Behaviour Statement and Policy

**Belford Primary School**



|  |  |  |
| --- | --- | --- |
| **Approved by:** | Phil Green | **Date:** 23rd May 2025 |
| **Last reviewed on:** | 23rd May 2025 | |
| **Next review due by:** | 23rd May 2026 | |

**Contents**

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Definitions
4. Bullying
5. Roles and Responibilities
6. School Behaviouir Curriculum – Golden Rules
7. Responding to Behaviour
8. Responding to misbehaviour from pupils with SEND
9. Supporting pupils following a sanction
10. Pupil transition
11. Training
12. Monitoring Arrangements
13. Links with other policies

[Appendix 1: written statement of behaviour principles](#_Toc198800899)

[Appendix 2: behaviour log](#_Toc198800901)

[Appendix 3: letters to parents/carers about pupil behaviour – templates](#_Toc198800902)

# 1. Aims

This policy aims to:

* Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Provide clear parameters for behaviour structured around the ‘Golden Rules’ which will be applied consistently in all areas of school life.
* Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
* Outline the expectations and consequences of behaviour
* Provide a consistent approach to behaviour management that is applied equally to all pupils
* Define what we consider to be unacceptable behaviour, including bullying and discrimination

# 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](https://www.gov.uk/government/publications/behaviour-in-schools--2)

[Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

[The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](https://www.gov.uk/government/publications/school-exclusion)

[Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

[Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

[Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88 to 94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) explaining that maintained schools must publish their behaviour policy online

# 3. Definitions

* **Misbehaviour** is defined as:
* Disruption in lessons, in corridors between lessons, and at break and lunchtimes
* Non-completion of classwork or homework
* Poor attitude
* Unkind language and actions towards others
* **Serious misbehaviour** is defined as:
* Repeated breaches of the school golden rules
* Obscene language or gestures including swearing
* Wilfully disobeying the teacher, e.g. running away
* Assault towards an adult or child.
* Any form of bullying
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting
* Physical behaviour such as interfering with clothes
* Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
* Vandalism and damaging school property
* Theft
* Fighting
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited/banned items. These are: Knives or weapons, alcohol, illegal drugs

stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks.

# 4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

|  |  |
| --- | --- |
| TYPE OF BULLYING | DEFINITION |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic   Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Please refer to our school anti-bullying policy for further details.

# 5. Roles and responsibilities

5.1 The governing body

The school governing body is responsible for:

* Reviewing and approving the written statement of behaviour principles (appendix 1)
* Reviewing this behaviour policy in conjunction with the headteacher
* Monitoring the policy’s effectiveness
* Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

* Reviewing this policy in conjunction with the governing body
* Giving due consideration to the school’s statement of behaviour principles (appendix 1)
* Approving this policy
* Ensuring that the school environment encourages positive behaviour
* Ensuring that staff deal effectively with poor behaviour
* Monitoring that the policy is implemented by staff consistently with all groups of pupils
* Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
* Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
* Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
* Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

* Creating a calm and safe environment for pupils
* Establishing and maintaining clear boundaries of acceptable pupil behaviour
* Implementing the behaviour policy consistently
* Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
* Modelling expected behaviour and positive relationships
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
* Challenging pupils to meet the school’s expectations

The headteacher will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

* Get to know the school’s behaviour policy and reinforce it at home where appropriate
* Support their child in adhering to the school’s behaviour policy
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly
* Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
* Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
* Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school’s ‘Golden Rules’ and routines
* The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don’t meet the standards
* The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

**6. The School Behaviour Curriculum**

**6.1 Our Golden Rules**

The school behaviour curriculum has been developed by a process which involved pupil participation at all stages. Through discussions with children, the school created six Golden Rules for behaviour. The Golden Rules are displayed in each classroom. Individual classes also develop their own class expectations as part of their PSHCE lessons at the start of each academic year and revisit these at least termly. Assembly time is used to discuss the value and importance of the Golden Rules throughout the academic year.

***GOLDEN RULES***

We are respectful towards staff and each other.

We are kind, friendly and helpful.

We listen to staff and each other.

