

# ST EGWIN'S C.E. MIDDLE SCHOOL

## Behaviour Policy

Approved September 2022  
Next Review September 2023

Interim Headteacher

Chair of Governors

*P.A. Paterson*



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## Vision & Values

**St Egwin's C.E. Middle School** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

This policy reflects our school vision and values:

### Our Vision

**Our Community fosters dignity by valuing every individual and their God-given uniqueness.**

**We endeavour to act justly, showing love and respect.**

**We thrive through growing resilience and living together gratefully with joy.**

### Our Values

**Love - *'Love is patient and kind; love does not envy or boast; it is not arrogant or rude.'***

**Corinthians 13:4**

**Respect - *'So in everything, do to others what you would have them do to you...'***

**Matthew 7:12**

**Endeavour - *'Whatever you do, work at it with all your heart, as working for the Lord...'***

**Colossians 3:23**

## 1. Legislation and statutory requirements

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.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The [Education Act 2002](#)
- The [Education and Inspections Act 2006](#)
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- [Review of sexual abuse in schools & colleges 2021](#)
- [keeping-children-safe-in-education 2022](#)
- Advice for Staff on Use of reasonable force, physical intervention & restraint
- [Behaviour and discipline in schools](#)
- [Suspension & Permanent Exclusion in Schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Mental Health & Behaviour in schools 2018](#)
- [Use of reasonable force in schools](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- [Supporting pupils with medical conditions at school](#)
- St Egwin's Behaviour Principles Written Statement
- St Egwin's CE Middle School Safeguarding Child Protection policy

## 2. Definitions

For the purpose of this policy, the school defines '**serious unacceptable behaviour**' as any behaviour which may cause harm to oneself or others, damage to the building and grounds, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status, gender reassignment & pregnancy/maternity
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual on a regular basis
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or E-cigarette/Vape paraphernalia
- Possession of prohibited items such as knives, pornographic images
- Possession of banned items or items that the Headteacher deems unacceptable to have on school property
- Truancy
- Theft
- Swearing, racist remarks or threatening language

- Fighting or aggression
- Sexual Harrassment
- Racist, sexist, homophobic, transphobic, biphobic or discriminatory behaviour
- 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)
- Use of mobile phones without permission
- Vandalism and graffiti
- Repeated breaches of the school rules
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Refusing to comply with disciplinary sanctions

For the purpose of this policy, the school defines '**unacceptable behaviour**' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Casual unpleasantness
- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

'Unacceptable behaviour' may be escalated as 'serious unacceptable behaviour' depending on the behaviour breach.

### 3. Roles and responsibilities

- a. The **governing board** has overall responsibility for:
  - The implementation of this Behaviour Policy
  - Ensuring that this policy, as written, does not discriminate on any grounds
  - Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- b. The **Headteacher** is responsible for:
  - Reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's Mission Statement, Vision & Values of behaviour principles
  - Establishing the standard of behaviour expected by pupils at the school.
  - Determining the school rules and any disciplinary sanctions for breaking the rules.
  - Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- c. Staff are responsible for:
  - The day-to-day implementation of the behaviour policy consistently
  - Adhering to this policy and ensuring that all pupils do too.
  - Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
  - Where possible providing a personalised approach to the specific behavioural needs of particular pupils
  - As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour. This responsibility could include when pupils are not in school or if in the charge of a member of staff.

- Recording behaviour incidents on Edu Link &/or CPOMS
- Referring using the 'Reporting/Referral Structure' (see Appendix 2)
  - Staff will receive regular and ongoing training as part of their development.
  - Staff will receive updates about pupils to support them in dealing with poor behaviour
  - All new staff will be inducted accordingly.

The school's **SEND co-ordinator, DSL & Mental Health Lead** are responsible for:

- Evaluating a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary accessing support and advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- Liaising with external agencies and planning support programmes for pupils exhibiting acute challenging behaviour. Working with parents to create the plan and review it on a regular basis. Ensuring initiatives are available to pupils identified with specific needs - including support mechanisms for anxiety, stress & mental health issues

#### **Pupils**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parent(s)/Carer(s)** are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- Supporting the school's Behaviour Policy.
- Informing the school of any changes in circumstance that might affect their child's behaviour.
- Communicating any behavioural concerns with the school promptly.

