



# Haslingden High School and Sixth Form

## Behaviour for Learning Policy

The Education Act 2011 details the statutory powers for schools regarding behaviour and discipline.

The legislation enables school staff to discipline students for inappropriate behaviour on or, as reasonable, off school premises including in particular the failure to follow reasonable instructions. Schools are empowered to search for offensive weapons, confiscate inappropriate items and detain students outside school sessions.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.<sup>1</sup>

### Governors' Statement of Principles

#### Purpose:

- to fulfil the Governors' duty of care to students and staff
- to promote teaching and learning and high standards of achievement and attainment
- to maintain the ethos of Haslingden High School
- to support the Every Child Matters outcomes<sup>2</sup>
- to delineate the purpose of sanctions: sanctions demonstrate that misbehaviour is not acceptable; express the disapproval of the school community and deter other students from similar behaviour. Governors recognise that the application of rewards and sanctions must have regard to the individual student and the headteacher is expected to use his discretion in their use
- to establish procedures for monitoring and review

#### Rationale

The right to teach and the right to learn are central to Haslingden High School's primary aim of 'Achievement for All.' Our ethos promotes self-discipline; encourages positive behaviour, respect for others, attendance, punctuality; and expects the highest standards of work and effort within a caring, orderly and inclusive learning community. The ECM outcomes of: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Economic Wellbeing underpin everything we do in school.

The school believes that for effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a learning environment which both challenges and supports by:

- considering the ten key aspects of school practice<sup>3</sup>
- promoting and teaching positive behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fair treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;

<sup>1</sup> [Behaviour and discipline in schools: Advice for headteachers and school staff February 2014 \(Pg 3&4\)](#)

<sup>2</sup> [Every Child Matters: Change for Children 2004 \(Pg 9\)](#)

<sup>3</sup> [Behaviour and discipline in schools: Advice for headteachers and school staff February 2014 \(Pg 5&6\)](#)

- building a positive relationship with parents and carers to develop a shared approach: involving them in the implementation of the school's policy and procedures.

### **Roles and responsibilities**

- The Governing Body establishes, in consultation with the headteacher, staff and parents, the policy for the promotion of positive behaviour and keeps it under review. It ensures that it is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors support the school in maintaining high standards of behaviour.
- The headteacher is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the SLT.
- Schools must take reasonable steps to ensure that all registered parents of pupils sign the parental declaration to indicate that they understand and accept the contents of the home-school agreement.<sup>4</sup>
- All staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have responsibility, with the support of the Pastoral (Care, Support and Guidance) Team, for creating a high quality learning environment; teaching positive behaviour; upholding the school's expectations of students; and implementing the agreed policy and procedures consistently.
- Parents and carers are expected to take responsibility for the behaviour of their child, both inside and outside the school. They are expected to work in partnership to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school, issues arising from the operation of the policy. Parents and carers are expected to fulfil their responsibilities as outlined in the home-school agreement.
- Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and the 8 expectations. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedures**

The procedures arising from this policy will be developed by the SLT and the Pastoral team in consultation with specific focus groups. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is shared with staff, students and parents. The procedures will be consistently and fairly applied, with regard to individual circumstances, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### **Rewards**

A school ethos of encouragement is central to the promotion of positive behaviour. Rewards have a motivational role in helping students realise that positive behaviour is valued and are outlined in the procedures.

### **Sanctions**

Sanctions are needed to respond to inappropriate and unacceptable behaviour. A range of sanctions are identified in the procedures and are designed to promote positive behaviour in the future. The procedures make a clear link between the sanctions applied for minor and major offences.

### **Training**

The school will ensure that appropriate training on aspects of behaviour management is provided to support the implementation of the policy.

### **Involvement with outside agencies**

The school works positively with outside agencies. It seeks support from them to ensure that the needs of all students are met by utilising the range of external support available.

### **Review**

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<sup>4</sup> [Home-school agreements: Guidance for local authorities and governing bodies July 2013 \(Pg 3\)](#)

- The headteacher, in consultation with the staff, will monitor and review the Behaviour for Learning policy and procedures and evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the Governing Body informed.
- The policy and procedures will be reviewed to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and focus groups.

**Policy adopted by Governors:** Awaiting approval in next full Governors  
**HASLINGDEN HIGH SCHOOL CODE OF BEHAVIOUR AND EXPECTATIONS OF STUDENTS**

**Rationale:**

The Behaviour for Learning Policy is a statement of good practice that covers all aspects of life at Haslingden High School, contributing to ensuring positive behaviour and a positive ethos. All staff, students, parents/carers and visitors are expected to help maintain an atmosphere conducive to learning and to 'Achievement for All.'

**The School Code of Behaviour and Expectations of Students detail the minimum standards expected of all students. They are displayed in all classrooms and are in student planners. All staff are expected to refer to them in their work with students.**

**THE SCHOOL CODE OF BEHAVIOUR**

**Good behaviour provides the basis for a good education. It is vital that:**

- We share the school's key aim of 'Achievement for All'
- We respect ourselves and others as individuals
- We seek to achieve our full potential
- We co-operate to make our school a friendly, safe, healthy and polite environment
- We meet the Expectations of Students and School Standards at all times
- We accept the consequences of failing to meet the Expectations of Students

**EXPECTATIONS OF STUDENTS**

At Haslingden High School, the staff, governors, parents and community have high expectations of all our students. To succeed as a student at our school you will need to conform to these expectations. They are there to make sure everyone:

- Enjoys school;
- Stays healthy;
- Feels safe and secure;
- Achieves their potential;
- Makes a positive contribution to school and to the community;
- Leaves school ready for the world of work and adult life.

**If you cannot meet the school's Expectations of Students, and follow the Code of Behaviour and School Standards: you do not fit into our school.**

**This is what we expect of all students:**

**1. TO SPEAK RESPECTFULLY TO STAFF**

This means:

- **Speaking quietly and in a polite tone of voice**
- **Thinking before you speak**
- **Speaking when it is appropriate to do so**

- Using polite and respectful language

## **2. TO BEHAVE RESPECTFULLY TO STAFF**

This means:

- Doing as you are asked or told without argument
- Entering and leaving classrooms quietly and sensibly
- Accepting that members of staff have authority over students because they have responsibility for your welfare
- Treating staff as professionals and co-operating with them
- Showing that you want to learn

## **3. TO SPEAK RESPECTFULLY TO OTHER STUDENTS**

This means:

- Speaking politely to other students
- Thinking before you speak
- Keeping quiet if you have nothing pleasant to say
- Keeping 'street language' out of school
- Working co-operatively with other students when asked to in lessons

## **4. TO BEHAVE RESPECTFULLY TO OTHER STUDENTS**

This means:

- Showing consideration on the corridors
- Moving around school in a sensible, thoughtful and responsible way, carrying bags carefully
- Queuing properly
- Avoiding physical contact with other students
- Respecting other students' space
- Sitting where you are asked to in class
- Telling a member of staff if there is a problem with another student

## **5. TO RESPECT THE SCHOOL ENVIRONMENT**

This means:

- Putting rubbish in bins – in and out of classrooms
- Looking after and having pride in your tutor room
- Keeping the school tidy, clean and free from graffiti
- Sticking to the standards regarding specialist rooms and equipment – eg. Science labs; Technology rooms; Sports and ICT equipment and areas
- Reporting any damage to a member of staff
- Making sure you are in the right place at the right time, including at lunchtimes
- Eating and drinking only in the designated areas. Not chewing gum anywhere in school

## **6. TO HAVE RESPECT FOR YOUR OWN LEARNING**

This means:

- Wanting to succeed and valuing success
- Being on time to school and to lessons
- Having excellent attendance
- Having the correct equipment
- Doing the work to the best of your ability
- Recording homework in your planner
- Doing homework and handing it in on time

## **7. TO HAVE RESPECT FOR OTHER STUDENTS' LEARNING**

This means:

- Working hard in class without disturbing others
- Celebrating other students' successes as well as your own

## **8. ALL STUDENTS ARE EXPECTED TO BE AMBASSADORS FOR OUR SCHOOL**

This means:

- **Wearing uniform correctly**
- **Having respect for the school's reputation at all times**
- **Having respect for the local community**
- **Being proud to be members of our school community**

