**SAINT MARY’S PRIMARY**

**SCHOOL**

**GREENLOUGH**



**ANTI-BULLYING**

**POLICY**

|  |  |
| --- | --- |
| **DATE** | **November 2022** |
| **Chair of Board of Governors** |  |
| **Principal** |  |
| **Date of Review** | **March 2025** |
| **Issued to parents** | **March 2023** |

Compliant with Addressing Bullying in Schools Act (NI) 2016

**Section 1. Introduction**

***At St Mary’s Primary School, we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.***

We aim to provide a caring and happy learning environment in which the potential of every child can be realised. We endeavour to promote in all our pupils such values as will make them caring, responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person. All staff of St. Mary’s share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all. These values underpin and shape all our school policies.

**Section 2 - The Legislative Context:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016  
The Education and Libraries Order (Northern Ireland) 2003 (A17-19)The Education (School Development Plans) Regulations (Northern Ireland) 2010 The Children (Northern Ireland) Order 1995  
The Human Rights Act 1998  
The Health and Safety at Work Order (Northern Ireland) 1978

**The Policy & Guidance Context**

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)  
Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)  
Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)

Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)  
Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

**The International Context**

United Nations Convention on the Rights of the Child (UNCRC)

**Addressing Bullying in Schools Act (Northern Ireland) 2016:**

* Provides the following legal definition of bullying :-

1. **In the Act 2016, “bullying” includes (but is not limited to) the repeated use of**

* **Any verbal, written or electronic communication,**
* **Any other act, or**
* **Any combination of those,**

**By a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**

**(2) For the purposes of subsection (1) “act” includes omission.**

* It also places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
* It requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
* Sets out under which circumstances this policy should be applied, namely:

♣  In school, during the school day

♣  While travelling to and from school

♣  When under control of school staff, but away from school (eg. school

trip)

♣  When receiving education organised by school but happening elsewhere (eg. in another school in the ALC) Requires that the policy be updated at least every four years.

* The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
  + Safeguard and promote the welfare of registered pupils’ (A.17)
* The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:
* Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
* Be protected from discrimination. (A.2)
* Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
* Education. (A.28)

**Section 3 - Aims and objectives of our anti-bullying policy**

# Aims and Objectives

* To provide a safe, caring and happy environment where all members of our school community have mutual respect and work together to achieve their full potential.
* To create a culture where every pupil, member of staff, parent and governor feels valued and cared for and sees it as their responsibility to stand against bullying, by reporting it, by supporting their peers when bullying happens and by playing an active part in preventing bullying from happening.
* To encourage the development of self-confidence and self esteem by promoting an ethos of good communication among staff, pupils and parents, where those who are vulnerable will feel able to come forward and confide in staff.
* To ensure all stakeholders in St. Mary’s Primary School i.e. pupils, parents, staff and governors, have a clear understanding of what constitutes bullying.

We believe that:-

* Everyone in our school community has the right to be respected and have a responsibility to respect others
* Pupils have a right to learn, free from intimidation and fear
* Bullying behaviour will not be tolerated
* The needs of the targeted pupil are paramount
* Clear procedures for reporting bullying should be understood and followed by all stakeholders

The stated aims and objectives will be further achieved through the school’s Pastoral policies and programmes which are already in place.

**Section 4 – Consultation and Participation**

The following groups have been consulted in the compilation of this policy and ongoing consultation is encouraged.

* Children – through the School Council /SDP Questionnaires
* Parents/carers – through email consultation + SDP Questionnaires
* School Staff – through staff meetings and email consultation + SDP Questionnaires
* Governors – through termly meetings and email consultation

These stakeholders are consulted when developing, implementing, monitoring and evaluating this policy.

**Section 5 – What is Bullying?**

The Addressing Bullying in Schools Act (NI) 2016 provides us with a legal definition which must be used.

**In this Act “bullying” includes (but is not limited to) the repeated use of—**

**(a) any verbal, written or electronic communication,**

**(b) any other act, or**

**(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**

**(2) For the purposes of subsection (1), “act” includes omission.**

After consultation the following definition has been agreed:-

***Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.***

While bullying is usually repeated behaviour, there are instances of one-off incidents that our school will consider as bullying.

***When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:***

* ***severity and significance of the incident***
* ***evidence of pre-meditation***
* ***impact of the incident on individuals (physical/emotional)***
* ***impact of the incidents on wider school community***
* ***previous relationships between those involved***
* ***any previous incidents involving the individuals***

***Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.***

***The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:***

* ***Verbal or written acts***
  + ***saying mean and hurtful things to, or about, others***
  + ***making fun of others***
  + ***calling another pupil mean and hurtful names***
  + ***telling lies or spread false rumours about others***
  + ***try to make other pupils dislike another pupil/s***
* ***Physical acts***
  + ***Hitting***
  + ***kicking***
  + ***pushing***
  + ***shoving***
  + ***material harm, such as taking/stealing money or possessions or causing damage to possessions***
* ***Omission (Exclusion)***
  + ***Leaving someone out of a game***
  + ***Refusing to include someone in group work***
* ***Electronic Acts***
  + ***Using online platforms or other electronic communication to carry out many of the written acts noted above***
  + ***Impersonating someone online to cause hurt***
  + ***Sharing images (eg. photographs or videos) online to embarrass someone.***

***Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason we will not refer to a child as ‘a bully’, nor will we refer to a child as ‘a victim’. Instead, we will refer to the child b describing the situation surrounding that child, for example:***

* ***A child displaying bullying behaviours***
* ***A child experiencing bullying behaviours***

***We encourage all members of the school community to use this language when discussion bullying incidents.***

***In determining ‘harm’ we define:***

* ***Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil’s self-esteem.***
* ***Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.***

**6. Preventive Measures**

Under the legislation, the focus for all anti-bullying work should be on prevention.

Key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment may include:

* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
* Promotion of anti-bullying messages through the curriculum eg. inclusion of age- appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
* Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)  
  Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
* Through the preventative curriculum, actively promote positive emotional health and wellbeing
* Participation in the NIABF annual Anti-Bullying Week activities
* Engagement in key national and regional campaigns, e.g. Safer Internet Day
* Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school.
* Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (e.g. friendship benches).
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
* Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
* Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. E.g. sporting activity, creative arts, leisure and games, etc.

The journey to and from school. Preventive strategies may include:

* Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
* Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. (Introduce Year 7/ peer monitoring on buses & Year 7 monitors for walkers).
* Regular engagement between bus drivers and staff members.
* Appropriate deployment of staff to support the transition from school to journey home. (Designated staff for walkers and bus children.)
* Walking/bus buddies when required.

The new legislation also gives us the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil’s education at school. This may include:

* Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
* Participation in Anti-Bullying Week activities.
* Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
* Participation in annual Safer Internet Day and promotion of key messages throughout the year.
* Development and implementation of robust and appropriate policies in related areas (e.g. E Safety Policy).

**Section 7 Responsibility**

Everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

* foster positive self-esteem
* behave towards others in a mutually respectful way
* model high standards of personal pro-social behaviour
* be alert to signs of distress\* and other possible indications of bullying behaviour
* inform the school of any concerns relating to bullying behaviour
* refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
* refrain from retaliating to any form of bullying behaviour
* intervene to support any person who is being bullied, unless it is unsafe to do so.
* report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
* emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
* explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
* listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
* know how to seek support – internal and external
* resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

**Section 8. Reporting a Bullying Concern**

Bullying allegations can come from a number of different sources such as:-

* the child,
* the child's friend,
* the parent/carer
* a staff member

All reports will be taken seriously and acted upon.

Allegations may be reported in a variety of ways

* Direct – through face to face contact with school staff.
* Indirect – through worry box in each class, a note to the teacher or other staff.

The focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

**Section 9 - Responding to a Bullying Concern.**

The processes outlined below provides a framework for how the school will respond to any bullying concerns identified.

Using the **NIABF Effective Responses to Bullying Behaviour** resource, the member of staff responding to the concern shall...

* Clarify facts and perceptions
* Check records
* Assess the incident against the criteria for bullying behaviour
* Identify any themes or motivating factors
* Identify the type of bullying behaviour being displayed
* Identify intervention level
* Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
* Track, monitor and record effectiveness of interventions
* Review outcome of interventions
* Select and implement further intentions as necessary

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

**Section 10 - Recording**

The legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, is to maintain a record of all incidents of bullying and alleged bullying behaviour.

The school will centrally record all relevant information related to reports of bullying concerns, including:

* how the bullying behaviour was displayed (the method)
* the motivation for the behaviour
* how each incident was addressed by the school
* the outcome of the interventions employed.

Records will be kept using SIMS. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school’s **Retention and Disposal of Documents Policy.** Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

**8. Professional Development of Staff**

In St Mary’s Primary School we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff.

We will

* ensure that staff are provided with appropriate opportunities for professional development in dealing with the prevention of bullying as part of the school’s ongoing CPD/PRSD provisions
* note the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
* ensure that opportunities for anti-bullying & safeguarding training are afforded to Governors and all staff – teaching and non-teaching
* ensure all staff receive annual refresher training on dealing with a bullying concern annually.
* ensure that CPD records will be kept and updated regularly.
* ensure that staff training forms part of the induction programme for any new member of staff.

**Section 12 – Monitoring and Review of Policy**

***To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors, in liaison with the Principal and Designated Teacher, shall:***

* ***maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted***
* ***identify trends and priorities for action***
* ***assess the effectiveness of strategies aimed at preventing bullying behaviour***
* ***assess the effectiveness of strategies aimed at responding to bullying behaviour***

***This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, every 4 years (2025/26), immediately after an incident which may highlight the need for an immediate review to improve safety and practice within the school. This policy may be reviewed within the 4 year time frame in light of new guidance or as a directive from the Department of Education.***

**13. Links with other school policies**

This Anti-Bullying policy will become a part of our school’s overall Pastoral Care policy and suite of safeguarding policies.

***In the development and implementation of this Anti-Bullying Policy, we have been mindful of the following related policies:-***

* ***Positive Behaviour Policy***
* ***Pastoral Care Policy***
* ***Safeguarding and Child Protection Policy***
* ***Special Educational Needs Policy***
* ***Health and Safety Policy***
* ***Relationships and Sexuality Education***
* ***E-Safety Policy & Acceptable Use of Internet Policy***
* ***Educational Visits***
* ***Staff Code of Conduct***

**Appendix 1 – Record of Concern**

**Bullying Concern Assessment Form**

**Incident Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupils Involved** | **Role** | **Incident Date** | **Gender** | **DOB** | **Year and Reg** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Incident** | **Comments** |
| Bullying Concern |  |

|  |  |  |  |
| --- | --- | --- | --- |
| PART 1 - Assessment of Concern Date: Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:  *“bullying” includes (but is not limited to) the repeated use of —*  *(a) any verbal, written or electronic communication*  *(b) any other act, or*  *(c) any combination of those,*  *by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.* | | | |
|  | **Name(s)** | **Gender** | **DOB/Year Group** |
| Person(s) reporting concern |  |  |  |
| Name of pupil(s) experiencing alleged bullying behaviour |  |  |  |
| Name of Pupil(s) demonstrating alleged bullying behaviour |  |  |  |
| **Check records for previously recorded incidents** | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outline of incident(s)**: Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.   |  |  |  | | --- | --- | --- | | Date | Information gathered | Location (stored) | |  |  |  | |  |  |  | |

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| --- | --- |
| Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:  **The school will treat any incident which meets these criteria as bullying behaviours**. | |
| **Is the behaviour intentional?** | **YES / NO** |
| **Is the behaviour targeted at a specific pupil or group of pupils?** | **YES / NO** |
| **Is the behaviour repeated?** | **YES / NO** |
| **Is the behaviour causing physical or emotional harm?** | **YES / NO** |
|  | |
| **Does the behaviour involve omission? (\*may not always be present)** | **YES / NO** |

**One-off Incident**

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| --- | --- |
| **When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:** | |
| **Criteria:** | **Information gathered:** |
| **severity and significance of the incident** |  |
| **evidence of pre-meditation** |  |
| **Significant level of physical/emotional impact on individual/s** |  |
| **Significant level of impact on wider school community** |  |
| **Status/nature of previous relationships between those involved** |  |
| **Records exist of previous incidents involving the individuals** |  |

|  |  |
| --- | --- |
| **YES the above criteria have been met and bullying behaviour has occurred.** | **NO the above criterial have not been met and bullying behaviour has not occurred.** |
| The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form | The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate . |
| Agreed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Status \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  On \_\_\_/\_\_\_/\_\_\_ | |

**PART 2**

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| --- |
| **2:1 Who was targeted by this behaviour?**  Select one or more of the following:  Individual to individual 1:1  Individual to group  Group to individual  Group to group |
| **2.2 In what way did the bullying behaviour present?**  Select one or more of the following:  Physical (includes for example, jostling, physical intimidation, interfering with personal property,  punching/kicking  Any other physical contact which may include use of weapons)  Verbal (includes name calling, insults, jokes, threats, spreading rumours)  Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)  Electronic (through technology such as mobile phones and internet)  Written  Other Acts  Please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-  **2.3 Motivation (underlying themes): this is not a definitive list**  Select one or more of the following:  Age  Appearance  Cultural  Religion  Political Affiliation  Community background  Gender Identity  Sexual Orientation  Family Circumstance (pregnancy, marital status, young carer status)  Looked After Status (LAC)  Peer Relationship Breakdown  Disability (related to perceived or actual disability)  Ability  Pregnancy  Race  Not known  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**Part 3a**

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| **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**  **Pupil Name: Year Group/Class:**  **REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR** |
| **Parent/ carer informed: Date: By whom:**  **Staff Involved:** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Date** | **Stage on Code of Practice** | **Intervention** | **Success Criteria** | **Action taken by whom and when** | **Outcomes of Intervention** | **Review** | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | --- | | **Record of participation in planning for interventions** | | **Pupil:** | | **Parent/carer:** | | **Other Agencies:** |   Continue to track interventions until an **agreed** satisfactory outcome has been achieved |
| **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**  **Part 3b**  **Pupil Name: Year Group/Class:**  **REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR** |
| **Parent/ carer informed: Date: By whom:**  **Staff Involved:** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Date** | **Stage on Code of Practice** | **Type of Intervention** | **Success Criteria** | **Action taken by whom and when** | **Outcome of Intervention** | **Review** | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | --- | | **Record of participation in planning for interventions** | | **Pupil:** | | **Parent/carer:** | | **Other Agencies:** |   Continue to track interventions until an **agreed** satisfactory outcome has been achieved |

|  |  |
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| **PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**  Date of Review Meeting:  **4a- Following the Review Meeting, to what extent have the success criteria been met**?  1 – Fully  2 – Partially  3 – Further intervention/support required  Give details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Part 4b- If the success criteria have not been met, continue to:**  Re-assess Level of Interventions and implement other strategies from an  appropriate level  Track, monitor and review the outcomes of further intervention  Keep under review the Stage of Code of Practice each pupil is on  Follow Safeguarding Policy  Seek multi-agency input (EA, Health and Social Services etc.)  Engage with Board of Governors | |
| **Agreed by:** | |
| **School** | **Signed:**  **Date:** |
| **Parent** | **Signed:**  **Date:** |
| **Pupil** | **Signed:**  **Date:** |