

## Support and Protection Policy

### Introduction

Every member of staff has responsibility for the support and protection of pupils within Carolside Primary School. The following document outlines the policies and procedures connected with a wide range of issues relating to the support and protection of all of our pupils. This policy is underpinned by the most recent legislation and guidelines, including:

- GIRFEC: Getting It Right for Every Child (2006, and draft guidelines developed in 2016);
- The Children and Young People (Scotland) Act 2014;
- The Equality Act 2010;
- Additional Support for Learning Act (2004, amended in 2009).
- United Nations Convention on the Rights of the Child (UNCRC)

*We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.*

*We believe they should be:*

<b>Safe</b>	<i>protected from abuse, neglect or harm</i>
<b>Healthy</b>	<i>experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices</i>
<b>Achieving</b>	<i>receiving support and guidance in their learning – boosting their skills, confidence and self-esteem</i>
<b>Nurtured</b>	<i>having a nurturing and stimulating place to live and grow</i>
<b>Active</b>	<i>having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future</i>
<b>Respected</b>	<i>to be given a voice and involved in the decisions that affect their wellbeing</i>
<b>Responsible</b>	<i>taking an active role within their schools and communities</i>
<b>Included</b>	<i>getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn</i>

***A guide to Getting It Right  
for Every Child (GIRFEC), Scottish Government, 2013***



GIRFEC looks at the whole child and involves the coordinated work of all agencies that have an impact on the wellbeing of the child and their family. This policy, therefore, will mention our expectations of partner agencies and their role with pupils and families. At Carolside, we aim to:

- Remove barriers to learning, ensuring that all children have the support they need to work towards achieving their full potential;
- Recognise that children may need support in a wide variety of circumstances, identify and respond to issues quickly and efficiently;
- Plan, deliver and evaluate excellent learning experiences for children with Additional Support Needs;
- Work in partnership with parents, pupils and other agencies where required.

The global pandemic since 2020 has understandably had an impact on children's needs across the school. This policy will explain our strategies and approaches to meet these needs.

The policy will also cover the following issues and outline detailed procedures and practice:

Pastoral Care	Page 3
Child Protection	Page 5
Additional Support for Learning	Page 8
Joint Support Team	Page 12
Transitions	Page 13

## Pastoral Care

All members of staff at Carolside Primary have a shared responsibility for the pastoral care of pupils. We ensure this through careful investigation, record keeping, decision making and most importantly building relationships with the pupils and their families.

We classify pastoral issues in their broadest sense and acknowledge that they might include some of the following issues:

- Academic progress
- Fighting/disagreements with others
- Absence and late coming
- Bereavement
- Behaviour
- Health and medical(including
- Emotional and mental health difficulties
- Issues arising from the pandemic
- Domestic issues and circumstances

We must also acknowledge that the above list is not exhaustive and may include other issues which are not outlined above. Similarly, we also acknowledge that there may be other serious and significant issues relating to the safety of pupils in school. Therefore, any concerns which may be of a child protection nature must be dealt with in accordance with Appendix 2 of this document and East Renfrewshire Council's Standard Circular 57.

### **Wellbeing Concerns**

If a staff member wishes to raise a concern about a child's wellbeing (**safe, healthy, achieving, nurtured, active, respected, responsible and included**) they should report this, electronically where possible, as soon as they can to the member of the leadership team who has pastoral responsibility for the pupil's year group:

#### **Leadership Team Pastoral Care Responsibilities**

**Nursery and P1:** Jo McGregor (DHT) and Lindsey Gillian (PT)

**P2 – P3:** Jo McGregor (DHT) and Sara Craig (PT)

**P4 – P5:** Jo McGregor (DHT) and Emma Proctor (PT)

**P6 – P7:** Stephanie Hughes (DHT), Susan Little (PT) and Fiona Giles (PT)

**Overall responsibility** for the pastoral care of pupils: Bryan McLachlan (HT)

The Leadership Team member will record significant concerns on the Click & Go system, under Pastoral Notes. Class teachers can access and view these notes for their class.



