



**Goring C E Primary School**

**Faith, Love and Learning**

**BEHAVIOUR  
AND DISCIPLINE  
POLICY**

**2023-24**

**Review: Autumn 2024**

# BEHAVIOUR AND DISCIPLINE POLICY

<b>CONTENTS</b>	<b>Page</b>
Introduction and School Mission, Vision and Values	3
Codes of Behaviour	4
Encouraging Good Behaviour	5
Rewarding Good Behaviour	6-7
Individual reward system	8
Collaborative reward system	8
Parental involvement	8
Unacceptable Behaviour – Procedure Level 1	8
Repeated Unacceptable Behaviour – Procedure Level 2	9
Persistent Unacceptable Behaviour – Procedure Level 3	10
Exclusion - Level 4	11
Year 5 & 6 Clips	12
Use of inappropriate & Offensive Language	13
Bullying	14
School Discipline and The Law	14
Malicious Accusations	15
Transition	16
Mental Health Problems In Children	16
Governance And Government Guidance	16
Other Relevant Policies	17
Appendix A – Risk assessment proforma	18-19

## KEY:

HT	Headteacher
AH	Assistant Headteacher
INCL	Inclusion Leader
SLT	Senior Leadership Team (HT, AHs, INCL)
EP	Educational Psychologist
FLW	Family Link Worker
IST	Inclusion Support Team
PSHCE	Personal Social Health & Citizenship Emotional
SEAL	Social & Emotional Aspects of Learning

## INTRODUCTION

At Goring Church of England (Aided) Primary School, we believe behaviour is a form of communication and it is essential for children to learn to communicate well to be able to engage effectively with others. We want our school to be a happy and safe place where everyone is valued, respected and cared for. We want the children to develop intellectually, academically, socially, spiritually, morally and culturally, in an environment that promotes Christian values. Staff will set a positive example of behaviour for the children and promote good behaviour choices by supporting them through therapeutic discussion and reinforcement. We have consulted with children, parents, staff and governors in developing this policy. Our approach takes account of known individual needs as appropriate.

The purpose of our policy is:

- to put our school vision, mission and values into practice
- to provide continuity and consistency in our approach to behaviour
- to provide a whole school approach for ensuring high standards of behaviour

**Mission – what is our reason for being?**

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

**Our Values**

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

**OUR 2025 Vision**

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.
- as a community demonstrates love and respect for all of God's creation.
- provides an exciting, broad and ambitious curriculum that equips learners for the future.

**OUR SCHOOL CODE OF BEHAVIOUR**  
**(Agreed with the children)**

Our behaviour will be underpinned by the key elements of safety and respect

We will communicate by demonstrating behaviour which...

- Keeps ourselves and others safe
- Is respectful to others and the environment
- Uses appropriate, respectful, non-discriminatory language
- Builds others up

**PLAYTIME CODE OF BEHAVIOUR**  
**(Agreed with the children)**

**Safety**

**We will –**

- Keep ourselves and others safe
- Tell an adult if we witness or experience unsafe behaviour or language

- We will always do our best
- We will try to learn from our mistakes
- We will stand still on hearing the first whistle then walk in silence to line up on the second whistle

**Respect**

**We will –**

- Be polite and show respect to other regardless of race, gender or disability
- Be kind and co-operate with each other
- Look after each other and our School environment
- Always tell the truth
- Listen to others and be inclusive
- Walk through school quietly

**Safety**

**We will not engage in:**

- Unsafe behaviour
- Physical aggression
- Dangerous play
- Contact play in KS2
- Straying outside the designated play area
- Climbing on fences, trees, benches or tables

**Respect**

**We will not engage in:**

- Excluding others
- Using unkind or inappropriate language
- Mistreating the environment
- Using play equipment inappropriately
- Discriminatory behaviour/language

## ENCOURAGING GOOD BEHAVIOUR

In school adults will:

- notice, praise and reward good behaviour
- show unconditional positive regard to every child
- explain and demonstrate the behaviour we wish to see
- listen carefully to the concerns of children and respond constructively and promptly
- plan interesting and challenging tasks to engage and motivate
- provide opportunities for children to become positive role models
- be constructive when addressing unacceptable behaviour
- avoid shaming children
- ensure that children understand that it is the behaviour which is unacceptable, not them
- find out about causes of conflict and help children to resolve them through PSHCE and/or Circle Time type activities
- promote respect and restorative practices
- set and provide support to achieve short term personal behaviour targets where necessary

### PLAYTIMES

During playtimes adults will:

- talk to children
- offer children the opportunity to succeed at all times and support them by adapting expectations where appropriate
- remind and reinforce the code of behaviour
- organise games using markings on the playground or equipment
- suggest alternative games for children who play unacceptably
- praise good behaviour (lining up, walking through school to the playground, neat cloakrooms)
- record serious behaviour incidents on CPOMS
- inform teacher of good and unacceptable behaviour

### LUNCHTIMES

During lunchtimes Midday Meal Supervisors (MMS) & Learning Support Assistants will:

- reinforce the school and playtime codes of behaviour
- notice and praise positive behaviour.
- arrange games, supervise playground toys
- promote the use of the trained playground leaders to ensure children have somebody to play with
- encourage co-operative, safe, non-aggressive play in designated zoned areas
- deal with conflicts between children in a calm manner and support the children in resolving their problems
- follow behaviour plans for individual children as appropriate

- use time-out on the white/yellow line as a consequence to unacceptable behaviour
- ensure that children have time to eat their lunch if having 'thinking time' in school for repeated unacceptable behaviour
- report incidents of unacceptable behaviour to the classteacher in person or complete a signed written record (including action taken) before leaving the school site
- deal with minor accidents
- follow the 2 whistle system for lining the children up at the end of play
- inform Senior Leader on duty /Headteacher of recurring unacceptable behaviour

## **RECOGNISING GOOD BEHAVIOUR**

We promote good behaviour by recognising children on an individual and collaborative level in a variety of ways.

The purpose of recognition is to:

- highlight and praise good behaviour
- promote positive behaviour choices
- encourage positive peer role models
- raise self-esteem
- recognise individual achievements
- provide an incentive for sustaining good behaviour

### **INDIVIDUAL REWARD SYSTEMS**

#### **Headteacher's Reward**

Children having a positive attitude towards school life and making consistently excellent behavioural choices can be sent to see the Headteacher to receive a Headteacher's reward. Children who have made a concerted effort to improve their choice-making can also be sent to see the Headteacher to receive a Headteacher's reward.

#### **Awesome Attitude Award**

Each Friday class teachers will choose a child from their class to receive the Awesome Attitude Award for notably positive attitudes to work, social engagement, teamwork or community building including safety and respect during collective worship each week. The teacher will write a short account in the Awesome Attitude log of how the child has shown a particularly positive attitude towards their work or their interactions with others. The child's parents/carers will be invited to attend the assembly via a letter. Photos of the children selected together with the teacher comments will be displayed on the monitor in the foyer for a week. Children will be asked to return the trophy within 7 days.

#### **Wow Work**

Individual children's work will be celebrated by their Key stage and their parents. Teachers will select work that demonstrates learning skills such as perseverance, creativity as well as exemplars of learning outcomes.

## **COLLABORATIVE REWARD SYSTEM**

Each class will have a values based heart which is divided into sections. The sections will be coloured in a labelled according to the value that has been demonstrated by the class as a whole. When the class heart is completely coloured in this will be celebrated during the next awesome attitude assembly.

## **PARENTAL INVOLVEMENT**

We strive to work collaboratively with parents and carers to jointly support children to behave in a socially acceptable way so that they can feel good about their own behaviour and the choices they make.

We ask parents to:

- Build and maintain a positive and supportive relationship of trust with the school
- Demonstrate and role model safe and respectful behaviours
- Communicate any concerns they may have regarding their child's emotional well-being and behaviour
- Let us know when circumstances have arisen which could result in a deterioration in their child's behaviour
- Meet with us to discuss concerns we may have and agree action together
- Try their best to consistently implement strategies suggested by school staff and outside agencies to improve their child's outcomes
- Motivate their child by noticing, praising and recognising good behaviour
- Label the behaviour and not the child when their child makes unacceptable behaviour choices.