## **RIGHTS AND RESPONSIBILITIES**

### **STUDENTS have the right to:**

- 'Achievement for All'
- Be educated with access to a rich, interesting and varied curriculum
- Feel safe, secure and healthy in a school free from verbal or physical abuse
- Be listened to by school staff and treated with respect
- Be confident that problems will be addressed in a relevant manner
- Learn in a pleasant and attractive environment

### **STUDENTS have the responsibility to:**

- Meet the school's Expectations of Students, follow the Code of Behaviour and adhere to the School Standards
- Accept the consequences of failing to do this

### **PARENTS have the right to:**

- Expect that their child is educated to their full potential within an ECM environment
- Expect that their child is listened to by school staff and treated with respect
- Be kept fully informed of their child's progress, including issues relating to their behaviour, and be consulted if problems arise
- Be informed if their child is absent without explanation
- Have any complaint they make about their child being bullied taken seriously and investigated/resolved as necessary
- To appeal to the Headteacher/governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably

### **PARENTS have the responsibility to:**

- Support the school's Expectations of Students, Code of Behaviour and School Standards
- Respect the School's Behaviour for Learning policy and procedures and the disciplinary authority of school staff
- Support the school by encouraging hard work, positive behaviour, punctuality and excellent attendance and by supporting the school's rewards and sanctions
- Help ensure that their child follows reasonable instructions by school staff and adheres to school rules and policies
- Send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn
- Keep in touch with their children's progress by attending Parents' Evenings and by signing student planners
- Attend meetings with school staff, if requested, to discuss their child's behaviour
- If their child is excluded from school, to ensure the child is not found in a public place during school hours in the first 5 days of exclusion and to attend a reintegration meeting with the school regarding any fixed term exclusion. To ensure their child accesses provision should the fixed term exclusion be for 6 days or longer
- Let the school know of problems that arise. Ensure school staff are aware of factors which may result in their child displaying behaviours outside the norm
- Treat all staff respectfully and as professionals

# SCHOOL STANDARDS

The school's Expectations of Students and Code of Behaviour detail the standards expected of all students. The School Standards provide further clarification for students and must be adhered to at all times.

## **Being Healthy:**

- Students may eat and drink only in the dining rooms (before school, break and lunchtime), and in the Hall (at lunchtime only)
- Students may drink water (only) during designated lessons
- Students must ensure toilets are kept in the best possible condition
- Smoking, including e-cigarettes, is forbidden and illegal anywhere on the school site, on school visits, and coming to or leaving school. School will take appropriate action in the event of anyone smoking or suspected of smoking

## **Stay Safe:**

- Students must remain on site throughout the school day
- Only Y12/Y13 may leave the school at lunchtime
- The school will not tolerate bullying or unsafe behaviour of any kind, including behaviour online
- Students are expected to act on the advice given in school regarding the safe use of the internet, including social media.
- Any student who uses, buys, sells or possesses any illegal drug or substance will face exclusion: fixed term or permanent
- Any student who uses, buys, sells or possesses cigarettes, including e-cigarettes or alcohol, will face disciplinary action which may include fixed term or permanent exclusion
- Students must conform to the school's Computing and Internet Agreement

## **Enjoy and Achieve:**

- Students are expected to take an active role within lessons and take ownership for their learning
- Students must keep student planners up to date and complete homework/ classwork on time and to the best of their ability
- Students must keep school equipment, books and folders neat and tidy
- Students are expected to arrive punctually for school and for each lesson with the necessary equipment
- Students must adhere to the ICT and iPad Acceptable Use Agreement at all times
- Student who arrive after registration must register at student reception
- Students in Y7-Y11 must wear full school uniform correctly at all times and students in Y12-Y13 must adhere to the Sixth Form dress code (see detailed guidelines)

## **Make a Positive Contribution:**

- Students are expected to take part in extra-curricular activities
- Students must do all they can to promote the good reputation, success and smooth running of the school
- Students are expected to use their abilities to support the school and other students
- Students must take responsibility for safeguarding the wellbeing of younger students

## **Achieve Economic Wellbeing:**

- Students must use the opportunities afforded to them to consider their education and/or career pathway, including their option choices at KS4 and potentially KS5.
- Students are expected to engage with careers advisors and external visitors as and when appropriate
- Students must take part in relevant work experience
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*With regards to ensuring the economic wellbeing of others:*

- Students must safeguard their own possessions and those of others, and must not bring forbidden items into school
- Students must repay, as quickly as possible, any money borrowed from school

- Students must take good care of the fabric and facilities of the school site
- The school will not tolerate theft of personal or school property

## Behaviour for Learning Policy – Procedures

In accordance with the ECM Agenda, the application of sanctions must have regard to the individual student, and therefore the Headteacher and SLT are expected to use discretion in their use. However, fundamental to the School's ethos is the principle of being Consistent, Insistent and Persistent in order to fulfil the School's primary aim of 'Achievement for All.'

It is expected that the majority of minor behavioural incidents will be managed by the classroom teacher or form tutor. Staff are encouraged to consider the classroom behaviour checklist, outlined in the document "Getting the simple things right"<sup>5</sup>

- Where necessary, Care, Support and Guidance issues should be discussed with Head of Year (HOY) who may advise; support / work alongside the form tutor; or lead on the issue
- Curriculum issues (eg. homework, lack of effort in a subject) should initially be discussed with the Subject Leader (SL) and/or the Curriculum Leader (CL)
- More serious issues, or those involving students from more than one year group, will involve Heads of School (HOS) as well as HOY
- HOS and HOY will also involve the Deputy Headteacher (DHT): Care, Support and Guidance, in issues as appropriate
- The final decision regarding external / fixed term or permanent exclusion remains with the Headteacher, or person acting with the Headteacher's authority, following investigation by the pastoral team

### **Sanctions given by form tutors and subject teachers may include:**

- Break time detentions for classroom issues: to be supervised by the teacher / Faculty.
- After school detentions: to be supervised by the teacher / Faculty.
- Break time detentions for uniform issues: to be supervised by the pastoral team.
- Referrals to HOY / SL or CL

### **Stage2 (Pastoral Inclusion Unit):**

**This may be the equivalent of an internal exclusion. It may involve the student being required to work alternative hours. At the discretion of: Headteacher, Deputy Headteacher or Head of School. It may include:**

- smoking on the school site including e-cigarettes. (Please note: a Sixth Form student who smokes on the school site will be sent home and their parent will be notified)
- instances of refusing to follow instructions from a member of staff
- instances of verbal abuse of staff or students
- minor breach of internet / ICT policy
- failing to tell the truth
- instances of threatening or intimidating behaviour towards another student
- issues with key students where specific arrangements have been made beforehand between HOS, DHT's and the Pastoral Inclusion Manager
- failure to meet basic school expectations – eg. several instances of support or failure to attend SLT detention)
- damage to school property

**A student may be accommodated in Stage 2 pending a possible decision to exclude.**

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<sup>5</sup> ["Getting the simple things right": Charlie Taylor's behaviour checklists](#)



**Direction to other provision:**

Under Section 29 and Section 29 (A) of the Education Act 2002, the Governing Body can require any student to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. This includes for the purpose of receiving educational provision which is intended to improve the behaviour of the student. This will be done through the use of a direction which the school will issue to the parents of any student required to attend elsewhere. The Governing Body have delegated the responsibility for issuing directions to the Headteacher.

**Sixth Form:**

**For some instances of unacceptable behaviour, Sixth Form students may be required to complete a period of home study and/or restorative justice at the discretion of the Headteacher, Deputy Head or director of Sixth Form – includes:**

- smoking on the school site, including e-cigarettes
- instances of refusing to follow instructions from a member of staff
- instances of verbal abuse of staff or students
- minor breach of internet / ICT policy
- failing to tell the truth during an investigation
- instances of threatening or intimidating behaviour towards another student
- failure to meet basic school expectations
- damage to school property

**Exclusions:**

**For details regarding exclusions please refer to the Exclusion Policy. The decision to exclude will be made by the Headteacher, or the person acting with the Headteacher's authority and will take account of both Government and LA guidance.**

Any of the sanctions listed above (other than Permanent Exclusion) may be in addition to Restorative Justice, in consultation with the individuals and families concerned.

## Detention System

Detentions will follow a traffic light system:

| Pastoral Team break Detention (Green)  | Subject teacher break Detention (Green)   |
|--|---|
| <ul style="list-style-type: none"> <li>• Repeated equipment issues</li> <li>• Uniform issues</li> <li>• Repeated issues from the low level disruption list*</li> <li>• Other out of lesson issues</li> </ul>   | <ul style="list-style-type: none"> <li>• Non-completion of work</li> <li>• Non-completion of homework</li> <li>• Chewing in class</li> <li>• In-lesson issues from the low level disruption list*</li> </ul>  |
| HOY after-school Detention 30 minutes (Amber) Tuesday  | Faculty after-school Detention 30 minutes (Amber)   |
| <ul style="list-style-type: none"> <li>• Truancy / lack of punctuality</li> <li>• Significant breach of school code of conduct</li> <li>• Suspicion of smoking on school site</li> <li>• Inappropriate behaviour out of lessons</li> <li>• As a potential outcome of Support being called</li> <li>• Repeated Homework issues across subjects</li> <li>• Disrespectful behaviour</li> <li>• Some instances of bullying behaviour</li> <li>• Repeated low level issues across subjects</li> </ul> | <ul style="list-style-type: none"> <li>• Truancy from a specific subject lesson</li> <li>• Unsafe behaviour in a subject session</li> <li>• Repeated non-completion or poor completion of work</li> <li>• Work which is significantly below target (eg. &lt;ALPS)</li> <li>• Homework issues</li> <li>• Disrespectful behaviour</li> <li>• Persistent lateness to a subject lesson</li> <li>• Repeated low level issues within a subject</li> </ul> |
| SLT Detention 1 hour (Red) Friday in Stage 2   |   |
| <ul style="list-style-type: none"> <li>• In response to cumulative support calls</li> <li>• Failure to complete previous detentions (eg. Form tutor / Faculty)</li> <li>• At the discretion of the Headteacher / HOS / DHT</li> <li>• Serious breaches of School Code of Conduct</li> </ul>  |   |

**All detentions must be logged. If a student fails to attend a green break detention they will be issued with a second break detention. The next step is amber. They will be issued with a 30 minute after school detention and will be collected during period 6. Refusal to attend at this stage may result in a 1 hour SLT detention being issued and the student collected during period 6. Refusal at this stage will result in Stage 2 as a minimum sanction, depending on the individual circumstances. Students will always be expected to complete the original green detention.**

## Low Level Disruption List

\*The following low level disruptions were identified by staff and students in the Behaviour Audit as ways in which students sometimes choose not to meet the School Expectations:

|  |
|--|
| <b>Not speaking respectfully to members of staff:</b> <ul style="list-style-type: none"><li>• Being cheeky to the teacher, making silly comments</li><li>• Speaking rudely to the teacher</li></ul>                            |
| <b>Not behaving respectfully towards members of staff:</b> <ul style="list-style-type: none"><li>• Talking when they are supposed to be listening to the teacher</li><li>• Ignoring what the teacher asks them to do</li></ul> |
| <b>Not speaking respectfully to other students:</b> <ul style="list-style-type: none"><li>• Calling another student names</li><li>• Making fun of another student</li></ul>  |
| <b>Not behaving respectfully towards other students:</b> <ul style="list-style-type: none"><li>• Taking another student's possessions (to irritate, not steal)</li><li>• Passing notes about another student</li></ul>         |
| <b>Not showing respect for their own learning:</b> <ul style="list-style-type: none"><li>• Forgetting to bring equipment</li><li>• Not doing homework</li></ul>  |
| <b>Not showing respect for other students' learning:</b> <ul style="list-style-type: none"><li>• Talking to and distracting other students</li><li>• Wasting time when working in a group</li></ul>                            |
| <b>Not showing respect for the school environment:</b> <ul style="list-style-type: none"><li>• Causing damage to school property (very minor damage only)</li><li>• Dropping litter</li></ul>                                  |

Whilst reviewing the policy, it was also felt that there are occasions where students can cause disruption within the local community. As a result the following will be added to the low level disruption list:

|   |
|---|
| <b>Not fulfilling the expectation that all students are expected to be ambassadors for our school</b> <ul style="list-style-type: none"><li>• Not respecting the school's reputation</li><li>• Not respecting the local community</li></ul> |
|---|



**Reports and parental involvement:**

Haslingden High School places a high value on home/school links and seeks to promote the active and supportive involvement of parents / carers in their child's education.

