

# Bell Farm Primary School

## Behaviour and Discipline policy



### Introduction

Within a school it is important that children, teachers and parents develop relationships that will enhance the educational experiences of the pupils. To do this successfully, it is essential that we have an agreed policy for managing pupil discipline and behaviour. It must be fair for all pupils and enables everyone to work together with our **shared values** in a positive and coherent manner in a rights-respecting school community.

### Guidelines for Staff

All staff are expected to follow the guidelines set out in this policy. This includes lunchtime supervisors, teaching assistants, teachers, supply staff, office staff and senior staff.

### Core principles

- **We believe that when learning is engaging and exciting, this has a positive effect on children's behaviour**
- **Good relationships are essential and the first strategy in securing good behaviour**
- We believe that rights come with choices and consequences
- We recognise that there are strong links between good self esteem and achievement
- All children need a range of strategies to manage their day successfully
- Staff and older children play an important role in modelling expectations and demonstrating our 22 values in their everyday practice
- We agree charters which must be clear, fair, understood by all and consistently applied
- Good pupil behaviours come about from a joint approach between school and home

We work within the framework of the 42 articles stated in the UN Convention on the Rights of the Child. These support our Values approach and we focus on ten articles which are most relevant to the Bell Farm community.

**Article 2:** The Convention is for everyone under 18, whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

**Article 12:** Children have the right to say what they think should happen when adults are making decisions that affect them, and to be listened to.

**Article 28:** Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**Article 29:** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures and the environment.

**Article 31:** All children have the right to relax and play, and to join in a wide range of activities.

We have a **NO SHOUTING POLICY** and in your relationships with children you will:

- Respond positively and calmly to children and their ideas
- Set high standards in all areas of school life
- Make each child feel that they have the ability to succeed
- Make it clear that each child has a responsibility for his/her own actions
- Apply class charters firmly and fairly, praising appropriately
- Apply rewards and sanction in all aspects of school life e.g. behaviour, work quality, effort
- Deal with poor behaviour wherever it happens, we are all responsible
- **Avoid nagging, punishing the whole class, negatively labelling children, shouting or using sarcasm**

We know that behaviour is good around the school because

- Children know and understand their rights and respect those of others
- There is purposeful learning atmosphere in the classroom and halls
- Movement around the school is calm, orderly, quiet and safe
- Children do what they are asked to do, on the first time of asking by an adult
- There are few referrals of poor behaviour to class teachers following lunchtimes and playtimes
- There is evidence of good independent and collaborative skills both in and outside the school
- Respect is shown to other children and adults
- Adults and children demonstrate our values everyday

### **Promoting good behaviour**

All staff use the language of Rights and Respect to support our pupils in understanding of the rights of all children and all members of our school community. At the start of each school year a new class charter is negotiated and agreed with the children. This is displayed prominently and referred to on a regular basis to support learning attitudes and positive behaviours. Charters are also displayed in the communal areas (appendix 1).

Philosophy for children and Circle Time are used to support children in learning how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives. These incorporate the **current school value**.

Our assemblies are planned around the **value of the month**.

All staff work toward ensuring that all children move around the school in a safe and orderly manner. The **Bell Farm Ladder is followed in every class from years 1 to 6** and parents and senior members of staff are involved at the relevant stages.

### **Supporting children with behavioural difficulties**

All children should be encouraged to maintain the school behaviour policy in all areas of their school life. Where a child finds this genuinely difficult he/she should be supported in a way that is appropriate to their age, ability and need.

### **The role of parents and guardians**

Sign the **Home School Agreement**. This outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

The school will work hard to support children who experience difficulty. It is assumed that all parents and carers will support the school in expecting the highest levels of behaviour from their child and abiding by the school Behaviour Policy.

### **The role of the child**

Pupils are expected to help formulate and to follow all the school and class charters. School charters and rules are developed with the children using the language of rights and responsibilities. Everybody at Bell Farm is expected to show respect and good manners and be polite at all times. Pupils are taught to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions and that behaviour is about making choices.

### **Consequences**

It is very important to stress the positive aspect of children's behaviour and to be clear that when things go wrong it is the behaviour we do not like, not the child. Sanctions are used (appendix 2) in conjunction with the Bell Farm ladder.

### **Rewards**

A range of rewards are used to recognise achievement and encourage further success (appendix 3). In addition to following these systems we expect staff to use...