## **UNACCEPTABLE BEHAVIOUR AND THE CONSEQUENCES**

We actively try to prevent unacceptable behaviour by encouraging good behavioural choices but if a child displays unacceptable behaviour according to our agreed codes of behaviour there will be a consistent response by the adults involved and consequences appropriate to the child's or children's actions. In these instances we will follow our staged approach to discipline.

Consideration will be given to any additional needs a child may have when responding to their behaviour, whilst maintaining the underlying principle that safety is non- negotiable.

The following graduated approach outlines examples of how escalating behaviour may be addressed

## **UNACCEPTABLE BEHAVIOUR – PROCEDURE LEVEL 1**

**LEVEL 1 in class strategies – Staff member may**

- **Speak firmly, but without raising their voice and explain why the behaviour is unacceptable and what will happen if the behaviour continues**
- **Talk one to one with the child, away from other children when possible, to find out why they are choosing to behave unacceptably using TED approach (tell me, explain, describe)**
- **Provide the child with ‘Thinking time’ in the classroom with a timer**
- **Relocate the child to:**
  - a) **to an alternative area of the classroom**
  - b) **outside the room with a timer for ‘thinking time’, accompanied by a Teaching Assistant/LSA**
  - c) **work with a teaching assistant outside the classroom**
- **Talk to parent where necessary**

**LEVEL 1 during playtime – TA/LSA led / during lunchtimes – MMS/LSA led**

- **Deal with problems immediately, consistently and appropriately in line with the policy**
- **Consider if it was an accident and if so, explain this to the children and encourage more careful play**
- **If it was not an accident, talk to other children involved and listen to their explanations**
- **Ask them what they could do to stop this happening again**
- **Tell child to stand on the playground line or walk with a member of staff for thinking time, talk through their choices and how these might be improved then allow them to return to play with other children, continue to monitor for remainder of playtime**
- **MMS/LSA to inform classteacher of incident verbally or by recording it on behaviour incident log. Teacher will then record incident on CPOMS as appropriate**

## **REPEATED UNACCEPTABLE BEHAVIOUR PROCEDURE LEVEL 2**

**LEVEL 2 in class – Staff /teacher led**

- **Give ‘thinking time’ away from other children when possible**
- **spend time in another classroom with teacher agreement**
- **Set extra work or repeat unsatisfactory work**
- **Written tasks such an apology letter**
- **Loss of privileges eg the temporary loss of a responsibility**
- **School-based community service such as litter-picking (KS2)**



- Detention during lunch-time (KS2). NB when a lunch-time detention is given, reasonable time will be given to eat, drink and use the toilet  
LEVEL 2 SLT led
- If over one school term a child is taken in to have thinking time with a senior member of staff 3 times, the child will receive personal targets and will receive social skills support as appropriate and their parents/carers will be informed
- Parents will be invited to be involved in the new programme of support
- The incident is recorded on CPOMS along with action taken by staff
- Inclusion Leader will advise staff and may seek support for parents eg Early Help
- Inclusion Leader will devise individual behaviour targets using strategies such as a Traffic Light Plan involving class teacher/parents/child and inform and/or involve Headteacher

LEVEL 2 during playtimes – TA/LSA led/during lunchtimes MMS/LSA led

- If behaviour persists take the child into school to have ‘thinking time’ with a senior member of staff
- Behaviour that is not safe or respectful behaviour will be reported to the class teacher in person or recorded before leaving the school site
- Teacher will then record incident on CPOMS
- Recurring behaviour of this nature is explained by the teacher to Headteacher and parents are informed

## **SIGNIFICANT UNACCEPTABLE BEHAVIOUR - PROCEDURE LEVEL 3**

This level will be called for in extreme circumstances such as when the child:

- Runs off and attempts to leave the school grounds
- Persistently refuses to comply with adult instructions
- Causes significant verbal disruption
- Becomes physically and /or verbally aggressive
- Compromises their own safety or that of others
- Causes persistent disruption to other children’s learning

LEVEL 3 – The staff member supervising the child will

- acknowledge the child’s feelings
- call for assistance by alerting the SLT/office via a walkie talkie, internal phone or by sending another child with a red hand or message to the office.
- while waiting for assistance staff continue to use de-escalation strategies to try and calm the child while keeping the child and others safe.
- if necessary instruct other children to move to a place of safety.

- Remain with the child in the area until SLT are present and only physically move the child with minimal intervention, prior to SLT arrival, if not to do so would put them at risk of significant harm. Physical restraint will only be performed by SLT or nominated trained members of staff (see Use of reasonable force policy)

#### Headteacher/Assistant Head/Inclusion Leader led

- Gain an understanding of antecedents and behaviour from supervising adult
- Acknowledge the child's feelings, calmly tell the child that you are there to keep them safe and help them to make good choices, tell them what you want them to do, giving choices and explaining consequences – using minimal short simple sentences.
- Explain what will happen if they do not comply
- Start a countdown from 5 to 1 if still non-compliant
- Call another member of the SLT to assist in removing/restraining the child if they remain non-compliant
- Remove other children from the vicinity of the child for their safety if necessary
- If the child has been removed from the situation the supervising adult will stay with the child until he/she is calm & ready to rejoin the class. Calming strategies eg exercise outside, contact with school dog etc will be employed as appropriate.
- When calm return the child to class and debrief adults in class
- Adults involved will contribute towards recording what happened on CPOMS. Any restraint used will be noted in the bound Incident Log book by SLT and reported to parents.
- Either the HT/AH or INCL to inform the parent/carer of the incident before the end of the day and arrange to meet with parent and child at the end of the day or at the start of the next day
- Class teacher will provide any un-completed work with an explanation to parents if appropriate for the child to complete at home and to be handed in the following day
- Where persistent level 3 behaviour is shown the class teacher and Inclusion Leader will meet to decide on a support plan which may include a Behaviour Plan/Risk Assessment Appendix A. This will be shared with HT and all staff involved and parent/carers
- Consult an external agency such as the Learning and Inclusion Advisory Team or the EP service, once parents/carers have agreed if advice is needed

## EXCLUSION - LEVEL 4

We are an inclusive school and we endeavour to avoid excluding a child due to their behavioural choices, seeking instead to support them to make improved choices within the context of their known needs. However, in the event of a child causing or likely to cause significant harm to themselves, another child or an adult we will issue an exclusion. This will include:

- Physical assault against a pupil or adult
- Verbal or threatening behaviour against a pupil or an adult
- Use or threat of use of an offensive weapon or prohibitive item
- Bullying
- Racist abuse
- Abuse against sex orientation or gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug or alcohol related activity
- Damage or theft of property
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology

The length of the exclusion will be determined by the Headteacher

#### **LEVEL 4 - Headteacher led**

The HT will follow the current guidance produced by the DfE.

- HT (or another member of the SLT in her absence) contact the parents of the child to explain incident, report any restraint used and decision to issue a fixed term suspension or permanent exclusion
- to complete appropriate exclusion letter and forms for county and parents (see exclusion policy & templates)
- Teacher to provide work for the duration of the exclusion period.
- Incident of restraint to be recorded in the bound Incident Log Book kept in the HT's office and signed by the reporting member of staff
- HT to arrange and hold a re-integration meeting with parents/carers on the morning the child is due to return to school which will include
  - a conversation with the child to ensure they understand why an exclusion was issued and to reassure them that a new day brings opportunity for new choices supported by adults in school.
  - a conversation with parent/carer only to discuss action and outcomes to address needs/behaviour and reduce the risk of further exclusions

### **Use of Inappropriate/Offensive Language**

Adults will model the use of appropriate language and seek to develop children's understanding of the impact of using inappropriate or offensive language and the school's graduated response.

Children who use inappropriate or offensive language will

1st incident

- Be spoken to by an adult to discuss why they have used language, the meaning of the language (as appropriate) and the impact of this

choice. A reminder will be given of school expectations of the use of language.

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#### **2<sup>nd</sup> incident**

- Receive a second reminder and a repeat discussion will take place (see 1<sup>st</sup> incident)

#### **3<sup>rd</sup> incident**

- Be referred to SLT who will discuss the persistent nature of their use of inappropriate/persistent language and their understanding of the consequence.
- Be asked to speak to their parent/carer on the phone to repeat the language used and discuss their choice. SLT will support this process and discuss agreed action with parent/carer

Staff will keep a dated log of the incidents of the use of inappropriate/offensive language which will inform the graduated response process.

