

All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

Curriculum Policy on Personal, Social, Health and Economic Education Including: Sex and Relationships (SRE) and Drug Education

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By: Full GB

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	Member of staff responsible	Governor	Senior member of staff
PSHE education	Kirsty Devenport	Vikki Sylvester	Vicki Bradley
SRE	Kirsty Devenport	Vikki Sylvester	Vicki Bradley
Drug Education	Kirsty Devenport	Vikki Sylvester	Vicki Bradley
Drug Related Incidents	Kirsty Devenport	Vikki Sylvester	Vicki Bradley

Aims for PSHE education

PSHE education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHE education makes a significant contribution to the Prevent agenda and to safeguarding children and young people. It also supports children and young people's Spiritual, Moral, Social and Cultural Development.

PSHE education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Our Ethos

'Caring for each other, succeeding together' is our school motto. We are committed to providing a happy, caring and stimulating environment for our pupils, where they will be encouraged to learn independently and to seek high standards. They will meet a range of quality learning experiences that are enjoyable and will help them grow into independent and highly motivated global learners.

Our School

- A place where every child is safe and secure
- A place where everybody shares the same vision
- A place where every person feels valued, included and respected
- A place where there is achievement, enjoyment and celebration of success
- A place where we all develop to our full potential
- A place where everyone is encouraged to make a positive contribution
- A place where we encourage parents and extended family to play a positive part in school life
- A place where we care for each other and succeed together

Our Christian Values

We focus on one Christian Value each half term. Our values are:

- Hope, Endurance, Acceptance, Reverence, Thankfulness, Service (HEARTS)

Our Aims

As a school our aim for all our children is that they:

- feel safe and secure
- develop self-belief
- respect themselves and others
- are aware of their rights and have high self-esteem

- are independent, co-operative learners
- show high levels of motivation and perseverance
- are curious, resilient and unafraid of taking risks
- become confident, motivated life-long learners
- develop the capability and desire to play a meaningful part in our community today and in the future

Our Objectives:

- To establish high expectations and celebrate all achievements
- To ensure there is a positive learning environment in every classroom
- To create and maintain a safe, secure and inclusive physical environment
- To establish an environment in which everyone's views and opinions are aired and valued
- To offer extended learning opportunities for all pupils
- To ensure the continual involvement of the whole school community

Curriculum Organisation

PSHE education will be delivered through a combination of planned curriculum opportunities and whole school approaches.

This will take the form of:

- Discrete curriculum time
- Cross Curricular opportunities
- Acts of Worship
- Visitor input
- Enrichment opportunities

PSHE education is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE education has an equal priority with other learning.

Teaching and Learning

PSHE education is delivered in line with the school's teaching and learning policy. As PSHE education perhaps more than any other subject, works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions and role-play.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs
- Using a variety of groupings, including single sex, where appropriate.

In order to effectively do this, we use and adapt some schemes as a basis for our planning.

These include:

- ENTRUST's scheme of work for PSHE / RSE
- Picture News. This is a whole school weekly resource that we use to enhance children's personal development and give them an understanding of current affairs and British Values.

For more information - <https://www.picture-news.co.uk/>

Curriculum Content

The PSHE education programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE education is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

<u>Year A</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Early Years Foundation Stage - Reception	<u>Me and My School</u> <ul style="list-style-type: none"> • Who is in my class • Adults in school • My classroom • The school building <u>Me and My Relationships</u> <ul style="list-style-type: none"> • Being a good friend • Who is in my family • Different types of family 	<u>Me and My Safety</u> <ul style="list-style-type: none"> • Safety in the classroom • Safety in school • Safety in the playground • People who help us keep safe <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> • Hand washing • Healthy eating • Teeth • Medicines • Being happy 	<u>Me and Other People</u> <ul style="list-style-type: none"> • Celebrating special events • Same and different <u>Me in the World</u> <u>Transition</u> <ul style="list-style-type: none"> • School Council • New experiences in year 1 • Summer holidays including safety in the wider world
Year 1 & 2	<u>Me and My School</u> <u>Class rules</u> <u>School Council</u> <ul style="list-style-type: none"> • Making choices • Compromise • Skills of a representative • Own skills in relation to School Council • Class meetings <u>Me and My Relationships</u> <ul style="list-style-type: none"> • Valuing themselves • Family - different types • Friendship skills • Good and bad friendships • Making choices 	<u>Me and My Safety</u> <u>Safe and unsafe: -</u> <ul style="list-style-type: none"> • Things e.g. medicines and household substances • Places e.g. roads • People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> • Body parts • Personal hygiene • Spread of germs and diseases • Balanced diet • Healthy lunchbox 	<u>Me and Other People</u> <ul style="list-style-type: none"> • Similarities and differences between boys and girls • Different types of families • Race and religion <u>Me in the World</u> <u>Pets and animals</u> <ul style="list-style-type: none"> • Likes and dislikes • Right and wrong • Needs of animals • Fair and unfair • Human needs