#### **4. Pupil expectations**

Pupils will be expected to follow the school Code of Conduct which requires pupils to:

<b>Be ready</b>	<b>Be Respectful</b>	<b>Be safe</b>
Arrive to lessons on time and fully prepared.	Show respect for the school environment.	Move around school in a safe and sensible manner. (Keep Left!)
Follow reasonable instructions given by the teacher.	Show respect to all members of the school community and each other.	Accept sanctions when given. (If you disagree, wait for the appropriate time.)
Complete classwork as requested.	Show respect for the opinions and beliefs of others.	Behave as a positive ambassador for St Egwin's in and out of school.
Hand in homework at the time requested.	Wear the correct uniform at all times.	Report unacceptable behaviour.

## 5. Behaviour Management

Staff are responsible for setting the tone and context for positive behaviour within school by following our behaviour policy, establishing clear routines, positive relationships, promoting good behaviour & dealing with negative behaviour. The decision to sanction a pupil is reasonable and will not discriminate. All sanctions are reasonable and proportionate.

Ready to Learn Cards:

To promote and encourage pupil responsibility to be 'Ready to Learn' by having all their equipment and arriving to lessons in a timely manner, R2L Cards are used (see Appendix 3). The summary of the Policy and procedures to help pupils be organised so they can learn more effectively, reduce unnecessary wasted time in lessons, help the teacher to teach to their best and set the right tone in the school by being 'Ready':

- A. Ready2Learn cards to be carried by all pupils in blazer pocket.
- B. These are initially provided by Form Tutors who date the card and get the pupil to write their name.
- C. If a rule is broken, a cross on card will be added by the member of staff present, with the reason, teacher initials and date.
- D. Any staff can mark the card.
- E. When 5th X marked, pupil takes card to Key Stage (or Deputy) Leader to receive the next edition.
- F. The child is also told to report to the refocus room for detention - that day or the following.
- G. Staff member supervising detention, records their attendance in refocus log.
- H. Edulink message sent to parents on day of detention.
- I. If child forgets their R2L, they must inform their form tutor. 3 strikes will be a new edition supplied. The FT gives a new card, but pupil must bring both new and old cards back the follow day.
- J. If a child loses their R2L card, the form tutor sends them to the HOY. It is HOYs discretion at what the next step is, according to extra information.
- K. A new R2L card will be issued to all pupils at the start of a new term (Spring/Summer) as a fresh start. Any pupil who can hand in their first edition card, not full, will be put forward into a Head teacher raffle, for school non-uniform passes.

In lesson protocol:

- I. First instance = Verbal warning from staff. Label the negative behaviour & briefly explain to the pupil why their behaviour is unacceptable.
- II. If the pupil does not stop as requested, staff will give a second verbal warning. Again, labelling & briefly explaining. Pupil's name on board.
- III. Further behaviour breaches will result in the pupil receiving a 'line' demerit on board & recorded on Edu Link.
- IV. Subsequent negative behaviour will lead to a 'cross' demerit on board & recorded on Edu Link.
- V. The next sanction will be removal from the classroom, for a short period of time to reflect. Being invited back in upon conversation with the teacher. (*If available & does not impact learning of other pupils, an alternative seat can be used*).
- VI. If this does not work, the pupil will be removed/escorted from the classroom for the rest of the lesson, being placed into the Re-focus room to calm, discuss, reflect &/or complete class work. The class teacher will send a Refocus Room Referral form so it can be recorded on Edu Link accordingly & also on CPOMS.
  - i. If a pupil is sent to the refocus room the pupil must complete a reflection sheet when appropriate. The member of staff who placed the pupil in the Refocus Room will then discuss this reflection with the pupil as soon as possible after the incident in order help the pupil understand why it was inappropriate, to prevent it reoccurring and to rebuild

positive relationship. A decision on further action, if needed, should be had with KS Leader or SLT.

