



## **Policy – exclusion**

**Date – November 2017**

**Review Date – November 2020**

**Based on – DfE guidance on exclusion (September 2017)**

**Signed by the Headteacher**

\_\_\_\_\_

**Name** \_\_\_\_\_

**Signed on behalf of Governors**

\_\_\_\_\_

**Name** \_\_\_\_\_

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## **Burley and Woodhead School vision and aims**

As a Church of England school, we are committed to preparing our children for their journey into the 21<sup>st</sup> century. The world in which they will live as adults will be diverse, uncertain, dynamic and full of opportunities. We recognise this and are committed to giving them a primary education, in partnership with parents, local Churches and the wider community, which prepares them for the rest of their lives.

Our aim is to develop a school that everyone can be proud of which promotes a strong social, moral, spiritual and academic ethos. When children leave our school, they will be respectful, resilient, confident, caring individuals with a love of learning, who are ambitious future leaders of their local and global community.

We will do this by:

- Ensuring the members of our school community can work together in a caring, safe and supportive learning environment.
- Communicating our identity through our six Burley Woodhead me areas: learning me, global me, healthy me, creative me, safe me and collaborative me.
- Underpinning all our work with our twelve Christian values: compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.
- Promoting a Growth Mindset ethos to ensure that children and adults have the capacity to learn when it is challenging, resilient when approaching unfamiliar tasks and reflective when given feedback.

**All of our policies are underpinned by our school vision and aims.**

### **Background**

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

### **Legislation**

The principal legislation to which this policy relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; • the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

### **Introduction**

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach or persistent breaches of the school's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. As can be seen in our behaviour flow chart (see appendix), exclusion is the final sanction on our list. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to

exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. The behaviour of a pupil outside school can be considered grounds for an exclusion. At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between half and five days) (See appendix). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination. The governing board recognises its duty to arrange education from the sixth day of a fixed-period exclusion which is triggered by consecutive fixed-period exclusions totalling more than five days.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter (see appendix) will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. The local authority will also be notified of the exclusion (see appendix).

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date (see appendix).

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During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **General factors the school considers before making a decision to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Work with the Behaviour Support service at Bradford Council
- Explore a placement at an alternative provision
- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

### **Appealing the outcome of a decision to exclude**

Parents will be invited to a review meeting with the school's governors if their child has been permanently excluded. This will happen within 15 school days. The school and parents will be given the opportunity to make representation at this meeting and the governors will seek advice from the governor support service, if necessary, when considering their decision to either overturn the exclusion or enforce the exclusion.

If the governors don't overturn the exclusion, parents can ask for an independent review by Bradford council.

## **Equality**

Under the Equality Act 2010 (the Equality Act), Burley and Woodhead CE Primary school will not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

In carrying out our functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These duties will be complied with when deciding whether to exclude a pupil. We also ensure that our policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Headteacher and governing board comply with our statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

This policy should be read in conjunction with:

- Behaviour policy,
- Child protection and safeguarding policy
- Complaints policy
- Equality policy
- SEN policy

## **Contact details (correct as of November 2017)**

Contact: **Margaret Irving / BSS Admin**

email: [EducationBSS@bradford.gov.uk](mailto:EducationBSS@bradford.gov.uk)

Tel: 01274 439328 / 01274 439336

Address:

City of Bradford MDC  
Children's Services

Behaviour Support Service

Fifth Floor Margaret McMillan Tower

Princes Way

BRADFORD

West Yorkshire

BD1 1NN

**Burley and Woodhead C of E Primary—Behaviour Flow Chart**



**Warning**

**Name on board**

**Lose 5 minutes playtime or golden time**

**Lose all playtime/15 minutes of lunch**

**Move to Partner Class**

**Sent to SLT**

**Sent to Headteacher/meeting with parents**

**Internal Exclusion**

**Exclusion—fixed term**

SECTION 1.4

EXCLUSION TIME-TABLE CHART

	FIXED-PERIOD, 5 days or less in total in any one term (where no examination)	FIXED-PERIOD, adding up to more than 5 days and up to 15 days in one term	FIXED-PERIOD, over 15 days (or totalling more than 15 in one term)	PERMANENT (including conversion from fixed period)
HEADTEACHER	1. Inform parents/carers of length/reason for exclusion, of right to make representations to The Governing Body, how they may do so and who to contact <i>model letter 1 &amp; see footnotes 1-3</i>	1. Inform parents/carers of type/length/reason for exclusion, of right to make representations to The Governing Body, how they may do so and who to contact <i>model letter 2 &amp; see footnotes 1-3</i>	1. Inform parents/carers of type/length/reason for exclusion, of right to make representations to The Governing Body, how they may do so and who to contact <i>model letter 3 &amp; see footnotes 1-3</i>	1. Inform parents of type/reason for exclusion, of right to make representation to The Governing Body, how they may do so and who to contact <i>model letter 4 &amp; see footnotes 1-3</i>
	2. Inform Children's Services, Form Ex1	2. Inform Children's Services, Form Ex1	2. Inform Children's Services, Form Ex1	2. Inform Children's Services, Form Ex1 and EX3
	3. Make arrangements for setting and marking work	3. Make arrangements for setting and marking work	3. Make arrangements for setting and marking work	3. Make arrangements for setting and marking work
CLERK	5. Set up PDC meeting only if parents request	5. Set up a PDC meeting <b>between the 6th and 50th school day</b> , if parents wish to make representations, following the exclusion notification	5. Set up PDC meeting between the 6th and 15th school day following the exclusion notification	5. Set up a PDC meeting between the 6th and 15th school day following the exclusion notification
		6. Invite parents/carers to PDC meeting	6. Invite parents/carers to PDC meeting	6. Invite parents/carers and Children's Services's representative to the PDC meeting
		7. Circulate documentation to all parties	7. Circulate documentation to all parties	7. Circulate documentation to all parties
HEADTEACHER		8. Ensure all documentation (including statements) made available to Clerk to forward to The Governing Body, parents/carers and Children's Services	8. Ensure all documentation (including statements) made available to Clerk to forward to The Governing Body, parents/carers and Children's Services	8. Ensure all documentation (including statements) made available to Clerk to forward to The Governing Body, parents/carers and Children's Services
GOVERNING BODY	9. Consider exclusion if parents request. Cannot direct reinstatement	9. Consider exclusion and whether to direct reinstatement	9. Consider exclusion and whether to direct reinstatement	9. Consider exclusions and whether to direct reinstatement
		10. If pupil reinstated, give directions to Headteacher and inform parent and Children's Services 10A If not reinstated, inform parent (and Headteacher and Children's Services)	10. If reinstated, give directions to Headteacher and inform parent and Children's Services 10A If not reinstated, inform parent (and Headteacher and Children's Services)	10. If the <del>The</del> Governing Body upholds Headteacher's decision, advise parents of right to request a review; and notify parents and Children's Services of decision
HEADTEACHER		11. Comply with any Discipline Committee resolution to reinstate at earlier date	11. Comply with any Discipline Committee resolution to reinstate at earlier date 11A If pupil is reinstated, call a meeting with his/her parents to plan reintegration	11. If pupil is reinstated, call a meeting with her/his parents to plan reintegration

Footnotes:

1. The parent must be immediately notified of exclusion, ideally by telephone followed up by a letter within one school day.
2. Where the pupil resides outside the Bradford Metropolitan District the home LEA must also be notified.
3. Where a pupil's exclusion would result in him/her losing an opportunity to take a public examination on the Headteacher must notify the parents as usual, and also inform Children's Services, and the ~~The~~ Governing Body of the exclusion. The normal time limits do not apply and the Committee must try and meet before the public examination. If it is not practicable for the Committee to meet, the Chair of the Committee can make a decision on the exclusion.

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**Form Ex1**

## PUPIL EXCLUSION – REPORTING FORM

School	<input style="width: 90%;" type="text"/>	DfE Number	<input style="width: 90%;" type="text"/>
Pupil's Surname	<input style="width: 90%;" type="text"/>	Date of Birth	<input style="width: 20%;" type="text"/> <input style="width: 20%;" type="text"/> <input style="width: 20%;" type="text"/> <input style="width: 20%;" type="text"/>
Pupil's Forenames	<input style="width: 90%;" type="text"/>	UPN	<input style="width: 90%;" type="text"/>
		Year Group	<input type="checkbox"/> Girl <input type="checkbox"/> Boy <input type="checkbox"/>
		Ethnic Group	<input style="width: 90%;" type="text"/>
Pupil's Address	<input style="width: 95%;" type="text"/>		
	Postcode <input style="width: 15%;" type="text"/>		
Parent/Carer Names	<input style="width: 95%;" type="text"/>		Tel No: <input style="width: 15%;" type="text"/>
Parent/Carer Address (If different)	<input style="width: 95%;" type="text"/>		
	Postcode <input style="width: 15%;" type="text"/>		

<b>DETAILS OF EXCLUSION</b>			
Date PSP commenced	<input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/>		
Date PSP last updated	<input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/>	First day of exclusion	<input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/>
Type of exclusion (Please tick)			
Permanent (P)	<input type="checkbox"/>	Fixed Period (F)	<input type="checkbox"/>
No of days	<input style="width: 20%;" type="text"/>	Lunchtime (L)	<input type="checkbox"/>
No of days	<input style="width: 20%;" type="text"/>		
Return date	<input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/>	Total of previous exclusions for this academic year	<input style="width: 20%;" type="text"/>
Reason for exclusion (please enter code – see list B overleaf) <input style="width: 80%;" type="text"/>			
Please give details	<input style="width: 95%;" type="text"/>		
Agencies known to be involved (please enter letters from list C overleaf) <input style="width: 95%;" type="text"/>			
Any other agency, please specify <input style="width: 95%;" type="text"/>			
If Social Services, please give details of Social Worker/contact person			
Name:	Area Office:	Tel:	
<input style="width: 30%;" type="text"/>	<input style="width: 30%;" type="text"/>	<input style="width: 40%;" type="text"/>	

CATEGORIES OF VULNERABILITY	Yes	No	EHCP/STATEMENT	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>RANGE OF PROVISION</b>						
1. Is the pupil in Public Care/Looked After?	<input type="checkbox"/>	<input type="checkbox"/>	Range 1	<input type="checkbox"/>	Range 5	<input type="checkbox"/>
2. Is the pupil on the Child Protection Register?	<input type="checkbox"/>	<input type="checkbox"/>	Range 2	<input type="checkbox"/>	Range 6	<input type="checkbox"/>
3. Is she/he a Traveller?	<input type="checkbox"/>	<input type="checkbox"/>	Range 3	<input type="checkbox"/>	Range 7	<input type="checkbox"/>
4. Is the pupil a Refugee/Asylum Seeker?	<input type="checkbox"/>	<input type="checkbox"/>	Range 4	<input type="checkbox"/>		

A copy of this letter to the parents is attached  Signed (Headteacher)

Date

**THIS FORM SHOULD BE RETURNED UNDER CONFIDENTIAL COVER TO THE EXCLUSION'S OFFICER  
BEHAVIOUR SUPPORT SERVICE, CHILDREN'S SERVICES, MARGARET MCMILLAN TOWER, FIFTH FLOOR, PRINCES WAY, BRADFORD  
BD1 1NN**

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**Form Ex 1**

<b>LIST A</b>		<b>Asian or Asian British</b>	
<b>White</b>		<b>Indian</b>	<b>AIND</b>
British	<b>WBRI</b>	Mirpuri Pakistani	<b>AMPK</b>
Irish	<b>WIRI</b>	Other Pakistani	<b>AOPK</b>
Traveller of Irish Heritage	<b>WIRT</b>	Bangladeshi	<b>ABAN</b>
Gypsy/Roma	<b>WROM</b>	Any other Asian	<b>AOTH</b>
Any Other White Background	<b>WOTH</b>		
<b>Shared Heritage</b>		<b>Asian or Black British</b>	
White with Black Caribbean	<b>MWBC</b>	Caribbean	<b>BCRB</b>
White and Black African	<b>MWBA</b>	African	<b>BAFR</b>
White and Asian	<b>MWAS</b>	Any other Black background	<b>BOTH</b>
Any other Mixed background	<b>MOTH</b>	Chinese	<b>CHNE</b>
		Any other ethnic background	<b>OOTH</b>
		Not recorded	<b>REFU</b>

<b>LIST B</b>	
<b>Reason for exclusion:</b>	
<b>PP</b>	Physical assault against a pupil
<b>PA</b>	Physical assault against an adult (a) has a Violence to Staff Report Form been completed?
<b>VP</b>	Verbal abuse/threatening behaviour against pupil
<b>VA</b>	Verbal abuse/threatening behaviour against an adult
<b>BU</b>	Bullying
<b>RA</b>	Racist abuse (a) Has a Racial Harassment Form been completed?
<b>SM</b>	Sexual misconduct
<b>DA</b>	Drug and alcohol related
<b>AR</b>	Arson
<b>OD</b>	Other Damage
<b>TH</b>	Theft
<b>DB</b>	Persistent disruptive behaviour
<b>OT</b>	Other
<b>WPG</b>	Weapon Gun
<b>WPK</b>	Weapon Knife
<b>WPO</b>	Weapon Other (please specify)
(List (b) is used by the LEA & DfE for statistical purposes)	

<b>LIST C</b>	
<b>Agencies Involved with pupils</b>	
<b>(a)</b>	Directorate of Social Services
<b>(b)</b>	Education Service for Travellers and New Communities Children
<b>(c)</b>	Education Social Work Service
<b>(d)</b>	Health Agencies (specify)
<b>(e)</b>	Police
<b>(f)</b>	Youth Offending Team
<b>(g)</b>	Psychological Service
<b>(h)</b>	Teaching Support Service (please circle) <b>SEN</b> <b>LSS</b> <b>PRU</b> <b>EDB</b>
<b>(i)</b>	Voluntary Agencies (a, BRIDGE (specify)
<b>(j)</b>	School LSU/LSM
<b>(k)</b>	External Private Provider (specify)

## **Model letter 1**

**From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.**

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that s/he will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

### **[for pupils of compulsory school age]**

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph as school days during the period of exclusion when you must ensure that s/he is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned promptly for marking. Work to be collected from and returned to the school's main reception.

**[School/PRU]** You have the right to make representations about this decision to the Governing Body/management committee. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the Governing Body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion has occurred as a result of discrimination then you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination or the County Court, in the case of other forms of discrimination.

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

**[This paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions, of up to 5 days, of secondary aged pupils if the head teacher chooses to hold a reintegration interview.]**

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed **[not for parents of secondary aged pupils]**. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with

a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it, however there may be a charge for photocopying.

I would advise you of the following sources of free and impartial advice:

Department for Education's statutory guidance on exclusions

[www.education.gov.uk/aboutdfe/statutory/q00210521/statutory-guidance-regs-2012/guidance](http://www.education.gov.uk/aboutdfe/statutory/q00210521/statutory-guidance-regs-2012/guidance)

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January.

**[where considered relevant by the headteacher insert links to local services/sources of independent advice eg. Traveller Education Services or the local parent partnership [www.parentpartnershp.org.uk](http://www.parentpartnershp.org.uk)]**

**[Child's Name]**'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[Name]**

Head teacher

PASTORAL SUPPORT PROGRAMME

Name of pupil \_\_\_\_\_ DOB \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_

Designated teacher responsible (within school) \_\_\_\_\_

Stage on SEN Register			Brief history of difficulties		
School	Contact name/tel	Objective	Support to achieve objective	Timescale	How monitored
Parents					
Outside agencies					
Review arrangements and date					
Links with other agencies					
..... Parent/carer's signature	..... Pupil signature	..... School signature	..... Date		

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