- Verbal praise and non-verbal signals (smiling, thumbs up etc.)
- Written messages on children's work
- Phone calls and letters to parents
- Articles in the school newsletter or other publications

- Public praise in assembly

Rewards are given for academic progress, sporting success, effort, improvements in behaviour and attitudes, and for actions taken that contribute to the well being of others, reflecting our Rights Respecting approach and our core values. Parents are kept informed through informal conversations with the teacher, golden postcard, special achievements child's name in the newsletters.

Staff actively promote and reward good learning attitudes. For example: perseverance, collaboration, good listening skills, endeavour and self-review.

Individual reward charts (appendix 4) are used with a minority of children who need further support in managing their school day. These charts are shared with parents and result in an agreed reward that is used to motivate a child to change their behaviour by making the right choices during the school day.

### **Progressive Sanctions as part of the Bell Farm Ladder in Years 1 to 6** (appendix 5)

The school deploys a number of sanctions that progress in severity to enforce school expectations and reinforce boundaries. Poor behaviour is recorded and monitored closely and we use the language that reflects a pupil's choice of behaviour. Where poor behaviour continues, the child will move through a planned behavioural ladder (Appendix 4) that reflects the increasing seriousness of the behaviour. Sanctions range from a simple reprimand, to (very exceptional circumstances) an exclusion from the school. **Parents will be contacted when a child's behaviour reaches Yellow D** on the behaviour ladder. Everyday every child starts on the **Bell Farm Blue**.

In the nursery and reception children follow a cloud, sun and rainbow system (appendix 6).

### **Restorative justice**

Restorative justice involves all parties talking about an incident, often together. It links actions with consequences, and requires time to provide adequate opportunity for children to articulate their thinking and reasoning. A restorative approach to conflict asks four key questions.

1. What has happened?
2. How do you feel about it?
3. What would you like to see happen?
4. What are we going to do about it – today, tomorrow?

All staff recognise the power of changing behaviours through this tier of questions which increases awareness of personal responsibility.

### **Bullying**

Bullying can be defined as a behaviour by an individual or group, usually repeated over time, that intentionally hurts an individual or group either physically or emotionally. The school does not accept bullying of any kind whether it is face to face, using the internet or a phone.

All staff are vigilant, particularly in the playground and when children are coming into school and leaving school. Name calling and play fighting are unacceptable behaviours as they can lead to instances of bullying behaviour. There are more details in the school's Anti Bullying Policy.

If a child uses foul language a swearing letter is sent to parents (appendix 7)

### **Prejudice behaviour**

Prejudice behaviour is not accepted by staff or students. Examples of prejudice behaviour include incidents involving race, religion or belief, gender, SEN and disability and sexual orientation. Sufferers of discrimination and harassment will be aided and supported whilst offenders will be counselled and supported to understand why their actions are unacceptable and not in keeping with the aims of a Rights Respecting school. These incidents are reported internally via a form available from the School Business Manager and anonymously to the governing body and the local authority. Co-

operation between school and home is considered vital in this area if the well being of all our pupils is to be maintained. There are more details in the school's Race Equality Policy.

### **Use of Force to Control or Restrain Pupils**

All staff are aware of the 2011 DfE interim Guidance on the use of reasonable force. Staff only intervene physically to restrain children, prevent injury to a child, or if a child is in danger of hurting him/herself. Any actions taken are in line with current government guidelines and are recorded.

### **References**

- Ensuring Good Behaviour in Schools - A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils DfE 2011
- Behaviour and Discipline in Schools - A Guide for Head Teachers and School Staff DfE2011
- Behaviour and Discipline in Schools - Guidance for Governing Bodies DfE2011
- Use of Reasonable Force - Advice for School Leaders, Staff and Governing Bodies 2011
- Screening, Searching and Confiscation

This policy should be read in conjunction with other school policies and guidelines including our Anti Bullying Policy, E Safety, R.E., PSHE, Safeguarding, and our Teaching & Learning Policies. All these policies can be found on the school web site.

<b>Status of Policy</b>	<b>Date</b>
Policy created	
Policy reviewed	October 2017
Agreed by Staff	September 2015
Agreed by Governors, C & L committee	October 2017
Review	Annually by C & L, October 2018

### Wet Playtimes Guidance

Each class need to have clear guidance for what is acceptable and what is not acceptable during wet playtimes and lunchtimes.

Each class except Year 6 are allocated a wet playtime monitor (peer mediators) who will support the children in making good choices and playing games

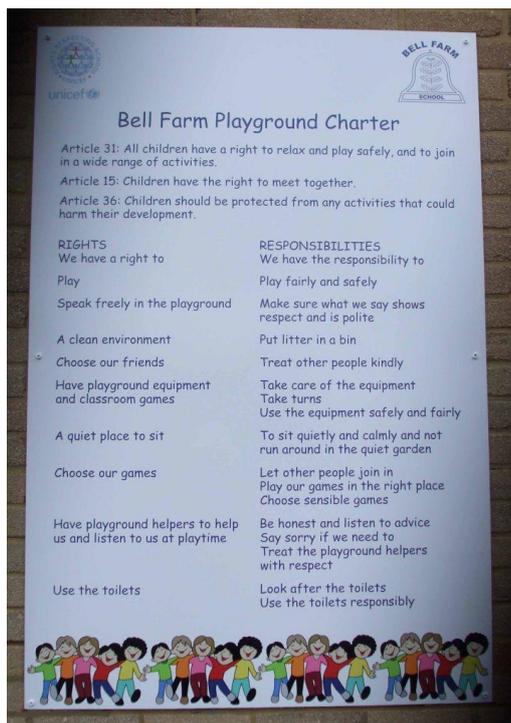
All children need to undertake settled activities. If the laptops and IWB can be used (class teachers decision) then there must be a protocol for their use understood by all.

Each class needs to have a store of appropriate games, drawing paper, comics etc.

### Behaviour on the School Field

- ALL packed lunch (including school packed lunches) children have lunch on the benches.
- For your protection from the sun hats must be worn at all times! No sharing hats. Children who do not have hats will sit in the Shade Shack.
- For your safety children must stay on the field – the small ball playground and behind it is out of bounds.
- Stay safe by staying away from the gate.
- The quiet area – is for children who like to sit down and play quiet games, please respect their right.
- Everyone should bring a water bottle – juice is not allowed.
- Please respect our environment by not climbing trees.

### Playground Charter



<b>Bell Farm Tuck Inn Charter</b>
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Article 24: Children have the right to clean water, nutritious food and a clean environment so that they stay healthy

Article 31: All children have a right to relax and play safely, and to join in a wide range of activities

Article 15: Children have the right to meet together and make friends

### **RIGHTS**

We have the right to

Have a healthy and balanced diet  
(nutritious food)

Eat in a quiet place

Eat in a clean, safe environment

Drink clean water

### **RESPECT**

We respect rights by

Choosing a range of foods to eat  
Trying new foods  
Eating everything we have asked for to help us grow  
Not wasting food  
Asking for healthy foods in our reusable lunch boxes

Eating with our mouths closed  
Using good table manners  
Queuing up sensibly and quietly  
Talking to our friends quietly

Keeping the tables and the floor clear, and tidying up after ourselves  
Putting any waste in the correct bin  
Listening to and following instructions

Making sure there is clean water in our reusable bottles  
Drinking all the water in our cup  
*Created by the School Council 2010*

**Boundaries and sanctions to be used to improve unsatisfactory behaviour**

	<b>Behaviour examples</b>	<b>Comments/strategies</b>	<b>Sanctions</b>
Stage 1 Yellow Class teacher	<b>Low level disruption</b> <ul style="list-style-type: none"> <li>o Chatting when you've been asked to work silently or when an adult is speaking</li> <li>o Fidgeting when being taught</li> <li>o Flicking pencils or rulers</li> <li>o Inappropriate laughing or singing</li> <li>o Annoying others to get a reaction including name calling</li> <li>o Not working at your full capacity</li> <li>o Getting out of your seat at inappropriate times</li> <li>o Calling out</li> </ul>	Catch pupil being good & praise & ignoring some inappropriate behaviours  Build positive relationships with children that have the potential to pose a challenge  Expectations reinforced  Stop & wait, frowns, eye contact & other non verbal approaches  Time frame agreed for desired improvement. Not recorded  Minimum use of language to correct behaviour in front of class  Break the cycle – redirect	A Reminder of classroom charter  B Warning and name on board  C Peg moved to the <b>YELLOW</b> on behaviour ladder <b>and</b> time out table in the classroom <b>and</b> teacher to discuss behaviour 1:1  D Time out in another class at a time out table (5/10 min) – behaviour sheet completed at the time out table (appendix 8) or work is sent with the child.  If a child reaches D in the school day...  <b>Class teacher to speak parent at the end of the school day or by telephone after school</b>
If the child reaches D of stage 1 in a school day and the low level behaviour continues on the same day then this becomes serious behaviour. If a child reaches D 3 times in one week then this becomes serious behaviour and the sanctions for serious behaviour are followed.			
Stage 2 Orange Phase Leader	<b>Serious</b> A child has reached D of stage 1 in a school day and the low level disruption continues  Severe arguing back or disrespecting adults (this may include swearing at an adult)  Swearing  Throwing small objects  Damaging pupil/ school property  Leaving class without permission  Bullying  Stealing  Severe arguing with another child – this may include pushing	Catch pupil being good & praise  Class teacher and Phase leader make an effort to build a relationship with the child e.g. eating lunch with the child  Inclusion leader informed  <b>Class teacher makes the decision as to whether it is appropriate to set up a yellow card for the child.</b>  <b>Home/school log set up by Class teacher</b>  <b>A restorative approach is used.</b>	Pupil sent to Phase Leader. Phase Leader and Class Teacher decide the length of time out that the child needs. This could be up to half a day. This should be at the time out table in the Phase Leaders classroom.  <b>Child's name peg is moved to Amber on the behaviour ladder.</b>  <b>Letter of apology written by pupil</b>  <b>Lunchtime Detention – Must be supervised in classroom or office by an adult</b>  <b>Class teacher to speak parent at the end of the school day or by telephone after school</b>  <b>Class teacher completes swearing letter</b>  <b>Class teacher completes green form and this is circulated to AHT/DHT/HT</b>
Stage 3 RED AHT/DHT/HT	<b>Very Serious</b> <ul style="list-style-type: none"> <li>o Fighting</li> <li>o Bullying</li> <li>o Prejudice (including racism or sexism)</li> <li>o Extreme violence towards adults and children</li> <li>o Use or display of potential weapons</li> </ul>	Catch pupil being good & praise HT/DH/AHT informed/involved Possible involvement of external agencies Pastoral Care Plan set up Involvement of external agencies	Internal exclusion with AHT/DHT/HT  <b>Lunchtime Detention- Must be supervised in classroom or office by an adult</b>  Internal exclusion letter sent home by AHT/DHT/HT (appendix

	<ul style="list-style-type: none"><li>o Fighting, causing intentional harm</li><li>o Leaving the school site without permission</li><li>o Persistent lack of will shown to change behaviour</li><li>o Throwing large objects</li><li>o Little remorse shown</li></ul>		9)
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## Reward Systems

The following reward system is used to support positive attitudes to learning and good behaviour. These are rewards beyond the positive praise we use to reward pupils whenever we 'catch them being good'.

1. **House points** can be earned by all pupils and awarded by any member of staff.
2. **Good choice cards**
3. **Headteacher and Deputy Headteacher award good work stickers** received for any exceptional (for the child) piece of work
4. **Gold, silver, bronze stickers as part of the Bell Farm Ladder (appendix 1)** The children who have finished the day on gold, silver or bronze at the end of the school day are given a sticker by the class teacher. This goes on their sticker chart
5. **Golden postcards** are awarded to pupil's who have been moved to bronze, silver or gold on the behaviour ladder 20 times. Gold certificates will be awarded by the headteacher during the whole school assembly. Parents will receive a letter informing them of the award, and reinforce the school's pride in the achievement made.
6. **Leadership roles** – Peer mediators, monitors, eco-warriors, playground helpers, school council
7. **Special Achievement Certificates**
8. **Whole School Outstanding Achievement Annual Awards**
  - Outstanding Progress in reading, writing and maths
  - Bell Farm Bright Spark
  - Young Scientist
  - Younger Writer
  - Young Mathematician
  - Young Reader
  - Young Sports Personality
  - Ambassador for Bell Farm
  - Artistic Achievement
  - Bell Farm Eco Award
9. **Year 6 Outstanding Achievement Annual Awards**
  - 100% attendance throughout Bell Farm
  - Service to the school
10. **Whole class rewards** are optional but may be used to encourage team building and friendships. These may involve the class earning points to achieve a whole class treat e.g. playing bananagrams, maths/English game, free writing, creating board games, maths puzzles or cooking. **Reward time must be kept to a minimum and must be educational.** Free choice or additional playtimes are not allowed.