## Chronologies

In some cases, we may determine there is a need to establish a chronology for a pupil. This chronology is a record within which significant events relating to the pupil are recorded. In addition, these chronologies contain information about the child's family, additional support needs, school support, support from other agencies, correspondence, academic and/or attendance reports and a written timeline of events.

## **Child Protection**

**All staff** within Carolside have a duty of care to make sure all children and young people are safe from abuse, neglect and exploitation. This includes all teaching staff, including supply teachers, all non-teaching staff, janitorial, catering and cleaning staff who have regular contact with children.

The school fully implements East Renfrewshire Council's Guidelines on Child Protection. This outlined in Standard Circular 57. A copy of which can be found in all class policy folders, the school office, appendix to this policy and available on the staff intranet. The circular details 5 main categories of abuse. These are as follows:

- Physical injury
- Physical neglect
- Sexual abuse
- Emotional abuse
- Non-Organic Failure to Thrive

Possible indicators for the above are detailed in Standard Circular 57.

### **Procedures**

If a member of staff has a Child Protection concern, or a child discloses information of this nature, then they must report this to the school Child Protection Officer immediately. The Head Teacher is the school Child Protection Officer. In his absence, staff should inform a Depute Head Teacher.

If any member of staff is spoken to by a pupil who is worried they should:

- Take time to listen
- Stay calm
- Keep questions to a minimum
- Stick with *What? Where? Who? When?* questions
- Avoid *Why? How?* questions
- Reassurance – the child did the right thing by telling
- Tell the child what you are going to do next
- Act promptly and refer to the Head Teacher
- Record exactly what child said (in their own words) in an email.

### **Staff should avoid:**

- Asking too many questions
- Making false promises about confidentiality
- Expressing shock or anger
- Making interpretations – report only *exactly* what is said by the child
- Delaying passing on concerns to the HT
- Carrying out your own investigation.

### **What happens next?**

The Child Protection Co-ordinator will consider next steps. These may include:

- Referral to Head of Service, joint support team (JST), Social Work or other appropriate agency;
- Completing relevant referral paperwork and send copies to those outlined in Standard Circular 57;
- Updating, where appropriate, the pupil's chronology which is filed securely in the Head Teacher's office;
- Supporting the pupil/ pupils involved;
- Supporting staff who have reported abuse.

### **Child Protection Roles and Responsibilities**

#### Child Protection Co-ordinator (Head Teacher)

The Head Teacher will have the overall responsibility for Child Protection issues and should be the first person staff or parent/carer informs in the event of any suspicions.

Other responsibilities include:

- Annual in-service training of all staff regarding the council's policy - Child Protection.
- Training of staff who join after whole school in-service.
- Maintaining a log of Child Protection training.
- Preventing Child Protection incidents by ensuring the school is a safe and secure place for children to attend.
- Reporting / responding appropriately to any incidents.
- Informing and co-operating with other agencies by attending meetings, completing reports, providing information.
- Support children, staff and parents who are involved in the Child Protection process.



### Depute Child Protection Co-ordinator (Depute Head Teachers)

The Depute Head Teachers will take on the responsibilities and duties of the Head Teacher in his absence.

### Class Teachers/ Teaching Staff

Class teachers are in a unique position. Children spend the majority of their time with their teacher and develop a trusting relationship with them. Teachers are often the first people to observe a change in behaviour or the first person a child confides in. Teaching staff must:

- Attend Child Protection training and implement guidelines as directed
- Complete training log
- Use the curriculum to develop children's knowledge and skills
- Report any incident to the HT immediately
- Complete any reports, attend any meetings or discuss any child with appropriate agencies
- Record significant 'events' using pastoral records.

### All Staff

- Attend Child Protection training and implement Guidelines as directed
- Complete training log
- Report any incident to the HT immediately.
- Record significant 'events' using pastoral records.

## **Additional Support for Learning (ASL)**

Every child within our school has a right to be included and supported in the knowledge that there is equality of opportunity for all. The school's vision is *'A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.'*

It is important that we have in place secure identification and support strategies to ensure attainment and achievement for all our pupils. Our practice is rooted in the nurture principles, including the understanding that learning happens developmentally.

We will always make provisions based solely on the needs of a child, and not on the basis of any diagnosis or identified condition.

The identification of learners who need additional support is the responsibility of all staff, parents and our partner agencies, including psychological services and social work. Children and their parents should be assisted through the processes of identification, planning, implementation and review.

We recognise that there may be a broad range of factors and circumstances, short or long term, which give rise to a child or young person's need for requiring additional support to promote learning, progress and all round development. The Additional Support for Learning Act (2004, amended in 2009) gives examples of situations where children may be considered to have additional support needs. Children and young people may:

- Have parents abusing drugs or alcohol;
- Be caring for others or be themselves parents;
- Be affected by disability;
- Encounter barriers to learning arising from a specific learning difficulty such as Dyslexia, ADHD or dyspraxia;
- Have language and communication disorders;
- Be in need of protection;
- Be experiencing bullying behaviour;
- Be experiencing difficult family circumstances, e.g. divorce or serious illness;
- Be exceptionally able as learners, or talented in particular areas, such as sport, music or art and design;
- Require support in acquiring full fluency in English;
- Have experienced a bereavement;
- Not be attending school regularly;
- Have learning disabilities;
- Have mental health problems;
- Have physical or sensory disabilities;
- Require transport or particular transport arrangements;
- Have particular emotional and social needs;



- Present challenging behaviour and may be in conflict with the law;
- Be chronically ill.

This list is by no means exhaustive, and a child may be considered to have additional support needs for *any* reason which poses a barrier to their learning and progress.

## The GIRFEC Framework

	ASSESSMENT			CHILD'S WELLBEING PLAN	REVIEW	
STAGE	Coordinator	Carried out by	Framework	Delivered by	Who is involved	Next Steps
UNIVERSAL	Teacher/CDO	Teacher/CDO	Key questions/ wellbeing wheel	Class/group planning	Teacher/CDO Parent/Carer Pupil	Pupil continues at universal stage. Pupil moves to stage one.
Wellbeing concern completed and discussed/agreed with school leadership team						
ONE/ CHILD'S WELLBEING PLAN	School Leadership Team	School staff	Key questions/ wellbeing wheel	School staff	School Leadership Team School staff Parent/carer Pupil	No further support required. Pupil continues at stage one Pupil is referred to JST.
Refer to Joint Support Team guidance						
TWO/ CHILD'S WELLBEING PLAN	School Leadership Team	Education staff Joint support team	Key questions/ wellbeing wheel	Education staff Joint support team	School Leadership Team Joint support team Parent/carer Pupil	No further support required. Pupil moves to Stage one. Pupil continues at Stage two. Multi agency assessment (CMAP) is required.
Refer to ER GIRFEC Framework practitioners guidance manual						
THREE/ CHILD'S MULTI AGENCY PLAN (CMAP)	Lead professional	Multi agency Staff	My world triangle/ resilience Matrix	Multi agency staff	Lead professional School Leadership Team Multi agency staff Parent/carer Pupil	As determined by review process and/or statutory requirements

Intervention under the GIRFEC Framework (previously referred to as Staged Intervention or STINT) is the broad strategy adopted by all schools in East Renfrewshire to enable children and young people to achieve their full potential and break down barriers to success.

The GIRFEC Framework reflects the level of intervention and coordination required to meet identified pupil needs at any given time. It should be used to support pupils at the appropriate level and should not be considered as a linear process. Placement can be at any stage depending on the presenting need and will range from classroom based strategies at the Universal level to more complex multi-agency strategies at Stage 3 (CMAP or CSP).

Child's Wellbeing Plans and ASL Profiles are reviewed as often as required, based on the needs of the child. This can range from every 6 weeks to 6 months.

### **Universal/ ASL Profile**

This document (*appendix 2*) is used when a pupil has ongoing, effective long-term strategies in place. It is a useful record of what strategies work for the individual, and is an invaluable document at times of transition. ASL Profiles are reviewed as often as required for the individual child (minimum once a year).

ASL profiles are updated by the class teacher/ ASL co-ordinator and discussed with their line manager.

### **Child's Wellbeing Plan Stage 1**

When a teacher is planning individually for a child within the class, a Stage 1 Child's Wellbeing Plan is put in place. Using this document, specific targets should be planned and regularly evaluated. Strategies should be recorded here and kept up to date.

Stage 1 plans are updated by the class teacher/ ASL co-ordinator and regularly discussed with their line manager. These will be evaluated every term (3 times a year).

### **Child's Wellbeing Plan Stage 2**

If other agencies within education services are involved in meeting a child's needs, such as Educational Psychology, a child will be placed at Stage 2. The Joint Support Team (JST) within schools should review these pupils. The frequency of Stage 2 reviews should be agreed by the planning team, and will depend on the level of need.

These plans should be written by the teacher with support from the ASL co-ordinator. Targets will be evaluated every term (3 times a year).

### **Child's Multi- Agency Plan (CMAP) Stage 3**

When many agencies are contributing to meeting the learner's needs, the pupil will have a CMAP. The partner agencies should decide and clearly record who will be the lead professional in charge of facilitating and maintaining the CMAP document and organising multi-agency reviews.

**Appendix 1** outlines this process (including referral procedures) in more detail.

## ASL Roles and Responsibilities

**The class teacher** will plan and evaluate excellent learning experiences for all, ensuring that the needs of all children are met. In many cases, the first step in identifying an additional support need will be an initial observation or assessment made by the class teacher. The referral checklist (*appendix 3*) should be completed by the class teacher and passed to **the ASN co-ordinator (Stephanie Hughes)** who can provide additional advice, strategies and guidance about supporting the child in class. Please also copy this checklist to the relevant line manager.

It is a responsibility of all staff working within a school to ensure that each and every pupil's needs are being met. Teachers (including our specialist SfL teachers) play a central role in this, by using strategies such as:

- Observation and assessment (formal and informal);
- Selection and differentiation of resources;
- Identification of children's needs;
- Adaptation of teaching/ learning styles where necessary;
- Visual Supports;
- Building excellent relationships, based on trust and respect;
- Relating tasks to children's experiences;
- Use of ICT;
- Liaison with other staff and external agencies;
- Contribution to ASL profiles or Child's Wellbeing Plans.

**Support for Learning Teachers** provide targeted support to pupils who require it throughout the year. This ranges from academic support such as Reading Recovery or additional spelling support, to emotional support such as Seasons for Growth and small group interventions. The support offered by the team evolves throughout the session in response to need. Please see *appendix 4* for more details about our SFL staff for 2021-22 and their remits.

**The ASL Coordinator** has responsibility for the coordination of provision of support for children with additional support needs. She will work with colleagues to monitor pupils' progress, provide advice and guidance, resources where required and facilitate a review calendar for Child's Wellbeing Plans and ASL profiles. The Coordinator works to facilitate liaison with parents and partners within both education services and external agencies. They establish and attend review meetings and make appropriate referrals to other agencies. The SfL teachers, PSAs, Bilingual Support Workers and support teachers are managed and deployed to best support pupils. **The leadership team members with this responsibility at Carolside Primary are Stephanie Hughes and Sara Craig.**

**The Educational Psychologist** is linked with the school each session and works at allocated times to provide support and assessment for individual pupils, advice for staff and to undertake school wide project work under the direction of the ASL coordinator.



Transition work is an important aspect of the role, as is working closely with parents and families. **The Educational Psychologist for Carolside Primary School this session is Vicky Flores.**

**Parents and Pupils** are encouraged to play an active role in developing targets for learning through reviews with the ASL coordinator, class teacher and other agencies as appropriate. Parents should be made aware of concerns about pupil progress and updated on supports put in place and their effectiveness. Staff will share and agree with pupils the planned targets for their learning.

**Joint Support Team** meets monthly and the core group is currently formed by the Head Teacher, ASL coordinator, teachers and educational psychologist. Social Work contribute to the information shared at the JST, although at this time they are unable to attend in person. Other professionals will be invited to attend when appropriate. All referrals must have parental consent and parents and pupils are fully involved in decision making.

Pupils who have a Stage 2 Child's Wellbeing Plan will be discussed at JST throughout the year, as will other children whose needs are not fully being met through existing supports. JST also regularly discusses pupils who are on the Child Protection Register and Looked After pupils.

New referrals to the JST should be made through the ASL Co-ordinator. She or he will then seek written permission from the parents (*appendix 5*), and report back to parents any decisions or outcomes, after the child has been discussed.



## Transitions

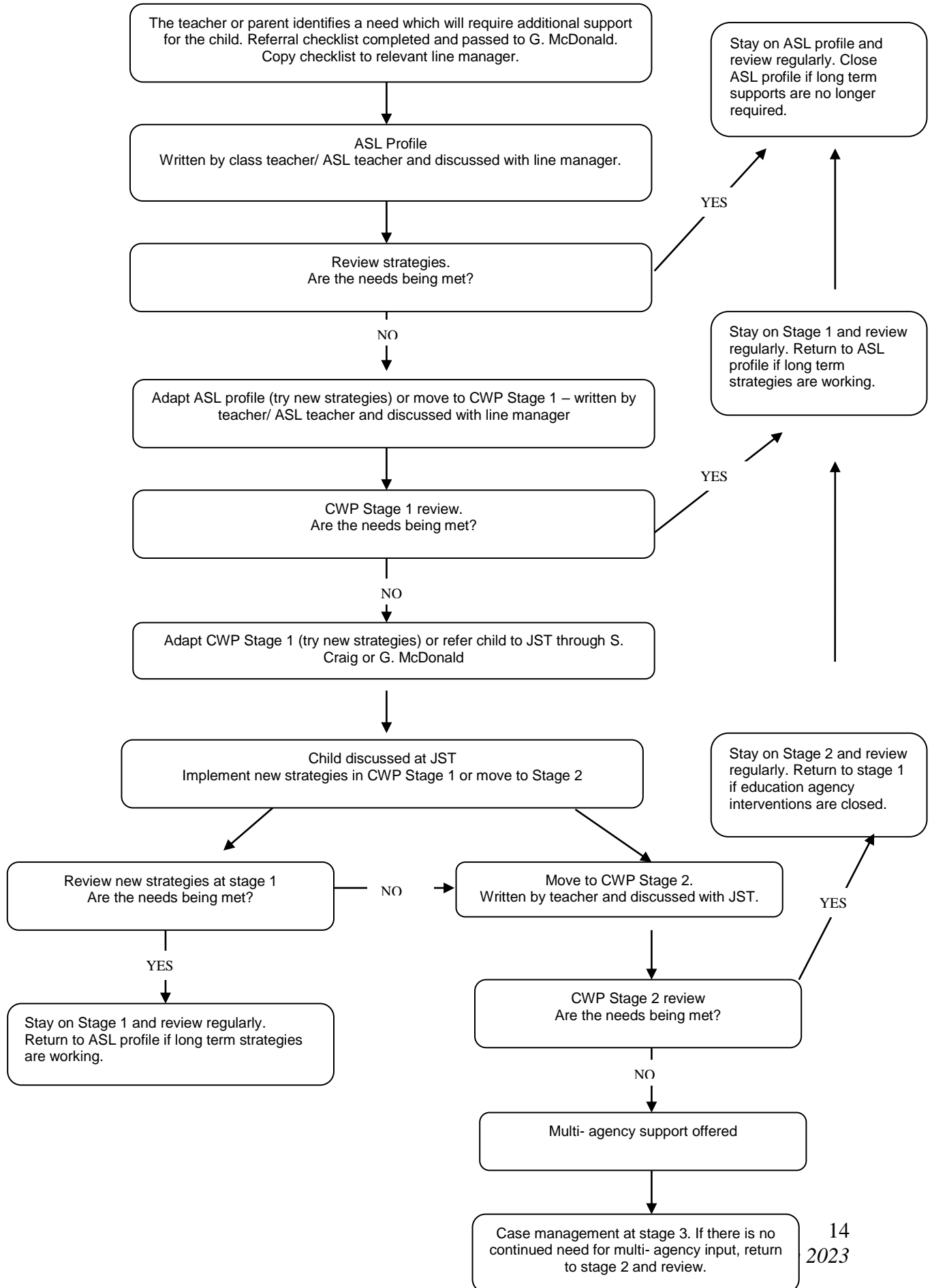
We appreciate that children who have additional support needs may require extra support around times of transition. The term 'transitions' can refer to lots of different situations, ranging from everyday transitions like moving from one activity to another, to more significant changes like moving into a new year group at the beginning of the year, or moving from one establishment to another.

At Carolside, we have robust transition procedures for all children, in particular when pupils are moving from nursery – P1 and from P7- S1. More information about our approaches and processes around general transitions can be found in our separate transitions policy.

For pupils with ASN, extra layers of transition support are built in and are tailored to the individual child. The types of additional support we may offer include:

- Targeted transition meetings with families, school staff and partner agencies
- Transition booklets with information and pictures
- Extra visits to new classes or establishments
- Video tours and pictures on the website
- Buddies/ mentors to support through transitions

**Appendix 1**





**Appendix 2**

<b>EAST RENFREWSHIRE COUNCIL</b>	<b>ADDITIONAL SUPPORT NEED SUMMARY PROFILE</b>	<b>PROTECT +</b>
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Pupil Name	Date of Birth	Class / Stage	School Leadership Team
Summary of Strengths:			
Summary of Needs:			
Views of the Child / Young Person:			
Views of the Parent / Carers:			
Long Term Additional Supports:			
Date of profile:		Date of profile review:	

**CAROLSIDE PRIMARY SCHOOL**  
0141 570 7100

### Appendix 3: Additional Support for Learning Referral Checklist

<b>Additional Support for Learning Referral Checklist</b>		Not at all	Some times	Often
<b>Name of Student:</b>	<b>Class:</b>			
<i>For each behaviour, select <b>not at all</b>, <b>sometimes</b>, or <b>often</b> from the dropdown list in column C</i>				
<b>Literacy Difficulties</b>	Other family members with similar difficulties			
	Difficulty with retaining and retrieving information			
	Difficulty remembering sequential information			
	Poor concept of time			
	Poor organisation skills			
	Difficulty with fluent, accurate reading			
	Continued difficulty with phonological awareness			
	Persistent difficulty with spelling			
	Poor structure/organisation of written work			
	Difficulty copying from the board			
	Inconsistent performance			
	Low self esteem			
	Poor comprehension skills			
	Slow speed of writing			
	Weak short term memory and/or working memory			
Slow speed of reading				
<b>Concentration Difficulties</b>	Other family members with similar difficulties.			
	Difficulties with physical activities			
	Confusion with left or right			
	Problems with awareness of time			
	Writing difficulties, both with style and speed			
	Difficulty using scissors, etc.			
	Poor organisation			
	Poor short term visual and verbal memory			
	Difficulties with making friends & forming relationships			
	Difficulty following instructions			
	Struggles with team games			
	Poor posture/hypermobility			
	Inconsistent performance			
	Interrupts/talks loudly			
	Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)			
Takes longer to process information				
<b>Concentration</b>	Other family members with similar difficulties			
	Doesn't seem to listen when spoken to directly			



	Doesn't follow through on instructions			
	Difficulty in organising tasks/activities or knowing where to start			
	Easily distracted by extraneous stimuli			
	Forgetful in daily activities			
	Loses things and is disorganised			
	Cannot sit still when expected or required			
	Blurts out answers before the question is finished			
	Difficulty in engaging in activities quietly			
	Inability to control emotions			
	"On the go" constantly			
	Talks at speed			
	Interrupts or intrudes on others			
	Appears inattentive/day dreamer			
	Can't wait to take their turn			
	Difficulty sustaining attention or completing tasks			
	Inability to perceive risk/danger			
<b>Social</b>	Other family members with similar difficulties			
	Responds to social interaction but does not initiate it			
	Difficulty understanding jokes/figures of speech			
	Difficulty reading social interactions			
	Lack of awareness of personal space			
	Makes honest but inappropriate observations			
	Socially inappropriate eye contact			
	Is hyperactive/un-cooperative/oppositional			
	Difficulty maintaining friendships			
	Over-sensitive to certain textures or sounds			
	Resistant to change			
	Difficulty in transferring skills from one area to another			
	Overly focussed on the detail of tasks			
	Abnormal use of tone/pitch in speech			
	Engages in the same task repeatedly and/or in ritual behaviours			
Dislikes/avoids social situations				
Experiences anxiety and heightened behaviours in new situation				
Inability to perceive risk/danger				
<b>Numeracy Difficulties</b>	Other family members with similar difficulties			
	Checks and re-checks answers to questions			
	Confusion with number direction, e.g. 92 or 29			
	Fixed into one method of working out calculations			
	Difficulty recognising the appropriate mathematical strategy			
	Difficulties with the concept of space and/or direction			
	Takes a long time to complete mathematical tasks			
	Problems with estimating			

	Problems with the planning of maths activities			
	A poor understanding of place value and its use in calculations			
	Poor practical application of maths, e.g. money			
	Problems with orientation/direction/maps/diagrams			
	Mixes up similar looking longer numbers			
	High levels of debilitating anxiety related to maths			
	Problems copying numbers and geometric shapes			
	Difficulties recalling basic maths facts/equations/times tables			
	Poor concept of time and reading analogue clocks/watches			
	Poor ability to carry out mental maths tasks			
<b>Speech or Language Difficulties</b>	Other family members with similar difficulties			
	Slow to answer when spoken to, or needs to ask for information to be repeated			
	Difficulties learning and understanding more complicated vocabulary			
	Struggles to understand sarcasm and some of the language of adolescence			
	Difficulties understanding non-literal language, e.g. idioms, metaphors, multiple meanings			
	Sentences sound muddled or confused			
	Longer pieces of speech or writing don't have enough detail or are hard to follow			
	Knows a word but can't remember it or says a word that's similar			
	Difficulty keeping up with conversations, including group conversations			
	Difficulty changing style of speech to suit different situations and audiences			
	Difficulty working independently and prioritising			
	Prefers practical tasks at school but finds the language for these difficult			

Notes:

**Date of policy review: February 2023**

## Appendix 4

### Support for Learning Team and Remits for 2022-23

Name	Role	Interventions
Julie Edgar	1 FTE Mental and Emotional Wellbeing Teacher	Targeted support (small groups and individuals) for pupils across all stages of the school in nurture room space.
Cameron Hunter	1 FTE SfL Teacher	Reading Recovery  Individual additional support for literacy for pupils with more complex learning profiles
Cheryl Robertson	0.5 FTE SfL Teacher	Targeted literacy support for pupils in P4 and P6
Mike Doyle	0.5 FTE SfL Teacher	Targeted literacy support for pupils in P5  Targeted one to one nurture input
Lyn Douglas	Class Teacher in P6	Seasons for Growth companion  Targeted support for pupils in literacy and numeracy across P4-P6
Carole Barber	PSA	Seasons for Growth companion
Sandra Watson	Class Teacher in P1	Mindfulness input (lunchtime club)
Sara Craig	PT (P2-3 and ASN)	Social skills groups in P1



**Appendix 5**

**Carolside Primary School  
Joint Support Team**



**Parent/Carer Information**

**What is the Joint Support Team?**

It is a group of professionals, based in school and linked to the school, who meet on a fortnightly basis to provide a forum for discussion of any child/children’s needs. All schools have a Joint Support Team. Our meetings are attended by the Head Teacher, ASL Co-ordinator, Classroom Teachers, Department Heads and our link Educational Psychologist. Social Work may provide information and contribute to the discussions, although at present they do not attend in person. The group meets to jointly plan, manage and review support for each child who is referred and, where appropriate, his or her family.

**How are you involved?**

School staff will discuss the referral with you before your child/children are discussed. After the meeting has taken place a member of staff will share the planning that has been discussed in the meeting with you. If you have any questions about the work of the Joint Support Team feel free to contact the school and we’ll be happy to offer some advice.

**What kind of help might the Joint Support Team offer?**

The support offered by the JST can be quite wide ranging and varied. It might be that the team feel there is no need for further support or it might be felt that any or some of the professionals who attend the meeting could offer support specific to their background and skills. Extra support in class and in school could be offered, as could an additional planning meeting. As stated above, any information about further support will be communicated with you before further work commences.

Please complete and return the tear-off slip below if you consent to your child being supported through discussion at a Joint Support Team meeting.

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**Joint Support Team Consent**

I consent to my child \_\_\_\_\_ being referred to the Joint Support Team.

Parent/Carer signature \_\_\_\_\_ Date: \_\_\_\_\_