- VII. Sanctions will be dependent on the seriousness of the unacceptable behaviour. A pupil's conduct may result in steps in the process being missed out if negative behaviour is extreme. This will all be recorded on Edu Link & CPOMS accordingly by the relevant member of staff.
- VIII. If a pupil is sent to the refocus room, misses break/lunchtime or receives a detention, the school may contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

At break/lunch:

If a pupil is not being respectful or safe at break/lunch, the staff on duty or lunchtime supervisors will warn pupils, offer opportunity to modify and possibly send pupils into the re-focus room where the pupil can spend breaks/lunchtimes indoors if necessary.

Other sanctions may include but not limited to, the following:

- Expecting work to be completed at home, or at break or lunchtime
- Providing extra work or repeating unsatisfactory work until it meets the required standard.
- Detention at break or lunchtime (or after school in special circumstances).
- Engaging in school-based community service, e.g. picking up litter
- Referring the pupil to a senior member of staff.
- Letters or phone calls home to parents.
- Taking away privileges, e.g. not being able to participate in non-uniform days, withdrawal from school trips/activities or losing responsibility.
- Support/Mentoring/Report card. (See Appendix 4)
- Implementing a Pastoral Support Plan.
- Agreeing a behaviour contract.
- Withdrawing pupils from the normal school curriculum for a period of time.
- Contacting the police if behaviour is particularly challenging or aggressive.
- Suspension (internal or external) the pupil either temporarily or Excluding permanently.

## **Rewarding good behaviour**

The school recognises that pupils should be rewarded for their display of good behaviour. The school will use the following rewards for displaying good behaviour, including, but not limited to, the following:

- Verbal praise
- Edu Link house points
- Compliment cards/ Value of the Week
- Milestone Badges/Certificates
- Letters home
- Telephone calls home
- Postcards home
- Prizes
- Special achievement badges
- Responsibilities/
- Pupil Leadership/privileges
- Rewards for being R2L

## **Serious Unacceptable Behaviour**

Following an allegation of serious unacceptable behaviour, the pupil will be placed in internal suspension (in the re-focus room/another classroom) whilst an investigation by Senior Leadership or Key Stage Leader/Deputy takes place.

- If, following an investigation, the allegation is found to be true, the appropriate disciplinary action will be issued by the member of staff (TA, teacher, KS Leader or Senior Leader).

- Any decision made to suspend exclude a pupil will only be done so by the headteacher in accordance with relevant school's exclusion and suspension guidance.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- All incidents of sexual harassment & violence will be dealt with in accordance with Keeping Children Safe In Education 2022, St Egwin's Child on Child Abuse Policy & Safeguarding Children Policy
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial, or a PSP (Pastoral Support Plan) should be put in place.

### **Detentions**

- Parental consent is not required for detentions held during the school day. If the detention is after school parents will be notified.
- All staff at the school are able to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the detention is during lunchtime, pupils will be allocated time to allow the pupil to eat, drink and use the toilet.

### **Internal suspension**

The school may decide to move pupils to the Re-focus Room away from other pupils for a limited period – this is known as internal suspension. The Re-focus Room is a staffed, designated place to help de-escalation, allow reflection, discuss behaviour, mentor and afford a quiet space and necessary time for pupils to be readied for re-joining lessons as soon as they are deemed ready to do so.

- The school will only move pupils to the re-focus room where absolutely necessary, and where the process for behaviour management has been followed and has failed to resolve the behaviour issue.
- The school will ensure that pupil's health and safety is not compromised during their time in the internal exclusion room, and that any additional requirements, such as special educational needs, are met.
- The amount of time that a pupil spends in internal suspension is up to the school to decide. This could be for more than one school day.
- The school will ensure that the pupil is not kept in internal suspension any longer than necessary.
- The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in internal suspension.
- Class work will be requested from the pupil's class teacher(s), if this is not forthcoming, appropriate work will be issued for the pupil to complete.
- Pupils are permitted to eat during the allocated times of the school day and may use the toilet when allowed.

