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## ADVENTURE THERAPY FOR SUCCESS IN EDUCATION





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## ABOUT ME

I am an integrative practitioner, bringing Neurolinguistic programming, personalised learning and mindfulness together through adventurous, outdoors activities. Coming from an education background, working with pupils who need to be educated outside of mainstream settings for a range of reasons including; neurodivergences, attachment difficulties, mental health and social factors, I found that the most meaningful learning happens when a child is in an environment that makes them feel comfortable and safe. My pupils and I enjoyed the most success when we worked on the underlying skills needed to function in a classroom environment through outdoors activities, and then generalised these skills. Because of this, I found myself regularly conducting assessment conferences with pupils whilst travelling to and from outdoors education sessions and PE lessons; these were generally initiated by pupils and led to success!



I believe that I can provide a much more meaningful input into the education process by providing MTB adventure therapy than I ever could as a class teacher. I strongly believe that our minds are healthier when our bodies are active, and bikes are a great way of keeping active.

*"I thought of that while riding my bicycle" – Albert Einstein (on the theory of relativity)*

I am a mountain bike leader (MTBLA level 2), NSI cycling instructor, qualified teacher (BSc. QTS) and NLP practitioner (INLPTA). I have been involved in outdoor pursuits, particularly on two wheels, for most of my adult life. I subsequently have experience of combining my skills to enhance motivation, engagement, attendance and attainment.

With an increasing body of evidence on the benefits of cycling (and other forms of exercise & outdoors activities), I am in good company with my belief that spending time outdoors, being active and engaging minds and bodies at the same time has a significant positive impact on our mental wellbeing, esteem, motivation and therefore our potential to learn.



This information pack details the services I provide to schools which can give your school's vulnerable learners the chance to thrive. This includes reward activities, small group and 1:1 sessions, inset training for your staff and formal assessment and reporting which can be shared with parents/carers and other professionals to demonstrate the impact that your commitment to their inclusion in school has on them.

If you have any questions or would simply prefer to chat than read, please get in touch

[BreakingCyclesCIC@gmail.co.uk](mailto:BreakingCyclesCIC@gmail.co.uk)

07746272643

## WHAT IS ADVENTURE THERAPY?

Adventure therapy uses adventurous outdoors activities as a conduit for therapeutic conversations and there are often opportunities to find similarities between the activity and the objective we are working towards. I use NLP techniques to guide children along the path that leads to them discovering the skills they need in order to be successful at school. The best example of this is one of my favourite activities: 'The big hill'

I like to plan a mountain bike ride that involves a sustained and challenging climb that takes all of the group out of their comfort zone then use an NLP technique known as 'meta model challenging' to guide them through the seemingly impossible challenge ahead with subtly rephrased responses to any issues that they tell me about. I only share any meaningful information about how far the top of the hill is when it is in sight. At this point, I ask the children to point to the bottom of the hill. Invariably, it's out of sight and I guide them towards realising that they have almost completed a challenge that is so big it can't be seen in one go. At the top, some form of treat food is shared and the children's moods become positive and congratulatory. We rest long enough for the descent to feel like a completely different part of the ride. I then find opportunities to stop and chat after particularly engaging parts of the trail, conversation is led by the children and my part is to mention that we got to do that because we climbed the hill. At the end of the ride, we discuss what we enjoyed, what we learned, which skills we would like to get better at etc. Inevitably, somebody (very occasionally, it's me!) mentions getting better at going uphill and this is where we consolidate learning for the day: In order to do the best bit, we must challenge ourselves to do the difficult bit. It has always been my intention to let their class teacher mention that this is the same as revising for a test, learning your lines for the play or practicing your musical instrument, but the children have always made the connection for themselves before they get to class!

Although the main activity I use is mountain biking, the focus is on improving social, emotional and mental health by developing language and behavior patterns that facilitate better wellbeing. When I find myself in a situation



where the idea I need to work on requires us to be still, I use other activities to create the environment I need. Sometimes this can be as simple as gathering together to eat our lunch and look at the views whilst discussing something, other times it may involve



building shelters, making a campfire and outdoor cooking. I have also been known to occasionally step indoors and work in the classroom!