Subject teacher, form tutor, Pastoral Support Managers, SL, CL, Head of Year, Head of School, Deputy Headteacher may all contact parents / carers as appropriate.

Alongside the above list of sanctions runs a system of Reports. A sanction may be applied along with a student being placed on Report.

Reports are seen as a supportive measure: intended to ensure that students, school and parents work together to bring about improvement, and so that progress towards given targets may be monitored. Reports may be instigated by staff, student or requested by parents / carers for consideration.

The reports follow a traffic light system and are designed to support Behaviour for Learning.

*Prior to the formal report system, curriculum staff, in discussion with SL and/or CL may decide to issue a report which monitors: homework, classroom behaviour and/ or attitude to learning within their classroom.*

|  |
|--|
| <b>Green</b>   |
| <b>Form Tutor Reports:</b> homework, punctuality, attendance, uniform, equipment, mentoring, Behaviour Book (whole class)  |
| <b>Amber</b>   |
| <b>Head of Year Reports:</b> behaviour, attendance, punctuality, uniform, equipment, issues / monitoring across subject areas or out of lessons, target report             |
| <b>Red</b>   |
| <b>HOS / DHT Reports:</b> Serious instances of the above / Behaviour and Learning Contract – failure to comply leads to time in Stage 2 or to fixed or permanent exclusion |

*Reports will run for a minimum of two weeks (10 school days). Students may return to a lower level of report to maintain the support where necessary. Students may also bypass earlier stages of report if the pastoral team deem this to be appropriate.*

Any student who doesn't engage with their Red Report or receives a fixed term exclusion may begin a PSP. This may involve outside agencies.

A Managed Move to another local school may also be considered for certain students.

**Outside agencies:**

The school liaises with outside agencies: eg, the police, PCSOs, Children's Social Care, YOTs as appropriate. The school and police have an agreed information sharing protocol.



Haslingden High School

Section 29A Education Act 2002 as amended by Education & Skills Act 2008 Section 154

The Education (Education Provision for Improving Behaviour) Regulations 2010,  
as amended

**DIRECTION TO PARENT<sup>6</sup> REQUIRING A CHILD TO ATTEND ALTERNATIVE  
PROVISION  
FOR THE PURPOSES OF IMPROVING BEHAVIOUR**

To

Of

In respect of

Of

A registered pupil at Haslingden High School

This direction hereby requires you to cause the above named child to attend at the alternative provision set out in the schedule overleaf from \_\_\_\_\_ to \_\_\_\_\_ for the purposes of improving his behaviour.

For \_\_\_\_\_ days

A re-integration meeting will take place at \_\_\_\_\_

**Reason for direction:**

**Objectives of imposing the direction:**

(Signed): ..... Dated: .....  
On behalf of the Governing Body

(Signed): ..... Dated: .....  
Parent

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<sup>6</sup> The expression “parent”, in relation to a child or young person, includes any person who is not a parent of the child but who has parental responsibility for him or her, or who has care of the child.



| Day       | Session times |                  | Name of Provider | Address of Provider | Start Date | Contact Person & location (if known) on Start date |
|-----------|---------------|------------------|------------------|---------------------|------------|--|
| Monday    | Session 1     | 9:00am – 12.00pm |                  |                     |            |  |
|           | Session 2     | 12:00pm – 2.00pm |                  |                     |            |  |
| Tuesday   | Session 1     | 9:00am – 12.00pm |                  |                     |            |  |
|           | Session 2     | 12:00pm – 2.00pm |                  |                     |            |  |
| Wednesday | Session 1     | 9:00am – 12.00pm |                  |                     |            |  |
|           | Session 2     | 12:00pm – 2.00pm |                  |                     |            |  |
| Thursday  | Session 1     | 9:00am – 12.00pm |                  |                     |            |  |
|           | Session 2     | 12:00pm – 2.00pm |                  |                     |            |  |
| Friday    | Session 1     | 9:00am – 12.00pm |                  |                     |            |  |
|           | Session 2     | 12:00pm – 2.00pm |                  |                     |            |  |