### **Use of reasonable force, physical intervention & restraint**



In exceptional circumstances, staff may professionally judge to use reasonable force, physical intervention and/or restraint to prevent a pupil:

- Hurting or attempting to hurt themselves or others
- Entering or leaving a class/room/building if the staff believes this could lead to behaviour that endangers themselves or others
- Dangerously disrupting a school event or trip
- Seriously damaging property

Incidents of restraint must:

- Always be used as a last resort when de-escalation has not worked or is not possible
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Used in line with training/advice
- Never be used as a form of punishment
- Be recorded and reported to parents – CPOMS & Restraint log incident form (Appendix 5)

All this is in line with [Use of reasonable force in schools](#)

## Visitor Behaviour

Any visitor displaying aggressive and/or threatening behaviour will be asked to leave or removed from the premises and a follow up meeting, conversation will take place with the headteacher.

## 6. Behaviour off school premises

Sanctions may be applied where a pupil has misbehaved off-site when:

- Representing the school, such as on a school trip, during a sports fixture
- On the bus/public transport on the way to or from school
- If they have posed a threat to another pupil or member of the public or have adversely affected the reputation of the school.
- When behaviour off-site impinges on the smooth running of the school
- If any bullying witnessed outside of the school premises and reported to a member of staff, may be dealt with in accordance with the school's Anti-bullying Policy.

In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" of considered within the school's jurisdiction to do so.

The school will take an active part in supporting the community and families when the behaviour of children is unsatisfactory outside of school.

Where off-site behaviour is reported to school that has a safeguarding dimension, the school will take a lead role in ensuring that, where appropriate, information is shared with Children's Services and parents/carers. St Egwin's C.E. Middle School may take action to address this.

## 7. Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for any of the items mentioned in the Appendix 1 of this policy.

- Searches will be conducted by a member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is concern of a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police/PCSO will be contacted if any weapons, knives, illegal/controlled substances and extreme or child pornography are discovered. (These will be detailed, witnessed and stored securely/safely). If found on a school trip/away from school premises, parent/carer/guardian & police informed accordingly.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any 'Appendix 1' item is confiscated. 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](#).

### **Other Relevant Policies**

This policy needs to be considered in conjunction with the following policies which can be found on the school website or available upon request:

Safeguarding & Child Protection Policy

Equality Policy

E-Safety Policy

Anti-Bullying Policy (including Cyberbullying)

Child friendly anti bullying policy

Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, searching and confiscation")

Special Educational Needs Policy

Health and Safety Policy

Online safety

Social Media Policy

SRE Policy

Mental health and wellbeing policy

CSE Policy

Child on Child Abuse Policy

## Appendix 1: Items banned from the school premises

- Fire lighting equipment
- Drugs and smoking equipment
- Cigarettes or Electronic cigarettes/Vapes
- Tobacco & smoking paraphernalia
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

### Weapons and other dangerous implements or substances e.g.

- Knives
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Dangerous chemicals

### Other items e.g.


- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Stolen items

## Appendix 2: Behaviour reporting structure

The following table shows the areas of responsibility with pupil behaviour.