We are honest.

We work hard and try our best.

We look after property

6.2 Mobile phones

* Children’s mobile phones are handed to a staff member at the start of each day and stored in the school office.
* Children are not permitted to use a mobile phone on the school site.

# 7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

* Greeting pupils in the morning/at the start of lessons
* Establishing clear routines
* Communicating expectations of behaviour in ways other than verbally
* Highlighting and promoting good behaviour
* Concluding the day positively and starting the next day afresh
* Having a plan for dealing with low-level disruption
* Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

Verbal praise

Communicating praise to parents/carers via a phone call or written correspondence e.g. postcards home.

Certificates and a special mention in our Friday celebration assembly.

Positions of responsibility, such as sports leaders, school parliament representative or being entrusted with a particular job or project

Whole-class or year group rewards, such as a popular activity or visit

7.4 Responding to misbehaviour – breaking the school Golden Rules

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, will be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

● Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.

● Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free time, moving to sit alone, letter of apology or loss of responsibility.

● Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.

● Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged in the school behaviour record. Repeated major breaches of discipline may result in suspension and in the most serious of circumstances, permanent exclusion.

7.5 Physical Intervention

In certain and specific rare situations, members of staff will be permitted to use physical intervention where they deem it to be appropriate.

This also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

Where physical intervention is required, the school will abide to the following guidance:

• The purpose will always be to reduce the level of risk and maintain safety for all parties.

• It will be the least restrictive and for the least amount of time necessary to manage the risk presented.

• It will be reasonable and proportionate to the level of risk, taking into consideration the individual pupil’s circumstances, including medical needs.

• Initial interventions will always focus on Safety Intervention Training verbal de-escalation techniques. For further information please see the Restrictive Physical Intervention Policy.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

# 8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school’s policies or practices ([Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

The pupil was unable to understand the rule or instruction

The pupil was unable to act differently at the time as a result of their SEND

The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is ‘yes’, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

# 9. Supporting pupils following a sanction – a restorative approach.

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

School staff will use a restorative approach. The 5 R's of restorative practices are Relationship, Respect, Responsibility, Repair, and Reintegration. These principles guide the restorative approach to conflict and harm, emphasizing building and mending relationships, demonstrating respect, taking responsibility for actions, repairing the harm, and facilitating reintegration into the school community.

Staff may use the following questions as part of the restorative process:

1. From your perspective, what happened?

2. What were you thinking and feeling at the time?

3. What have you thought about or felt since then?

4. Who has been affected by what happened and how?

5. What about this has been the hardest for you?

6. What do you think needs to be done to make things as right as possible?

# 10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

# 

# 11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

Safety Intervention Training

The needs of the pupils at the school.

How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

# 12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusions and suspensions

Use of pupil support units, off-site directions and managed moves

The data will be analysed every term by the senior leaders in school and the governing body.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

# 13. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Safety Intervention Policy

Mobile phone policy

### Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and physical intervention are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions using a restorative approach.

Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils’ home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

### Appendix 2: Behaviour log

| Pupil’s name: |  |
| --- | --- |
| pupil’s known protected characteristics: |  |
| Name of staff member reporting the incident: |  |
| Date: |  |
| Where did the incident take place? |  |
| when did the incident take place?  (before school, after school, lunchtime, break time) |  |
| what happened? |  |
| who was involved? |  |
| What actions were taken, including any sanctions? |  |
| is any follow-up action needed? if so, give details |  |
| people informed of the incident (staff, governors, parents/CARERS, police): |  |

### Appendix 3 : letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear parent/carer name,

I wanted to make you aware of an incident that happened today. [brief description of the behaviour incident].

As you will appreciate, this behaviour doesn’t adhere to our behaviour curriculum, which is set out in our behaviour policy. [link to school Golden Rules]

This has been promptly followed up in school with [description of what the school has done, e.g. talk with headteacher lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [pupil’s name]’s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

---------------------------------------------------------------------------------------------------------------------------------------------

**Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/carer name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Second behaviour letter

Dear [parent/carer name],

Following my previous letter regarding the behaviour of [pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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