## **BULLYING**

Bullying is repeated, intentional physical and/or emotional harm from one child or a group of children to another child. It includes blanking, ignoring or consistently excluding another child or children. Bullying often occurs when one party seeks to control, overpower and intimidate another party. We recognise that bullying can be physical, verbal or non-verbal and can involve sending messages via the internet or on a mobile phone and that bullying is often not obvious or public.

We strive to ensure the safety and well-being of all our pupils and we do not tolerate bullying in any form. If it is found to be happening we will act immediately to stop further incidents occurring. Incidents will be recorded, children and parents will be consulted. Action will be agreed and all staff members will be informed as appropriate. The situation will be monitored closely and the views of the child or children previously involved until we are satisfied that the bullying has stopped. Please see our anti-bullying policy for more details.

## **SCHOOL DISCIPLINE AND THE LAW**

### **REASONABLE FORCE**

We reserve the right as school staff to use reasonable force, as allowed by law, to prevent a child from harming themselves, another person or property and to maintain good order and discipline in the classroom. We are fully aware that force can never be used as a punishment. Please see our use of reasonable force policy for more details.

### **SEARCHING WITHOUT CONSENT**

School staff are also allowed by law to search a child without consent if the child is suspected of having a prohibited item with them such as a weapon,

alcohol, an illegal drug, a stolen item, tobacco and cigarette papers, fireworks, pornographic material or an item which has or may cause harm to the child, another person or property. We therefore reserve the right to use reasonable force when searching a child for an item listed above that could be or has been used to commit an offence or cause harm.

#### **CONFISCATING PROPERTY**

The law gives teachers the right to confiscate, retain or dispose of a pupils' property as punishment so long as it is reasonable given the circumstances.

#### **USE OF ISOLATION**

Schools are allowed to isolate a disruptive pupil away from other pupils for a limited period of time if in the best interests of the child and other children. We will ensure that preventing a child from leaving a room will only be done in exceptional circumstances and that the length of isolation is proportionate to the age and stage of development of the child and no longer than necessary. Time spent in isolation will be as constructive as possible and staff will allow the child time to eat and to go to the toilet as needed. We strive to ensure the health and safety of our pupils at all times, therefore any period of isolation will be supervised by a member of staff.

#### **DISCIPLINING OUTSIDE THE SCHOOL GATE**

The law gives teachers the power to discipline include the power to discipline 'to such an extent as is reasonable' even when they are not at school or in the charge of a member of staff. The decision to discipline must be made on school premises or when the pupil is under the lawful control of school staff.

We reserve the right for school staff to discipline pupils for behaviour when:

- Taking part in any school-based or school-organised activity
- Travelling to and from school
- Wearing school uniform
- Identifiable as a pupil at the school
- Or at any other time if the repercussions could disrupt the running of the school, pose a threat to school staff or other pupils or adversely affect the reputation of the school

#### **THE 2010 EQUALITY ACT**

We are fully committed to our duties under the 2010 Equality Act in respect to safeguarding and in respect to children with SEN. We are fully aware that discipline must not breach any other legislation such as disability, SEN, race and other human rights. Discipline will be reasonable in all cases, taking into account the child's age, any SEN or disability and taking into account any racial requirements affecting the child.

As a school we will consider whether the behaviour under review gives cause to suspect that a child is suffering from, or likely to suffer from, significant harm and whether persistent behaviour is as a result of unmet needs or SEN. At this point we will consider the need for a multi-disciplinary assessment.

#### **REPORTING BAD NON-CRIMINAL BEHAVIOUR**

Criminal behaviour will always be reported to the police and a child's social worker will be informed if one is already involved. When bad non-criminal

behaviour is seen outside school or reported to school the Headteacher will make a report in writing.

Following this the procedure will include:

- Discussion with parents and child
- Action agreed by all parties to minimise likelihood of repeat behaviour
- Behaviour strategies put in place to be actioned at home and in school as needed
- Review meeting at a date agreed during the initial meeting and further meetings arranged as needed
- Child's social worker informed if one is already involved

## **MALICIOUS ACCUSATIONS**

If an allegation is determined to be unfounded or malicious, the local authority designated officer will be informed and will refer the matter to local authority children's social care services. Also the headteacher will consider whether to take any disciplinary action against the pupil who invented the allegation such as:

- Detention
- Fixed term suspension
- Permanent exclusion

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegations. The school will refer straight to Level 4 and the sanctions for this procedure. In such cases, parents will always be informed of their child's behaviour and a phone call will be made to parents/carers asking them to meet with the headteacher as soon as possible. The Headteacher will follow the protocol according to the latest guidance. The police may also be asked to consider whether any further action may be appropriate against the child responsible.

In accordance with the government guidance 'Dealing with allegations of abuse against teachers and staff' a member of staff accused of misconduct will not automatically be suspended pending investigation. Please refer to the guidance document.

## **TRANSITION**

Pupils who are joining or leaving the school with known disruptive behaviour careful transition planning will need to take place to include transferral of verbal and written information, discussion with parents and planned visits. Photos of key staff and rooms/areas within the school may also be used to build familiarity prior to transition.

## **MENTAL HEALTH PROBLEMS IN CHILDREN**

We recognise that many children experience mental health problems at some point in their school careers and these can often lead to a display of inappropriate behaviours.

Common mental health problems in children include:

- Emotional disorders
- Conduct disorders
- Hyperkinetic disorders
- Developmental disorders
- Attachment disorders
- Eating disorders
- Habit disorders
- Post-traumatic stress syndrome
- Psychotic disorders – schizophrenia, manic depressive disorder

We actively seek to identify such problems with the support of healthcare professionals so that we can work with children and their parents/carers to overcome these barriers to ensure positive outcomes for them. We will do our best to keep staff up to date with current guidelines for supporting children with mental health issues.

## **GOVERNANCE AND GOVERNMENT GUIDANCE**

### **SCHOOL GOVERNORS**

The Headteacher has the day-to-day authority for implementing the guidelines in this policy on behaviour and discipline but the governors may give advice on particular disciplinary issues. The Headteacher will take this advice into account when making decisions about disciplinary matters. School governors are responsible for reviewing this policy and reviewing its effectiveness and supporting the Headteacher in adhering to its guidelines.

### **GUIDANCE**

The following Department of Education guidance has been adhered to in the writing of this policy:

- Section 89 of the Education and Inspections Act 2006
- Behaviour and Discipline in Schools - Advice for Headteachers and school staff' Department for Education Feb 2014
- 'Mental Health and Behaviour – Information and Tools for Schools' Department for Education March 2015

## **OTHER RELEVANT POLICIES**

**Please read in conjunction with the following school policies:**

- **Anti-bullying Policy**
- **Exclusion Policy**
- **Child Protection Policy**
- **Inclusion and SEN Policy**
- **Use of Force Policy**

**Date adopted by the Governing Body: Spring term 2024**

**Date of next review: Autumn Term 2024**





**Goring C E Primary School**  
Faith, Love and Learning

**Behaviour Plan/Risk Assessment**

Pupil:

Class Teacher

TA:

L.S.A:

**Assessment of Risk**

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

**Agreed Behaviour Management Plan and School Risk Management Strategy**

Focus of Measures	Signs	Interventions
Proactive intervention to prevent risk	What to avoid/what makes things worse:	
Early interventions to manage risks	Stage 1 Stage 2	Stage 1 interventions: Stage 2 interventions:
Reactive interventions to respond to adverse outcomes	Stage 3	Stage 3 intervention:

**Communication of Behaviour Management Plan and School Risk Management Strategy**

Plans and strategies shared with:	Communication Method:	Date Actioned:

**Staff Training Issues**

Identified Training Needs	Training provided to meet needs	Date training completed:

Signature:            Date:

**Evaluation of Behaviour Management Plan and School Risk Management Strategy**

Measures set out	Effectiveness in supporting the child	Impact on risk
<b>ACTIONS FOR THE FUTURE</b>		

Plans and strategies evaluated by:

Signature.....

Date:

