assistant Principal name Assistant Principal Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom teacher name Class teacher signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Support Officer LSO Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/ carer name Parent/ carer signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student name student signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**