Persons	Responsibility
Lunch Time Supervisors	Deal with basic low level behavioural/minor issues and lunch time. If any unresolved minor issues, hand over to form tutor at end of lunch. Any physical violence towards another pupil, pupil escorted to the Refocus Room. Key Stage Lead/Deputy or Senior Leader to be informed and deal with directly.
Form tutor	First port of call for all minor issues involving a form member e.g. friendship issues, behaviour in lessons (as per stamps in planner), planner checks, issues forwarded via CPOMS. Form tutors to follow up on these issues to check they are resolved. However, if not resolved, escalating or occurring repeatedly – see step below.
KS leader	Deals with issues forwarded by form tutors and log on CPOMS. Along with all other serious issues e.g., ASAP (priority), administering appropriate sanction. This is communicated with the relevant people and logged on CPOMS.
SENCO	<i>Deals with any SEN issues relating to behaviour pupils forwarded by KS leaders and logged on CPOMS.</i>
DSL	<i>Deals with any Welfare issues relating to behaviour pupils forwarded by KS leaders and logged on CPOMS.</i>
Head of Behaviour (Deputy HT)	Deals with pupils forwarded by KS leaders and logged on CPOMS. Deputy HT is likely to be involved with decisions around suspensions, phoning parents to advise, organising and holding re-integration meetings, logging outcomes onto CPOMS.
Head Teacher	Issues forwarded to Head at HOB discretion. Decisions regarding exclusions are the responsibility of the Headteacher. If the Headteacher is not available, DHT to deal with exclusions with WCC contacted and advice sought if necessary.

### Appendix 3: R2L Card (Ready 2 Learn)



ST EGWIN'S C.E.  
MIDDLE SCHOOL

Ready 2 Learn

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

- This card must be carried with you at all times and presented to teachers when asked for.
- You must have all your equipment and books with you for each lesson.
- You must have the appropriate uniform at all times.
- 5 X's will result in detention.


### Appendix 4: Support/Mentor/Report Card

Support Card For \_\_\_\_\_ Form: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Lesson 1					
Lesson 2					
Break Check					
Lesson 3					
Lesson 4					
Lunch Check					
Form					
Lesson 5					
Average					
Parent's Signature					

#### Behaviour

Ready Respectful Safe
A = Expected
B = Warned
C = Line
D = Cross
E = Time Out
F = Refocus

#### Attitude

Love Respect Endeavour
3 = Beyond
2 = Acceptable
1 = Below

## Appendix 5: Physical Intervention/Restraint Form:

### Physical Intervention/ Restraint Form

Full name of young person: \_\_\_\_\_ Age: \_\_\_\_\_

Any other young person present (full names): \_\_\_\_\_

Date: \_\_\_\_\_ Location of incident: \_\_\_\_\_

#### Details of the behaviour requiring use of physical intervention including attempts at de-escalation. Please circle:

Humour Verbal advice and support Firm/clear directions Negotiation Limited  
Choices Distraction Diversion Reassurance Planned ignoring Contingent touch  
Calm talking Calm stance Patience Withdrawal offered Withdrawal Directed  
Swap Adults Reminders about consequences Success reminders  
Other \_\_\_\_\_

Full name of staff using Restraint: \_\_\_\_\_

Other members of staff involved: \_\_\_\_\_

#### Nature of the Physical Intervention ( circle where appropriate ):

What time did the incident start? \_\_\_\_\_

How long did the restraint last? \_\_\_\_\_

Were there any injuries? Young person \_\_\_\_\_ Other person \_\_\_\_\_

Details: \_\_\_\_\_

Restraint Debriefing offered? Yes \_\_\_\_\_ No \_\_\_\_\_

Medical Check? Offered \_\_\_\_\_ Accepted \_\_\_\_\_ Declined \_\_\_\_\_

#### Risk Assessment. Risk to:

Self Others Property Criminal Offence Other \_\_\_\_\_

External agencies informed? Medical staff LA / social worker LADO

Safer schools Partnership Police Other \_\_\_\_\_

Please attach any supporting records: Medical Report Letter or notes of discussion

Health and Safety Report (RIDDOR) Notes of LADO Other \_\_\_\_\_

How effective was the intervention? \_\_\_\_\_

How was the incident resolved and what were the consequences? \_\_\_\_\_

How was the intervention in the best interests of the young person? \_\_\_\_\_

Views of the young person: \_\_\_\_\_

Details of any Medical Treatment: \_\_\_\_\_

Parent/Carer informed (details): \_\_\_\_\_

Adult responsible for this record: \_\_\_\_\_

Signed by adult: \_\_\_\_\_

Monitored by: \_\_\_\_\_

Position: \_\_\_\_\_

Signed: \_\_\_\_\_

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