



# Crowmoor Primary School Behaviour Policy

Approved by Chair: \_\_\_\_\_

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



## Aims

We aim to establish a caring school community, where all pupils feel safe, secure and valued, developing a love of learning, alongside their own independence and resilience. Parents/carers take responsibility and are supported to take an active role in the development of their child as positive members of the school and wider community. Children contribute to rules, adhere to them and take responsibility for their own actions.

## Our Philosophy

We believe that all members of the school community have rights and responsibilities, which each individual should respect and promote. Everyone at School is important and is to be valued. We expect each individual to respect other people, their families, their culture and beliefs. As an inclusive school, we acknowledge significant factors in pupils' lives and specific temporary or permanent needs that impact on their behaviour.

## Expectations

Through the successful implementation of our Behaviour Policy, we strive to:

- ensure regular attendance
- raise pupils' self-esteem
- promote/develop empathy and respect for self and others
- hold high expectations of work and behaviour of all pupils
- develop in pupils a sense of self-discipline, independence and an acceptance of responsibility for their own actions
- give support to those with challenging behaviour
- give support to those affected by inappropriate behaviour
- develop an awareness of and adherence to appropriate behaviour
- encourage pupils to value the school environment and its routines
- develop pupils' confidence of their right to be treated fairly and acknowledging their responsibility to treat others likewise
- uphold the right of staff to determine, request and expect appropriate behaviour
- acknowledge that the maintenance of good behaviour within the school is a shared responsibility for pupils, carers/parents and staff
- ensure that the policy is fully understood, monitored, evaluated and consistently implemented throughout the school

- uphold the rights and responsibilities of all members of the school community

### **Working in Partnership with Parents**

All Pupils, Parents and Staff must know what is expected and what to expect if inappropriate behaviour occurs and to take individual and collective responsibility for enforcing this policy. Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of steps which are being taken in response.

Positive partnerships with parents are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Communication with parents is essential for all discipline related issues.

### **Conduct Outside of the School Grounds**

The school's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

The behaviour policy will also apply, even if the conditions above do not apply when:

- The pupil's actions could have repercussions for the orderly running of the school
- The pupil poses a threat to another pupil or member of the public
- The pupil's actions adversely affect the reputation of the school
- School staff will only discipline pupils when they are on the school premises or under the lawful control of the pupil.

All out of school incidents are dealt with on a case-by-case basis at the discretion of the Head Teacher.

## Implementation of Our policy

We strive to keep a proper balance between rewards and sanctions, always emphasising the power of praise. Standards of behaviour must be applied to **all** and **by all** members of the school community - it is what *we do* and not just what *we say*.

Every member of our school will know and follow our school rules:

- Be ready
- Be respectful
- Be safe

## Rewards

Our school rewards good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Reward must be based on merit never for a palliative or because it is a child's turn.

Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise from adults and peers
- Class reward systems (i.e. table points /stickers/ certificates/ celebration boards)
- Rewards from all staff in school (i.e. good behaviour, raffle tickets for weekly draw, Certificates: Headteacher, Teaching Assistant)
- Being given responsibilities e.g. monitors, prefects
- Sharing achievements with the head teacher; other staff
- Sharing achievements with other classes in assembly
- Sharing achievements on our school website
- Each Class Teacher speaking directly to the parents/carers to celebrate exceptional good work or behaviour
- Sharing work on displays

## Response Pathway (All lists below are not exhaustive)

SHINE Academies will use a response pathway for any behaviour which may lead to a negative consequence. We use transferable language so that children can understand how consequences in school link to consequences in adult life.