Year 3 & 4	<u>Me and My School</u> <ul style="list-style-type: none"> Class rules New challenges Valuing themselves School Council <u>Me and My Relationships</u> <ul style="list-style-type: none"> What makes a good friend? Falling out 	<u>Me and My Safety</u> <ul style="list-style-type: none"> Safety in school Responsibilities for my safety and the safety of others E safety <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> What keeps me healthy? What can make me ill - bacteria and viruses Drugs - medicines and Tobacco Good and bad habits 	<u>Me and Other People</u> <ul style="list-style-type: none"> Similarities and differences Communities including Britain Respect and tolerance <u>Me in the World</u> <ul style="list-style-type: none"> Managing money Good value Resource allocation
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Year B	Autumn	Spring	Summer
Early Years Foundation Stage - Reception	<u>Me and My School</u> <ul style="list-style-type: none"> Who is in my class Adults in school My classroom The school building <u>Me and My Relationships</u> <ul style="list-style-type: none"> Being a good friend Who is in my family Different types of family 	<u>Me and My Safety</u> <ul style="list-style-type: none"> Safety in the classroom Safety in school Safety in the playground People who help us keep safe <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> Hand washing Healthy eating Teeth Medicines Being happy 	<u>Me and Other People</u> <ul style="list-style-type: none"> Celebrating special events Same and different <u>Me in the World</u> Transition <ul style="list-style-type: none"> School Council New experiences in year 1 Summer holidays including safety in the wider world
Year 1 & 2	<u>Me and My School</u> Class rules <ul style="list-style-type: none"> why have rules School Council <ul style="list-style-type: none"> How it works Role of a representative Class council meeting Feelings <ul style="list-style-type: none"> Name feelings Dealing with feelings including negative ones <u>Me and My Relationships</u> <ul style="list-style-type: none"> Working together Behaviour and impact on others Resolving conflict 	<u>Me and My Safety</u> <ul style="list-style-type: none"> Medicines Identifying risks and ways to stop accidents happening People who help us Road safety - keeping safe near the road and in the car <u>Happy and Healthy Me</u> My body <ul style="list-style-type: none"> Parts of the body Changing needs Influences on health and wellbeing Likes and dislikes Consequences of choices 	<u>Me and Other People</u> <ul style="list-style-type: none"> My identity Groups belong to Bullying <u>Me in the World</u> Local area <ul style="list-style-type: none"> Positive and negatives of the local area Discussion Role in improving area Money <ul style="list-style-type: none"> Sources of money Uses of money Keeping money safe Making choices

	<ul style="list-style-type: none"> • Teasing and bullying • Changing relationships 	<ul style="list-style-type: none"> • Emotional health 	
Year 3 & 4	<u>Me and My School</u> <ul style="list-style-type: none"> • Class rules • Role of School Council rep • Jobs on the School Council • Class council • My strengths and weaknesses <u>Me and My Relationships</u> <ul style="list-style-type: none"> • Feelings of other people • Developing relationships • Different types of relationships • Puberty 	<u>Me and My Safety</u> <ul style="list-style-type: none"> • What is risk • Road Safety • Pressure • Safe and unsafe touches <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> • Balanced diet • Impact of healthy diet • Making choices 	<u>Me and Other People</u> <ul style="list-style-type: none"> • My identity • My community - school and local • Similarities and differences in community <u>Me in the World</u> <ul style="list-style-type: none"> • Rights and responsibilities • Rights of the Child • Jobs and duties

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE education. Overall responsibility for PSHE education resources is held by the co-ordinator Mrs Devenport.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

Self-assessment is an important part of learning in PSHE and the children will have opportunities to reflect on their own learning and personal experiences throughout the units. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE education by Senior Management and the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

This will be done by checking that whole school PSHE education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes of Work are being taught appropriately, consulting with staff, pupils, parents, governors and external agencies.

External Agencies

The school leads the programme but outside visitors have a role. The school's visitor policy will be followed.

Safeguarding

Teachers and other adults involved in PSHE education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding who is Mrs V Bradley (Head Teacher) and Mrs K Devenport (Deputy Safeguarding Lead).

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Additional support available for more vulnerable pupils, e.g. Becoming Socially Confident Support group and wellbeing interventions.
- Arrangements for pastoral support programmes including support agencies e.g. Autism Outreach.

Our school seeks to work in partnership with parents and carers to provide effective PSHE education and support for children and young people. The school's PSHE education programme endeavours to complement and support parent's and carer's roles.

This is done by:

- parents/carers meetings, parents/carers information evenings, home school diary, parent questionnaires, curriculum handbook and prospectus.

Continuing Professional Development of Staff

Staff have received appropriate training.

Communication/Dissemination of the Policy

The policy will be disseminated in the following ways:

This policy document is freely available on request to the entire school community. A copy of the policy can also be found on the school website.

Sex and Relationships Education (SRE)

Rationale

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education. Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

All schools are required to have a policy about Sex and Relationships Education

Aim

To give children and young people the opportunity to learn about:

- physical, moral and emotional development.
- the importance of marriage and long-term relationships for family life, stable and loving relationships, respect, love and care.
- how to stay safe and how to report feelings of being unsafe.

Curriculum Content

SRE has three main elements:

1. knowledge and understanding
2. personal and social skills
3. attitudes and values

Taken from 'Sex and Relationships Education Guidance', DfEE 2000.

The table below summarises the sex and relationships (SRE) content in the Entrust Scheme of work.

Year	Theme	Key Concepts	Vocabulary
Reception	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
Year 1 & 2	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share

	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall - Same Love Different Families	Boy, girl, male, female, family, same, different and similar
Year 3 & 4	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue, penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact - acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs, ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret

The National Curriculum Science Year 2 Programme of Study (statutory requirement) for Animals, including humans states that pupils should be taught to notice that animals, including humans, have offspring which grow into adults. The non-statutory notes and guidance state that pupils should be introduced to the processes of reproduction and growth; they should not be expected to understand how reproduction occurs.

Responding to Sensitive Issues

There are guidelines for all staff on handling sensitive and controversial issues. Reference should also be made to the school's Equality Policy in relation to some of these issues.

Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education that our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Alternative teaching arrangements for children whose parents have chosen to withdraw them from SRE will be provided.

Needs of children and young people

Provision of support for:

Menstruation

There is availability for the disposal of hygiene products.

A supply of hygiene products is available from the staff in Rowan Class.

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEN and children in care.

Head teacher, SENCO, teachers and TAs will be available to discuss needs and offer guidance and support as required.

Referral and External Support

The school has access to the following support via their individual referral routes or through the completion of an Early Help Assessment:

- Education Safeguarding Advice Service (01785 895836)
- First Response (0800 1313 126)
- Tier 2 referral system
- a link worker from the LA Attendance Team
- Education Psychologist
- School Nurse

Drug and Alcohol Education Policy including the Management of Drug Related Incidents

Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE education and Citizenship provision. Schools are advised to use the non-statutory frameworks for PSHE education and Citizenship at Key Stages 1 & 2, PSHE education at Key Stages 3 and 4, the statutory citizenship programme of study at Key Stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education.

Drugs: Guidance for Schools February 2004 DfES

Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs
2. Develops children and young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self esteem

- Enables children and young people to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Curriculum Content

Describe how drug education is provided and who is responsible for providing it?		
Year Group	Role of person delivering	Time allocated
3/4	Mrs Devenport/Mrs J Jones	2 hours

The needs of children and young people

Head teacher, SENCO, teachers and TAs will be available to discuss needs and offer guidance and support as required.

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEN, children in care and those whose parents misuse drugs or alcohol.

Medicines

See Administration of Medicines Policy

Referral and External Support

The school has access to the following support via their individual referral routes or through the completion of an Early Help Assessment:

- Education Safeguarding Advice Service (01785 895836)
- First Response (0800 1313 126)
- Tier 2 support
- School Nurse
- Adoption Advisory Service

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the head teacher) by **anybody** within school boundaries is unacceptable e.g. alcohol and tobacco.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