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**I Can Earn Move to Bronze, Silver or Gold on the Bell Farm Ladder or receive a Special Achievement Certificate if I.....**

- Demonstrate excellent behaviour all day, every day and model our values
- Show commitment, dedication and perseverance towards my learning and in my work.
- Produce a piece of exceptional work.
- Show continued good progress in my work.
- Achieve my behaviour or IEP targets.
- Achieve 100% attendance.
- Behave exceptionally well and show good learning attitudes whilst on a school trip or whilst representing the school.
- Show a sensitive and caring attitude towards others in the school.
- Read at home regularly.
- Complete my homework regularly.
- Meet the expectations in my Homework Planner.

**My Behaviour Reward Chart – (Name & date)**

My targets are to: Complete my work during lesson  
 To stay in my seat unless I am asked to move  
 To talk to an adult if I have a problem (for example)

When I choose to make good choices I will be rewarded

Day	Lesson 1	Lesson 2		Lesson 2		Lesson 3	Lesson 4
Monday			B		L		
Tuesday			R				
Wednesday			E		N		
Thursday			A		C		
Friday			K		H		

**Example**

This week I did well at:

Next week I could improve:

**Behaviour Ladder: Years 1 to 6**

<p>Always trying your best in all areas of school life. Always showing our <b>Bell Farm values</b> to everyone.</p>	<p>Gold</p>	<p>When 20 gold, silver or bronze stickers are achieved a post card is sent home. Be very proud and <b>happy</b> to show this to family and friends</p>
<p>Continuous good behaviour. Very good efforts in class/homework/assembly/playtimes. Exceptional manners, kindness, <b>friendship, co-operation, care</b> for our community. Very helpful.</p>	<p>Silver</p>	<p>Impress friends and grown ups.</p>
<p>Continuous good behaviour. Very good efforts in class/homework/assembly/playtimes. Exceptional manners, kindness, <b>friendship, teamwork, care</b> for our community. Very helpful.</p>	<p>Bronze</p>	
<p>Work well. Listen well. Talk well. Show good manners and kindness. Follow class charter. Follow our <b>Bell Farm values</b>. Help people.</p>	<p>Bell Farm Blue</p> <p style="font-size: 2em; color: #800080; font-weight: bold;">Start</p> <p>Everyday, everybody starts on the Bell Farm Blue.</p>	
<p>Not following our <b>Values</b> or Class Charter.</p> <ul style="list-style-type: none"> <li>○ Chatting when you've been asked to work silently or when an adult is speaking</li> <li>○ Fidgeting when being taught</li> <li>○ Flicking pencils or rulers</li> <li>○ Inappropriate laughing or singing</li> <li>○ Annoying others to get a reaction including name calling</li> <li>○ Not working at your full capacity</li> <li>○ Getting out of your seat at inappropriate times</li> <li>○ Calling out</li> </ul>	<p>Yellow</p>	<p>I've shown a lack of <b>respect</b>. I need to think about showing <b>care, compassion</b> and <b>friendship</b>. I need to take <b>responsibility</b> for my actions and show <b>co-operation</b>.</p> <p>A Reminder of classroom charter B Warning and name on board C Peg moved to the <b>YELLOW</b> on behaviour ladder <b>and</b> time out table in the classroom <b>and</b> discuss 1:1 with class teacher (this could be at the beginning of playtime or lunchtime) D Time out in another class at a time out table (5/10 min) – behaviour sheet or work completed at the time out table. <b>Parents are informed</b></p>
<p><b>Serious</b></p> <ul style="list-style-type: none"> <li>○ A child has reached D of stage 1 in a school day and the low level disruption continues</li> <li>○ Severe arguing back or disrespecting adults (this may include swearing at an adult)</li> <li>○ Swearing</li> <li>○ Throwing small objects</li> <li>○ Damaging pupil/ school property</li> <li>○ Leaving class without permission</li> <li>○ Bullying</li> <li>○ Stealing</li> <li>○ Severe arguing with another child – this may include pushing</li> </ul>	<p>Amber</p>	<p>I've shown a lack of <b>respect</b>. I need to think about showing <b>care, compassion</b> and <b>friendship</b>. I need to take <b>responsibility</b> for my actions and show <b>co-operation</b>.</p> <p style="text-align: center;"><b>Serious</b></p> <p>E Pupil sent to Phase Leader. Phase Leader and Class Teacher decide the length of time out that the child needs. This could be up to half a day. This should be at the time out table in the Phase Leaders classroom.</p>

### **Early Years Cloud, Sun and Rainbow**

Within the Early Years, the positive approach adopted throughout the school is maintained and the children are consistently praised both verbally and through dojo points, reward stickers and stampers.

In addition to this we have adopted a rainbow behaviour system outlined below:

1. All children will begin the day in the centre of the rainbow. This depicts a positive, fresh start for each day and allows children to feel confident about their behaviour.
2. Throughout the course of the day the children's behaviour is consistently monitored and positive behaviour is both promoted and rewarded. Hard work, good choices, friendliness and being helpful are all examples of the ways children can display positive behaviour in the classroom. At the first instance of positive behaviour, the child will be moved closer to the smiling sun. This will reward them and encourage further positive behaviour. At the second instance of positive behaviour, the child will be moved onto the sun. At the end of the day all of the children who are on the smiling sun can stand up while the class has a 'Sun Celebration' for them!
3. In cases where children make bad choices or act inappropriately, they are given a clear verbal warning. If the behaviour persists, the children will be moved closer to the sad cloud and eventually onto the sad cloud. The children will understand that this is not a good place to be and will therefore be encouraged to improve their behaviour to move back onto the rainbow and towards the sun.
4. Once a child is on the sad cloud, they will be given a 5 minute time out, giving them an opportunity to 'think again' about their behaviour and how to improve it. Following the time out, any positive behaviour will see the child move back onto the rainbow and towards the smiling sun.

Appendix 7



**Proud to Belong**

**Bell Farm Primary School**

Hersham Road  
Hersham  
Walton on Thames  
Surrey KT12 5NB

Tel: 01932 224009  
info@bell-farm.surrey.sch.uk  
www.bellfarmschool.co.uk  
Headteacher: Miss Anne Cooper

Dear Parent/Carer

I am writing to inform you that .....has used foul language in our school today.

They used the words .....

I have reminded your child that poor language is unacceptable. I have explained that it is offensive, together with demonstrating a complete lack of control and respect to those around them.

I would be grateful if you would have a further word with your child and issue a consequence at home. They will have a lunch time detention because of their poor choice.

Should you wish to discuss any aspect of this letter, please contact me through the school office.

Thank you for your support with this matter.

Yours sincerely

Name..... Class..... Date.....

***I respect other children, members of staff, the school and myself***

What did I choose to do that was wrong? Which rights did I not respect?
..... ..... ..... .....
How did it make the other people involved feel? (member of staff or other children)
..... ..... ..... .....
How does that make me feel?
..... ..... ..... .....
What am I going to do about it? (today, tomorrow)
..... ..... ..... .....

Some helpful words and phrases

rights of others	Respecting rights
right	wrong
rude	polite
hurt	look after
shouting out	waiting my turn
calling names	being kind

unkind	showing consideration
talking	listening
disobedient	respectful
bullying	showing respect
thinking	concentrating
<b>doing the right thing on the first time of asking</b>	

Internal Exclusion Letter



**Bell Farm Primary School**  
 Hersham Road  
 Hersham  
 Walton on Thames  
 Surrey KT12 5NB

Tel: 01932 224009  
 info@bell-farm.surrey.sch.uk  
 www.bellfarmschool.co.uk  
 Headteacher: Miss Anne Cooper

Thursday 24th January 2013

Dear

**Only to be sent by HT, DHT, AHT**

Following our telephone conversation on ..... that on .....  
 ..... reached 'red' on our Bell Farm Ladder. This is one of our most serious sanctions and means  
 that .....had an internal exclusion. ....reached stage 3 for.....  
 ..... For your information I have enclosed a copy of the Bell  
 Farm Ladder.

He/she was excluded from his/her own class for the rest of the day on ..... and  
 had to complete his/her work on his/her own under the supervision of the Assistant Head/  
 Deputy Head/ Headteacher after spending time with ..... talking through the  
 incident. This gave .....an opportunity to reflect on his actions and write letters  
 of apology.

I understand that this may be upsetting for you and I can assure you that the decision to  
 make an internal exclusion was not taken lightly. If you would like to discuss this matter  
 further, please do not hesitate to contact me.

Kind regards

Miss Anne Cooper  
 Headteacher

.....  
Bell Farm Ladder – Red Letter

Date.....

Please return this slip to the school office as proof of receipt of the letter.

Child's name..... Year group.....

Signature of Parent/Carer .....