| Behaviour examples  | Response level | Consequence  | Response options   |
|---|----------------|--|--|
| <ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Low level disruption and talking in class</li> <li>• Failure to complete classwork</li> <li>• Rudeness</li> <li>• Use of mobile phones in school</li> <li>• Graffiti</li> <li>• Swearing (indirectly or with little understanding of language used)</li> <li>• Name-calling</li> </ul> | R1             | <ul style="list-style-type: none"> <li>• Struggle at school (or at work)</li> <li>• Miss out on opportunities</li> <li>• Upset friends who want to focus</li> <li>• Peers will avoid working with you</li> <li>• Financial issues (it will cost money to repair or clean)</li> </ul>         | <ul style="list-style-type: none"> <li>• Verbal reminder and the chance to self-correct</li> <li>• Change of seating within class</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Continuous low level disruption</li> </ul>   | R2             | <ul style="list-style-type: none"> <li>• Fall behind in school (underperform at work)</li> <li>• If prolonged, you could lose your place in class (job)</li> <li>• Lose out on future opportunities</li> <li>• Lose friends because they do not want to miss out on opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Yellow card and a final chance to self-correct</li> <li>• Change of seating within year group</li> <li>• Break-time reflection</li> </ul> |
| <ul style="list-style-type: none"> <li>• Discrimination or Harassment – Racist/homophobic/sexist language</li> <li>• Vexatious or Bullying behaviour including cyber-bullying</li> <li>• Possession of banned items or any illegal behaviour</li> <li>• Truancy, smoking, stealing or theft.</li> </ul>   | R3             | <ul style="list-style-type: none"> <li>• Lose job (and opportunity to work in certain fields)</li> <li>• Criminal charges</li> <li>• Loss of privileges</li> </ul>   | <ul style="list-style-type: none"> <li>• Lunchtime reflection</li> <li>• Temporary removal to parallel class in year group to reset and refocus</li> </ul>                         |
|   | R4             | <ul style="list-style-type: none"> <li>• Being seriously hurt through retaliation</li> <li>• Being seriously hurt by ill- health</li> </ul>  | <ul style="list-style-type: none"> <li>• Internal reflection away from year group</li> <li>• External reflection/ fixed term exclusion</li> </ul>                                  |

|   |  |  |   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Refusal to comply with disciplinary sanctions</li> <li>• Violence towards an adult or peer</li> <li>• Intended spitting or coughing</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Referral to external provision</li> <li>• Permanent exclusion</li> <li>• Reduced School Timetable</li> </ul> |
|---|--|--|---|

### Agreed Common Language

A key part in ensuring successful behaviour management is consistency including both the following of the policy and the language being used. The following is the terminology agreed for use when managing behaviour.

- Reward
- Ready
- Respectful
- Safe
- Incident Record
- Privilege
- Continuous disruption
- Low disruption
- Internal reflection time
- Reflection time
- Manners and Attitude
- Card (Yellow / red / blue)
- Serious Unacceptable Behaviour

### Behaviour Management

We follow the “Good to be Green” behaviour management system: this is where colour-coded behaviour cards are used to support behaviour management. Teachers place an emphasis on using the card system to encourage and emphasise the behaviour that will lead to positive consequences.

### **Red Card Reflection Time**

Reflection time will be on an individual case by case basis, considering the age and expectation of the pupil and the seriousness of the incident. Other factors that may be considered when allocating Reflection Time include whether there have been previous incidents of a similar nature. EHCPs, IEPs and IBPs will be taken into consideration when deciding on consequences for children to ensure they are given the correct support and interventions to allow them to improve their behaviour. Reflection time will also enable the child and adult to use restorative practice to identify emotions and impact for all involved.

### **Serious Unacceptable Behaviour**

Where a pupil exhibits serious behaviour highlighted as bold on the behaviour chart, or if the pupil receives three 'red reflection form' incidents during a single term, then the response will be escalated to a 'Serious Unacceptable Behaviour Form'. This will result in a SUB form being completed by the member of staff working with the pupil which will be sent to a member of SLT. The SLT member will fully investigate the incident that has occurred. If the account is deemed to be accurate, sanctions will be enforced. In most cases pupils will be given a lunchtime detention, the children will be away from other children and will be instructed to sit silently in the designated room or complete community service. Children will eat their lunch during the second half of lunchtime. In cases where lunchtime detentions are given, parents will be informed. In more serious cases pupils may be given an internal exclusion or an external exclusion

### **Internal Reflection Days (Internal Exclusion)**

It is the responsibility of the class teacher to ensure children are receiving sufficient work to be completed throughout the day. It is also important for the Class Teacher or Teaching Assistant to complete wellbeing check-ins with the child completing internal reflection twice a day, as this will support positive re-integration back into the classroom as well as clarifying academic work.

It is the responsibility of the Family Liaison or Behaviour Officer to deliver restorative intervention work during any gaps.

### **Individual Behaviour Plan (IBP)**

The class teacher has the responsibility to note any reoccurring behaviour which may to a child needing an IBP. Communication with parents or carers will be sought at the earliest opportunity and all parties will be involved in creating the IBP. At the IBP meeting, a discussion will take place around triggers that have been identified, successful/unsuccessful strategies for dealing with the pupil's behaviour, rewards and consequences.

### **The Recording of Reflections Forms**

R3/4 forms to be initially completed by adult who reported the incident then completed by SLT. Parents will have been contacted and their response will also be recorded.

### **Early Intervention Monitoring**

The Family Liaison Team will support in identifying any behaviour issues as early as possible. If required, the Family Liaison team will work alongside other staff and appropriate support will be offered. This may include:

- Parent meetings
- Home visits
- Identifying any additional support required
- Early Help
- Possible referral to external agencies

### **Positive Handling**

Trained staff will only physically intervene in a situation, and will use reasonable force, to prevent a pupil: committing an offence, injuring themselves or others or damaging property.

Please refer to the Positive Handling Policy and the DfE's 'Use of Reasonable Force Guidance July 2013' ([Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)).



## **Monitoring and Review**

Behaviour Management will be under constant review throughout the school on a class and individual basis. This policy document was produced in consultation with the entire School Community and is freely available to the entire school community on the school website. It will be reviewed by stakeholders on a bi-annual basis.

## **Confiscation of Inappropriate Items and Searches**

If it is deemed that a pupil has brought an inappropriate item in to school, it will be confiscated by a member of staff. If a pupil brings an inappropriate item into school, the school cannot take any liability for damage or loss of the confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items and toys/games/cards. Teachers are permitted to confiscate items as punishment, so far as is reasonable.

If a pupil is believed to have prohibited items with them, we reserve the right to search the pupils/belongings without consent. Searches are permitted for the following prohibited items (list not exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any substance deemed to be harmful or inappropriate for the child's age
- Any item which has been used to commit an offence
- Any item which is likely to cause personal injury or damage to property

## **Bullying**

Please refer to the anti-bullying policy. (All events to be reported on CPOMS)

## Homophobia

Homophobia in any form will not be tolerated. All incidents will be classed as R3/R4 (depending on the context) and recorded. All events to be accounted for on CPOMS.

## Race Equality Policy

The Equality, Diversity and Values Policy aims to promote Race Equality through the strategies outlined within it. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with the School Behaviour Policy. All events to be accounted for on CPOMS.

## Monitoring Racist Incidents

Racism will not be tolerated in any form and will be treated as level R3/4 (depending on the context). As such incidents will be recorded on CPOMS.

## Zero-tolerance approach to child-on-child abuse including Sexual Harassment and Sexual Violence

Crowmoor Primary School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Appropriate sanctions to list might be:

- A verbal warning
- Reflection/Restorative practice
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents

- Detention Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our **Child Protection and Safeguarding Policy** for more information

### Exclusion

The decision to exclude a pupil (fixed term or permanent) is taken when the pupil:

1. is in serious breach of the School Behaviour Policy
2. is likely to seriously harm the education or welfare of others in the school
3. after a range of alternative strategies have been tried.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages.

Exclusion can be:

- Short Fixed Term – Arrangements for setting and marking of work must be made.
- Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for pupils on Free School Meals.

- Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

### **Procedures for Excluding a Pupil**

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 1 day
3. The relevant letter with form EX1 must be sent to pupils' services

### **Reintegration**

A process of planned support and progress reviews is in place for all pupils following exclusion. Special personalised learning plan is implemented for a short period of time to enable successful reintegration for full time into full time learning this will be reviewed weekly with behaviour lead.

### **The Governing Body Discipline Committee (Currently represented by an IEB here at Crowmoor)**

1. exclusions of less than 15 days – a meeting will be convened if parents request it
2. exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
3. permanent exclusion- the Clerk must organise a meeting to be convened within 15 days

Please refer to our **Child Protection and Safeguarding Policy** for more information

### **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 (2013) (<https://www.gov.uk/government/publications/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. Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads - Keeping Children Safe in Education.

In addition, this policy is based on:

Maintained schools, pupil referral units and non-maintained special schools insert: · 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

Maintained schools add:

DfE guidance explaining that maintained schools should publish their behaviour policy online. Academies, including free schools, and independent schools insert: 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

Academies, including free schools, add: DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online; Academies, including free schools, if applicable, add/amend: This policy complies with our funding agreement and articles of association.

## Red Card Response Form

|  |               |
|--|---------------|
| <b>Adult:</b>                                      | <b>Place:</b> |
| <b>Child:</b>                                      | <b>Class:</b> |
| <b>Time and Date:</b>                              |               |
| <b>Incident report:</b>                            |               |
|  |               |
| <b>Reporting member of staff signature:</b>        |               |
| <b>SLT (R3 / R4) signature and Response level:</b> |               |

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Homophobia               | <input type="checkbox"/> Bullying                    | <input type="checkbox"/> Physical Harm vs Child   |
| <input type="checkbox"/> Physical Harm vs Adult   | <input type="checkbox"/> Theft                       | <input type="checkbox"/> Verbal Altercation Child |
| <input type="checkbox"/> Verbal Altercation Adult | <input type="checkbox"/> Child-on-child SH           | <input type="checkbox"/> Child-on-child SV        |
| <input type="checkbox"/> Damage to Property       | <input type="checkbox"/> Possession of a Banned Item | <input type="checkbox"/>                          |
| <input type="checkbox"/> Racism                   | <input type="checkbox"/> Sexism                      | <input type="checkbox"/> Cyberbullying            |
|   |  | <input type="checkbox"/> Continued Defiance       |

## Red Card Reflection Form

**Name:**

**I was not:**

- 1: Striving
- 2: Working in harmony
- 3: Inspiring
- 4: Nurturing
- 5: Excelling

**What happened:**

**How did I feel when this happened:**

**What unhelpful action did I respond with:**

**What helpful action could I have responded with:**

**What are the potential consequences of the response I chose:**

Completed independently

Completed with support

Supported by (if relevant):

## Red Card Reflection Form KS1

Adult:

Place:

Child/Children Involved:

Class:

Time and Date:

Incident Report:

Reporting member of staff:

SLT (R3 / R4) signature and response level:

Homophobia

Physical Harm vs Adult

Verbal Altercation Adult

Bullying

Theft

Child-on-child SH

Physical Harm vs Child

Verbal Altercation Child

Child-on-child SV

























































- Damage to Property
- Possession of a Banned Item
- Racism
- Sexism
- Cyberbullying
- Continued Defiance

## Red Card Reflection Form KS1

|       |       |        |
|-------|-------|--------|
| Name: | Date: | Class: |
|-------|-------|--------|

What Happened (brief outline by staff):

|  |  |   |   |   |       |       |       |  |   |   |       |         |           |
|--|--|---|---|---|-------|-------|-------|--|---|---|-------|---------|-----------|
| <p style="text-align: center; font-weight: bold;">Who was involved?</p>            | <p style="text-align: center; font-weight: bold;">How do you think they felt?</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Happy</td> <td>Angry</td> <td>Upset</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Silly</td> <td>Nervous</td> <td>Surprised</td> </tr> </table> |   |  |  | Happy | Angry | Upset |  |  |  | Silly | Nervous | Surprised |
|  |   |  |   |   |       |       |       |  |   |   |       |         |           |
| Happy  | Angry  | Upset   |   |   |       |       |       |  |   |   |       |         |           |
|  |   |  |   |   |       |       |       |  |   |   |       |         |           |
| Silly  | Nervous  | Surprised   |   |   |       |       |       |  |   |   |       |         |           |