See Staff Code of Conduct.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

Needles and syringes found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

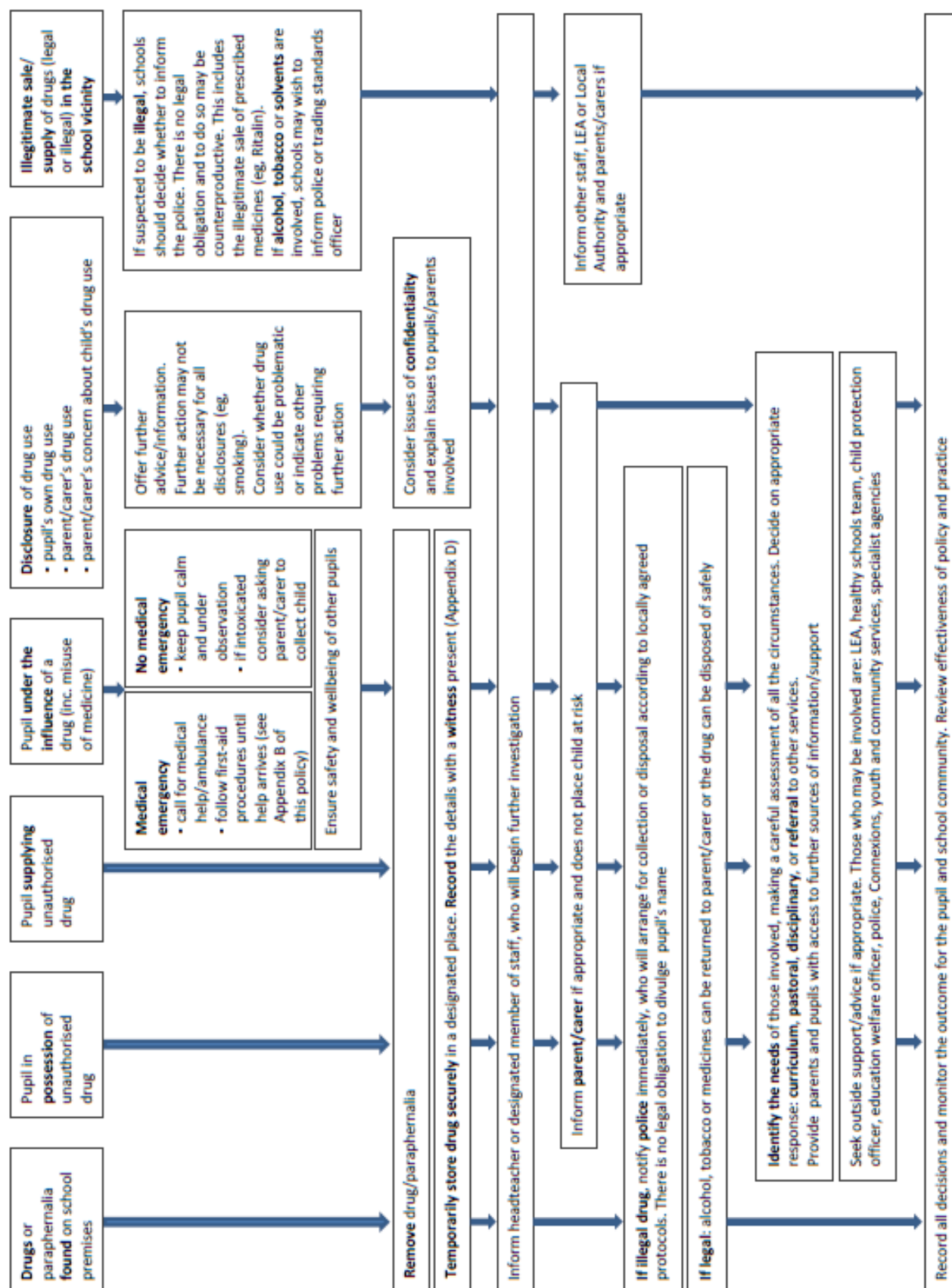
In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Please refer to:

- incidents involving drugs flow diagram and incidents form which can be found in Appendix 3
- http://www.allsaints-standon.staffs.sch.uk/media/1644646/drug_advice_for_schools.pdf

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

Appendix A: Responding to incidents involving drugs



Source: Department for Education and Skills (2004), 'Drugs: Guidance for Schools', February, Appendix 8, pp. 117–18.

APPENDIX D: Record of incident involving unauthorised drug use

- 1 For help and advice, contact the LA
- 2 Complete this form WITHOUT identifying the pupil involved
- 3 Copy the form
- 4 Send the copy within 24 hours of the incident to the LA
- 5 KEEP the original, adding the pupil's name and form – store securely

Tick to indicate the category:

Drug or paraphernalia found ON school premises	<input type="checkbox"/> Pupil disclosure of drug use	<input type="checkbox"/>
Emergency/intoxication	<input type="checkbox"/> Disclosure of parent/carer drug use	<input type="checkbox"/>
Pupil in possession of unauthorised drug	<input type="checkbox"/> Parent/care expresses concern	<input type="checkbox"/>
Pupil supplying unauthorised drug on school premises	<input type="checkbox"/> Incident OFF school premises	<input type="checkbox"/>

Name of pupil * :	Name of school:
Pupil's form * : (*for school records only)	Time of incident: am/pm
Age of pupil: MALE / FEMALE	Date of incident:
Ethnicity of pupil ** :	
Tick box if second or subsequent incident involving same pupil	Report form completed by:

First Aid given? YES NO

First Aid given by:

Ambulance/Doctor called YES NO

Called by: Time:

Drug involved (if known):
(eg. Alcohol, paracetamol, Ecstasy)

Senior staff involved:

Drug found/removed? YES / NO

Where found/seized:

Name and signature of witness:

Disposal arranged with (police/parents/other):

At time:

If police, incident reference number:

Name of parent/carer informed * :	(* for school records only)
Informed by:	At time: