

Behaviour Policy



Downsview

Community Primary School

Approved by:	Full Governing Board
Date:	November 2025
Next review due by:	November 2026

1. Policy Statement

Downsview Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and children. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation.

As members of our community, we adhere to the values of being: '**Respectful, Ready, and Safe.**'

2. Aim of the Policy

At Downsview Community Primary School we aim to:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all children are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for
- others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is the expectation for all

3. Purpose of the Policy

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions and clear boundaries

4. Expectations

We expect every child to:

- Take responsibility for their own behaviour
- Follow the school behaviour expectations at all times.
- Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use a visible recognition mechanism throughout every day.
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.

We expect Senior Leaders to:

- Meet and greet children at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and children whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and in managing children with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess our behaviour policy and practice

We expect Governors to:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

We expect Parents to:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident, and instead seek out a member of school staff to discuss this with privately.

5. Recognition and Rewards

We recognise and reward children who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward.

Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Downsview, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and Effort	Dojo Points	For effort and successes in their learning. Teachers to determine the system for recording house points in the classroom. These will be collected weekly and celebrated in Friday's Celebration Assembly.
Learning Attitudes	Golden Child Award	These awards will celebrate efforts / achievements in learning. Teachers will write the award in the Golden Child Book and bring it to the assembly on Friday and read it aloud. To be written in the second person to address their achievements.
Values & Behaviours	Phone Call Friday	Teachers nominate a child who has gone above and beyond in an aspect of their learning or behaviour this week. This will be read out in the Friday Celebration Assembly and a member of SLT will call home and relay the reasons for the award.
Displaying School Values	Dojo Points	Dojo points can also be awarded for displaying the school values. Staff are encouraged to award Dojo points around the building when they see the values being showcased, not just reserved for being in lessons.
Learning & Achievement	Weekly Celebration Assembly	A culmination of the awards that week. The following will be announced and awarded:

		<ul style="list-style-type: none"> • Dojo points winner from each class – given hot chocolate with a chosen adult • Golden Child from each class – given a gold star badge • Phone Call Friday from each class – reasons read out and phone call from SLT • Class attendance award – with cake and Attendance Ted given to the winning class.
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6. Managing Behaviour

Engagement with learning is always our primary aim at Downsview Community Primary School. For the vast majority of our children, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Downsview praise the behaviour we want to see and do not focus on the undesirable behaviours. All children are given take up time in-between steps.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, listed below, we also share the key message that assertiveness is a central part of our behaviour management at Downsview.

When responding to inappropriate behaviour, adults can choose to record it and address it at a later more appropriate time, ignore it, confront it or walk away and consider their response. Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to children. We do not want adults to be afraid of saying no and saying it with impact when it is appropriate. We need to be mindful not to overuse this as it can soon lose power and negatively impact on the atmosphere in the classroom. An adult can risk being ignored if their repertoire of verbal responses is too predictable.

At Downsview we have a Behaviour Curriculum which encompasses all elements of how we explicitly teach and support behaviour in school. This includes and is reflected within this policy; taking into account our PSHE curriculum, assembly offer and how our behavioural standards reflect our school values. It also considers what successful behaviour looks like in our school and how we share this with key stakeholders, how we use routines and habits to reinforce and teach expected behaviours and how we adjust the standards and routines for pupils with additional needs.

The Zones of Regulation are a research-based intervention used at Downsview to promote positive behaviour. In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. This tool support children to better understand their own emotions and strategies that children can draw upon to support their own emotional regulation in each coloured area of the zones. When used effectively, children can better regulate and control their responses to overwhelming emotions, in turn maximising learning and emotional development and leaving children feeling empowered and in control of their emotions. The Zones of Regulation are particularly useful for children with SEND and SEMH needs.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

Be Ready to learn, to succeed, to engage, to achieve	Be Respectful to yourself, to others, to resources, to the environment	Be Safe at play, at work, in mind, in body
<ul style="list-style-type: none"> • Be well rested and ready for school each day • Be on time for school and attend school regularly • Wear the correct uniform (named) • Have your learning resources ready • Always listen and be attentive • Focus on your work all the time and always give it your best 	<ul style="list-style-type: none"> • Listen to others • Allow others to speak • Follow all instructions from an adult in school • Use appropriate language and tone when speaking to others • Look after the school environment, equipment and displays • Use the bins provided for all litter • Look after equipment and belongings of others • Put equipment away in the correct place 	<ul style="list-style-type: none"> • Keep hands, feet, objects and unkind comments to yourself • Stop, stand still and remain quiet when the bell is rung • Line up correctly when leaving and returning to the classroom • Speak to an adult about any problems or issues • To act sensibly to and from school • Walk calmly around the school and when coming inside from the playground • Be in the right place at the right time

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Steps for Managing and Modifying Poor Behaviour

Children are held responsible for their behaviour. Staff at Downsview deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct:

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

<p>1. REMINDER</p>	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening.</p> <p>Example – “I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.”</p>
<p>2. WARNING</p>	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.)</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p>Example – “I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.”</p>
<p>3. TIME OUT</p>	<p>I noticed you chose to (noticed behaviour) You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc.)</p> <p>Playground: You need to (Stand by other staff member / me / Sit on the picnic bench/ stand by the wall etc.) I will speak to you in two minutes.</p> <p>Example – “I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.”</p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
<p>4. FOLLOW UP – REPAIR & RESTORE</p>	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? • What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Consequences:

Consequences must be reasonable and proportionate.

Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done.

Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

Below are some examples, but not an exhaustive list of consequences based on undesirable actions:

Undesirable Behaviours	Consequence
Continued low-level disruption	Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given.
Refusal to work	Complete work at break or lunch time with class teacher or take work home (teacher to follow up)
Unkind words towards peers	5 – 10 minute imposition with class teacher
Rudeness to staff	5 – 10 minute imposition with class teacher
Low-level physical unkindness on playground	10 minute sitting on the wall and pastoral conversation
Taunting and deliberately antagonising	Refer to a member of SLT to monitor possible bullying

The following will result in reflection (detention):

- Repeated/persistent disruptive behaviour
- Swearing at another person
- Stealing (including taking another pupil's bike/scooter without permission)
- Harming or threatening staff
- Hurting other pupils with intent to harm
- Intentionally damaging property
- Racist/homophobic (or discriminatory) comments with intent to offend (This includes online behaviours)

Reflection is given at lunchtime and/or breaktime for depending on the severity of the case, led by a member of SLT or class teacher depending on the behaviour. Pupils will use the time to do one or more of the following:

- Complete work
- Reflect on their actions

- Engage in restorative work

Where these behaviours are extreme or persistent, we may decide to give a child an internal suspension.

Serious Incidents:

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.
- Physically striking adults.
- Child on child abuse – see section 4.1 of the Child Protection and Safeguarding policy.

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2025 (in particular, parts two and five). Downsvie Community Primary School adopts a zero-tolerance approach to child-on-child abuse.

7. Restorative Practice

Downsvie Community Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and on the back of staff lanyards.

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

8. Recording

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

All staff receive regular training on positive behaviour management and this is ongoing at each stage. Staff can access support to improve practice which may come about

through SLT monitoring or through teachers or teaching assistants requesting this themselves.

9. Suspensions

Legislation and Guidance: In applying this policy, Downsview Community Primary School will adhere to current legislation, including the Equality Act 2010. Schools are obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At Downsview Community Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time. Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

10. Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations at www.gov.uk/government/publications/school-exclusion)

The governors of Downsview Community Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the August 2024 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

11. Language

At Downsview Community Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system. They prefer to use terms such as dysregulated and distressed, where appropriate.

12. Pupils' conduct outside the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

13. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Drawing and Talking or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges November 2022', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Downsview.

Some children may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create individualised support plans with parents. These are called Pastoral Support Plans (PSP). They link in with other school-wide strategies such as zones of regulation. They are a pupil-centred document and focus on what the adult and child can do at each stage to support de-escalation. The Pastoral Support Plan is linked to a risk assessment which may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate.

Where children are experiencing more marked difficulties with behaviour, the SENDCO will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk. Outside agencies support such as Local Authority Specialist Teaching and Learning Services and Primary Focus SEMH outreach may be used for further support. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from detentions, suspensions and permanent exclusion if it is deemed appropriate, despite on-going support for the pupil.

Appendix A – PASTORAL SUPPORT PLAN

Personal Support Plan (PSP)	
Name	Year Group:
<i>Brief overview of reasons for a PSP (or review action Points from Previous Plan)</i>	
Agreed Outcomes 1. 2. 3.	What will Success Look Like in school and at home?
Pupil Actions/ Responsibilities 1. 2. 3.	
Parental Actions/ Responsibilities 1. 2. 3.	
School Actions/ Responsibilities 1. 2. 3.	
Date of Meeting Date of Review	Please record who attended the meeting:

Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restrain' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS.

Downsview Community Primary School
POSITIVE HANDLING/ RESTRICTIVE INTERVENTION INCIDENT RECORD

Name of pupil:		Year/ Class:		
Location of Incident:			Date:	
Full names of staff involved:				
Start time of incident	Duration of restraint	Injuries	Medical Check	Incident reviewed with pupil
		Pupil Y/N Adult Y/N	Offered Y/N Accepted Y/N	Offered Y/N Accepted Y/N
Nature of Risk		External Agencies Informed	Supporting Records completed	
Threat to staff Y/N		VSK Y/N	Medical book	Y/N
Danger to self Y/N		Medial staff Y/N	Accident Report	Y/N
Damage to property Y/N		Social worker Y/N	RIDDOR report	Y/N
Absconding Y/N		Police Y/N	Formal Statement	Y/N
Other:		Other:	Other:	
Environments and Triggers:				
<i>Describe what was happening and what let up to the use of restraint:</i>				
Circle the level of potential risk: Low Medium High				
<i>Describe exactly what the risk was:</i>				
<i>Who was at risk:</i>				

Controlling risk – De-escalation and Distraction techniques used

Tick all that apply

Verbal advice and support	<input type="checkbox"/>	Success reminders	<input type="checkbox"/>
Clear instructions & directions	<input type="checkbox"/>	Reminders previous success	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Reminders about consequences	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Change of adult	<input type="checkbox"/>
Limited Choices	<input type="checkbox"/>	Diversion	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Contingent touch	<input type="checkbox"/>	Planned ignoring	<input type="checkbox"/>
Other:	<input type="text"/>		

Physical Intervention Strategies Attempted:

Tick all that apply

Guiding	<input type="checkbox"/>	Supportive holding	<input type="checkbox"/>
Escort Hold	<input type="checkbox"/>	Seated Hold	<input type="checkbox"/>
Kneeling holds	<input type="checkbox"/>	Double Wrist Hold	<input type="checkbox"/>
Other:	<input type="text"/>		

Response and view of the pupil:

Parent/ Carer informed	<input type="checkbox"/> Y/N	By whom	<input type="text"/>	Date & Time	<input type="text"/>
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Any other relevant information:

Head Teachers Comments:

Signed:

Date:

Form Completed by:	<input type="text"/>		
Signed	<input type="text"/>	Date	<input type="text"/>