

# Behaviour policy and statement of behaviour principles



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**Date:**

**Last reviewed on:** [October 2020]

**Next review due by:** [September 2022]

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# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

At FreshSteps we aim to maintain a disciplined, orderly and friendly atmosphere within which everyone in the centre treat one another with courtesy, tolerance and respect. We believe in the importance of encouraging students to behave in a caring, co-operative and self-disciplined manner. Students are expected to develop a clear sense of rights and responsibilities. FreshSteps aims to be a school of excellence for learning for students from many different ethnic and cultural groups. This policy intends to create a common framework so that all members of our school community regardless of difference can function in harmony.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

### 3. Definitions

#### Purposes

1. To ensure that an atmosphere exists in which effective teaching and learning can take place.
2. To ensure that a sympathetic, tolerant, social environment exists and individuals treat each other with mutual respect.
3. To ensure that lapses from expected behaviour and standards are dealt with according to the following priorities:
  - To put right as far as possible any wrong done;
  - To help the student to accept responsibility for and change poor behaviour;

To enable students to be aware that they have responsibilities as well as rights

All students should be aware of our shared expectations of them in and out of lessons.

This pledge will be printed and stuck in every pupils planner.

#### Expectations for students

#### The Student Pledge

I pledge to:

1. Be on time with the right equipment and in the correct uniform.
2. Give respect and gain respect.
3. Do what I can to help myself and others learn.
4. Look for opportunities rather than excuses.
5. Care for our school and make it a place of which we can be proud.
6. Be the best I can be at all times

#### Classroom Expectations

- ✓ I will arrive on time and welcome my teacher at every lesson.
- ✓ I will wait calmly for my teacher to begin the lesson.
- ✓ I will not eat, drink or chew in class.
- ✓ I will remove outdoor clothing while entering the classroom.
- ✓ I will be equipped (bag, diary, pen, pencil, school books) and ready for lesson.
- ✓ I will remain seated in my own place, unless asked to move.
- ✓ I will think before speaking.
- ✓ I will raise my hand and wait for permission to speak.
- ✓ I will write down my homework in my diary.
- ✓ I will not pack up until told to do so.
- ✓ I will wait quietly until I am dismissed.
- ✓ I will go straight to my next lesson by the quickest route.

**General misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- No equipment
- No PE kit

## General misbehaviour during lessons

This may include talking inappropriately; distracting others; calling out; lack of concentration; turning round. First use of a 'look' followed by a comment (often a quiet word to the individual student is effective). If this fails, a clear warning should be given. The student should be explicitly told what aspect of their behaviour is unacceptable and an explanation of the consequences if the unacceptable behaviour is repeated. The threatened sanctions should be appropriate to the misbehaviour. If this is unsuccessful the member of staff must apply the sanction the student had been warned about.

A school must by law, give at least 24 hours' written notice to the parent before the detention takes place (a message in the student diary can be used).

Appropriate sanctions that might be applied in particular circumstances are:

Distracting others/talking	Move student to another area of the class or to where they should be. Inform parents via a note in the Student Diary.
Continued shouting out or distracting others	Send to another teacher's class either or an agreed colleague. <b>This must be recorded on the student's conduct log. Note in diary to parents</b>

Sending outside the classroom should only be used as a temporary calming down action or as an opportunity to speak to the student alone. No student should be left to stand in the corridor.

Continual misbehaviour or lack of effort	Refer to the Student Manager (Miss Ibesha). Also impose a subject teacher's detention (break/lunchtime). Note to parents in the student's diary Copy of action to student's file and.
Behaviour does not improve despite the use of sanctions	Place the student on a targeted subject report or general report to deputy head. Deputy head (Mrs Oranu) meet with the parents.

Students who present with serious ongoing disruptive behaviour that could lead to exclusion Strategies are then agreed for the way forward and a Pastoral Support Plan is put in place.

## Possible Permanent Exclusion

At any level the support of the SEN department and the pastoral system can be enlisted. The Teachers have a crucial role in monitoring behaviour and achievement across the school. They are instrumental in checking attendance, homework diaries and planners.

Schools have been given legal backing to detain pupils after a school session on disciplinary grounds, without the consent of the parent.

It is very important for staff to keep a log of strategies used with students who persistently misbehave, including support and differentiation of tasks. All incidents and sanctions applied should be recorded in the student's SIMS conduct log. A copy of all letters sent to parents must be placed on the student's file.

## Specific misbehaviour in class

### Sexist or racist comment

- Sexist and racists comments **must** be challenged as unacceptable/inappropriate – "I and others find it...."
- If appropriate to the context, staff may wish to discuss the comment with the rest of the group.

- If the student was being deliberately offensive, they should be sent to another teacher's class. This must be recorded on the student's conduct log. Follow-up action may include a detention or letter/meeting with parents.
- All racist and sexist incidents **must** be reported to the Headteacher

### **Swearing**

- If swearing is directed offensively at any member of staff the student should be sent to the Remove Room.
- If swearing is directed offensively to another student, the comment should be challenged by the member of staff and appropriate action taken depending on the context. However, it is important that students are made aware that swearing is unacceptable.
- Accidental swearing should be commented on and shown to be inappropriate without creating an issue.

### **Serious incidents of misbehaviour which will not be tolerated**

This may include:

- Bringing a weapon into school. This includes knives, guns and other implements which may be used as a weapon. Knives will include all bladed implements, including pocket knives;
- Violence or threats of violence against staff or their property;
- Abusive language directed at a member of staff;
- Blatant defiance of a reasonable instruction;
- Fighting or threats of violence against other students or their property;
- Bullying, either physical or psychological;
- Dangerous behaviour;
- Theft;
- Vandalism;
- Misuse of drugs or alcohol;
- Inciting others to commit any of the above.

Staff should immediately report occurrences of the above incidents to the H/T. The following guidelines outline how a member of staff encountering such incidents should proceed:

### **Student safety**

- If possible, break up fighting without putting yourself at risk of injury. If necessary send for help;
- Remove students involved from the scene of an incident and disperse on-lookers, remember to detain witnesses;
- Check for any physical harm and ensure injuries receive appropriate treatment;
- Place students in separate areas.

### **Investigating the incident**

- Keep the students isolated from each other;
- Ask the students to write statements using the school proformas (see appendix);
- Speak to witnesses and if necessary, ask them to write statements.

### **Action**

- Discuss events with each student and counsel on behaviour;
- Promote reconciliation between students involved;
- If the incident happened during lessons refer incident to the mentor
- If the incident happened out of lessons refer to Headteacher;
- Complete an accident form if necessary;
- Notify parents as appropriate.

## **Sanctions**

The sanctions and strategies used will depend on the context and any previous incidents the student may have been involved in:

- Community service, e.g. litter picking, cleaning;
- Charge for cost of replacement/repairing damaged property;
- Withdrawal of privileges;
- Behaviour report;
- Series of detentions;
- Internal detention (Remove Room)
- Meeting with parents;
- Withdrawal from lessons;
- Behaviour Support Plan;
- Fixed term exclusion;
- Permanent exclusion.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

## Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or <b>upskirting</b>
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. It includes:

:

- *How pupils, parents and staff can report incidents of bullying*
- *How the school investigates allegations of bullying*
- *Sanction procedures, making reference to section 7 of this policy where applicable*
- *How the school supports pupils who have been bullied, and those vulnerable to bullying*
- *Whole-school proactive strategies to prevent bullying*
- *How the school trains staff and governors in preventing and handling bullying*

## 5. Roles and responsibilities

### 5.1 The Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



### 5.3 Staff

All staff should strive to manage behaviour in a way that promotes positive attitudes. Good behaviour should be recognised and reinforced using a range of rewards.

All informal contact contributes to standards of behaviour. Manage behaviour by taking the initiative at every opportunity.

Expect to:

- Greet students
- Start the dialogue
- Uphold the Student Pledge/Code of Conduct by challenging any inappropriate behaviour – **to ignore it is to condone it**
- Set high standards of speech, manner and dress
- Encourage students to move promptly and sensibly from one lesson to the next
- Not leave the Centre without signing out
- See that students eat and drink only in designated areas.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### Expectations during lesson:

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons invariably generate good behaviour and earn respect.

Every term - set classroom rules and refer to the displayed Classroom Expectations.

At the beginning of lessons expect:

- To arrive before class and begin on time;
- Greet class at the door;
- Students to enter the room in an orderly manner;
- Students should sit as directed by the teacher;
- To take the register at the beginning of the lesson and challenge unacceptable lateness;
- Students to come fully equipped and prepared to participate fully in the lesson;
- To monitor appropriate dress and challenge non-compliance with the dress code.

During lessons expect:

- Everyone to listen when you or anyone else is talking to the class;
- Students to raise their hand if they wish to contribute to the class discussions (unless instructed otherwise);
- To uphold the Student Pledge;
- To set well-structured homework according to the homework time-table;
- Students not to eat, drink or chew gum;
- No student to leave the room without permission and a note in their planner or an out of lesson pass;
- Remain seated unless told otherwise.

At the end of lessons expect:

- Students to pack away only when instructed to do so;
- Students to put away equipment and arrange furniture neatly as directed. The room/changing room should be left in a clean and tidy condition;
- To dismiss students in a calm and orderly manner.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Stars marks in books
- Letters, texts or phone calls home to parents
- Special responsibilities/privileges
- Weekly prizes
- Achievement award trips
- Achievement award certificates

#### **Sanctions**

**The sanctions and strategies used will depend on the context and any previous incidents the student may have been involved in:**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour contract
  - Community service, e.g. litter picking, cleaning;
  - Charge for cost of replacement/repairing damaged property;
  - Withdrawal of privileges;
  - Behaviour report;
  - Series of detentions;
  - Internal detention (Remove Room)
  - Meeting with parents;
  - Withdrawal from lessons;
  - Behaviour Support Plan;
  - Fixed term exclusion;
  - Permanent exclusion.

**See appendix 4 for sample letters to parents about their child's behaviour.**

We may use the Inclusion centre in response to serious or persistent breaches of this policy. Pupils may be sent to the **IC** during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the **LC**

The Inclusion Centre (I.C) is managed by Mr Darran and Mr Kyri.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [\[safeguarding policy/statement of procedures for dealing with allegations of abuse against staff\]](#) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 8. Behaviour management

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Teachers should strive to manage behaviour in a way that promotes positive attitudes. Good behaviour should be recognised and reinforced using a range of rewards.

All informal contact contributes to standards of behaviour. Manage behaviour by taking the initiative at every opportunity. Expect to:

- Greet students
- Start the dialogue
- Uphold the Student Pledge/Code of Conduct by challenging any inappropriate behaviour – **to ignore it is to condone it**
- Set high standards of speech, manner and dress
- Encourage students to move promptly and sensibly from one lesson to the next
- Not leave the Centre without permission
- See that students eat and drink only in designated areas .

## **8.2 Physical restraint**

### **Use of force to restrain students**

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a student from:

- Committing a criminal offence
- Injuring themselves
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff, other than teachers and volunteer helpers is also able to use force if necessary, in the above circumstances, provided they have been authorised by the Head Teacher to have charge of students.

The Head Teacher **MUST** be informed immediately of any incident involving the use of force. Parents will be contacted as early as possible to allow an opportunity to discuss the incident.

Any incident involving force must be recorded. Records should include the following information:

- The name(s) of the student(s) involved;
- When and where the incident took place;
- Why the use of force was deemed necessary;
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used;
- The student's response;
- The outcome of the incident;
- A description of any injuries suffered by the student or others and/or any property damage during the incident.

If a pupil is deemed to be accidentally hurt due to his / her physical violence or vandalism towards the school, other pupils and / or staff, this will be logged and reported to the parent.

There may be times where a pupil will be left to calm down whilst still trying to damage property as this may be the right choice of action to deescalate, rather than trigger a bigger reaction from the pupil and put others at risk.

If a pupil needs to be positively held or restrained depending on the likelihood of harm to him/herself, other pupils or staff members, this will be done with 2 members of staff. In some instances, it may be appropriate for only 1 member of staff to positively hold.

If one or two members of staff are positively holding and the child has not calmed down within the timeframe of 15minutes, the members of staff holding will swap with other members of staff.

If a child has to be positively held or restrained for longer than the school's timeframe of 15 minutes, the parents will be called on the handsfree handset and will be put on loudspeaker in order for the child to be helped to calm down.

## **The school will provide training on the restraint of students annually.**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. *They are sent on POSITIVE BEHAVIOUR MANAGEMENT and RESTRAINT COURSES conduct by the LA and other agencies.*

*Behaviour management will also form part of continuing professional development.*

**A staff training log can be found in appendix 2.**

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher, Board members and staff yearly.

At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Antibullying policy
- Allegations against staff
- Restraint policy

## **Appendix 1: written statement of behaviour principles**

**Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**

**All pupils, staff and visitors are free from any form of discrimination**

**Staff and volunteers set an excellent example to pupils at all times**

**Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

**The behaviour policy is understood by pupils and staff**

**The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**

**Pupils are helped to take responsibility for their actions**

**Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.







## Appendix 4: letters to parents about pupil behaviour – template

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Second behaviour letter**

**Innova House address here**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Innova House address here

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_