|   |   |   |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
|---|---|---|---|-------|-------|-------|---|---|---|-------|---------|-----------|---|--|---|---|-------|-------|-------|--|---|---|-------|---------|-----------|
| <p style="text-align: center; font-weight: bold;">How did you feel before?</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Happy</td> <td>Angry</td> <td>Upset</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Silly</td> <td>Nervous</td> <td>Surprised</td> </tr> </table> |    |    |  | Happy | Angry | Upset |  |  |  | Silly | Nervous | Surprised | <p style="text-align: center; font-weight: bold;">How do you feel now?</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Happy</td> <td>Angry</td> <td>Upset</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Silly</td> <td>Nervous</td> <td>Surprised</td> </tr> </table> |  |  |  | Happy | Angry | Upset |  |  |  | Silly | Nervous | Surprised |
|    |    |    |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
| Happy   | Angry   | Upset   |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
|    |    |    |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
| Silly   | Nervous   | Surprised   |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
|   |  |  |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
| Happy   | Angry   | Upset   |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
|   |  |  |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |
| Silly   | Nervous   | Surprised   |   |       |       |       |   |   |   |       |         |           |   |  |   |   |       |       |       |  |   |   |       |         |           |

What could you do differently if this happened again?

### Good to be Green

All children start the day on a green card. If a child demonstrates behaviour above and beyond expectations, they can be awarded a 'Blue Card'

If a child is displaying unacceptable behaviour, they will be given 2 verbal warnings. If the unacceptable behaviour continues, then they will be given a 'Yellow Card'.

### Crowmoor Behaviour

Children will also be awarded raffle tickets based on the number of 'Blue Cards' awarded.

### Yellow Card

Given after 2 verbal warnings and a continuation of the unacceptable behaviour. A 'Yellow Card' results in 10 minutes consequence with class teacher during a break time. Once the child has completed their consequence, they move back to a 'Green Card'.

### Red Card – Reflection Form

If a child continues to be disruptive after an 'Yellow Card' has been issued or exhibits poor behaviour choices outlined in the red behaviours, then they will lose a minimum of 15 minutes during a playtime with the class teacher who awarded the red card in order to complete a 'Reflection Form'. The class teacher will inform parents/carers and the 'Reflection Form' sent to FLT to be recorded. Once the reflection has been completed, the child returns to a 'Green Card'.

### Serious Unacceptable Behaviour Form (SUB)

When a child displays bolded 'Red Card' behaviour, such as causing intentional harm, or they have received their third 'Reflection Form', then the response will be a 'SUB Form'. The SUB form will be sent to a member of SLT and lunchtime detention or community service will be given as a response. A member of SLT will inform parents and the SUB form will be recorded on the behaviour tracker by FLT.

### Concern of Bullying

Staff member will complete a 'Bullying Concern' form which will be sent to SLT. SLT will follow the Bullying Pathway. The outcome of the investigation will be recorded on the 'Bullying Log' and all appropriate paperwork upload onto CPOMs.

### Child-on-Child

Staff member will complete a 'Child-on-Child' form which will be sent to SLT. SLT will follow the SV&SH Pathway. The outcome of the investigation will be recorded on the 'SV&SH Log' and all appropriate paperwork upload onto CPOMs.

## Serious Unacceptable Behaviour Record

|   |  |             |  |
|---|--|-------------|--|
| Names of children involved:                             |  | Date:       |  |
| Member of staff completing SUB record:                  |  | Year Group: |  |
| <b>Details of SUB and/or Previous Reflection Forms:</b> |  |             |  |
|   |  |             |  |
| <b>Action taken</b>                                     |  |             |  |
|   |  |             |  |
| <b>SLT Member:</b>                                      |  |             |  |

Have Parents been contacted?