The adventure therapy model allows me to have a flexible approach to the way I work with children and young people; I can work with the whole group towards a common goal and scaffold the learning as necessary as in the example above. I can also focus on individual issues on a 1:1 basis. As all of the conversations we have are during an activity, there are natural breaks. Whilst one child is considering their learning, another child or group can be engaged in conversations that help them to develop. I also have the advantage of being able to revisit a topic on the same day, which accelerates the rate of progress, if they need more time and space it doesn't leave me twiddling my thumbs as I always have a group to move around and work with. Children quickly become aware of this and knowing that they can and will be given time and space to think tends to encourage them to be more open, honest and therefore receptive to the ideas that are presented to them. This makes adventure therapy a very efficient way to support your most vulnerable learners.

# HOW DOES ADVENTURE THERAPY SUPPORT BETTER OUTCOMES IN EDUCATION?

## IDENTIFYING UNMET NEEDS AND DEVELOPING STRATEGIES TO MEET THEM

The diagram to the right shows Abraham Maslow's Hierarchy of Needs. The key principle of this is that we need to meet our basic needs before we can address our higher order needs. In the vast majority of scenarios this is very straightforward: If our lower order needs are unmet, then we will not be overly concerned about the higher order needs. i.e. if we are hungry and don't have somewhere to sleep, then we won't be too concerned about feeling included, self esteem and career. Self actualization is at the top of the hierarchy and involves our need to be creative, to grow and achieve. Education is placed firmly in the category of self actualization so it's not likely for us to be overly concerned about our learning needs if we lack self esteem, feel excluded from society etc. My aim is to equip your school's vulnerable learners with the skills they need to make sure that their social and ego needs are being met.



## USING THE PRESUPPOSITIONS OF NLP TO MEET THE NEEDS OF VULNERABLE LEARNERS

There are 12 presuppositions of NLP that underpin how I guide the children I work with through the process of identifying their unmet need and meeting it. The following examples explain how some of it works. If you'd like to know more, then please note that my inset sessions start with a Q&A session.

### THE MAP IS NOT THE TERRITORY

There is more going on in the world than any single mind can process, so we create our own 'map' to represent it based on our own reference points. This is how intentions become misinterpreted and conflicts occur. Incompatible maps can often lead to unmet social and ego needs: If we think about a child who seems unhappy and plays alone, this could simply be that he doesn't know the rules of the game that is being played and feels he isn't allowed to join in. It may not occur to the other children to explain the rules because he hasn't asked. A little nudge from a member of staff or a peer could clear this up easily.

### MIND AND BODY ARE ONE SYSTEM

Our physiological feelings, emotions and behaviours are interconnected. There is a plethora of NLP techniques that use this principle to help people to manage emotional states through mindfulness and assuming physical poses. If you're interested in this idea, [Amy Cuddy gave a Ted talk about it in 2012.](#)

### ALL BEHAVIOUR HAS A POSITIVE INTENTION

There is a reason and logic behind every behaviour and the intention is always to benefit the person doing it. Sometimes, it makes no sense and it doesn't always have the desired affect but the intention is positive. Being aware of this and having a healthy curiosity about why someone is doing something may allow us to work out the intention behind it and see the person doing it in a different light.

## **ADVENTURE THERAPY SESSIONS**

Every session is customised to meet the needs of the group. I plan sessions based on agreed objectives and activities that are intended to teach certain skills and then look for opportunities to weave specific 1:1 work into the session as the opportunities present themselves. The general group objectives are generally based on the capability statements that can be found in the appendices; these form the basis for assessment and pupil tracking.

### **GETTING READY**

In order to foster independence and help children to develop organisation skills, they get their own kit ready; make their own decisions about what to take and how to dress. Where possible, I also encourage the children to look after their own bike and kit.

### **GUIDED RIDES**

Most sessions are based around a guided ride with other activities carried out to provide opportunities for other types of learning and therapeutic conversations. I think the world becomes a little bit better every time someone goes out for a bike ride, so I do everything I can to make it easy for children to carry on cycling after these sessions. I like to plan my routes from the school gates so that children can learn routes to ride with their family and friends. There are some occasions where there isn't a guided ride, I have included an example sessions plan in the appendices to show what this looks like.

### **OTHER ACTIVITIES**

Other activities that we may include in an adventure therapy day include the following...

- Shelter building
- Fire making & outdoors cooking
- Map reading and navigation
- Learning about local history
- Learning about wildlife, nature and physical geography
- Orienteering/treasure hunts
- Photography
- Trail building/maintenance
- Learning about emergency procedures (first aid and trailside repairs)

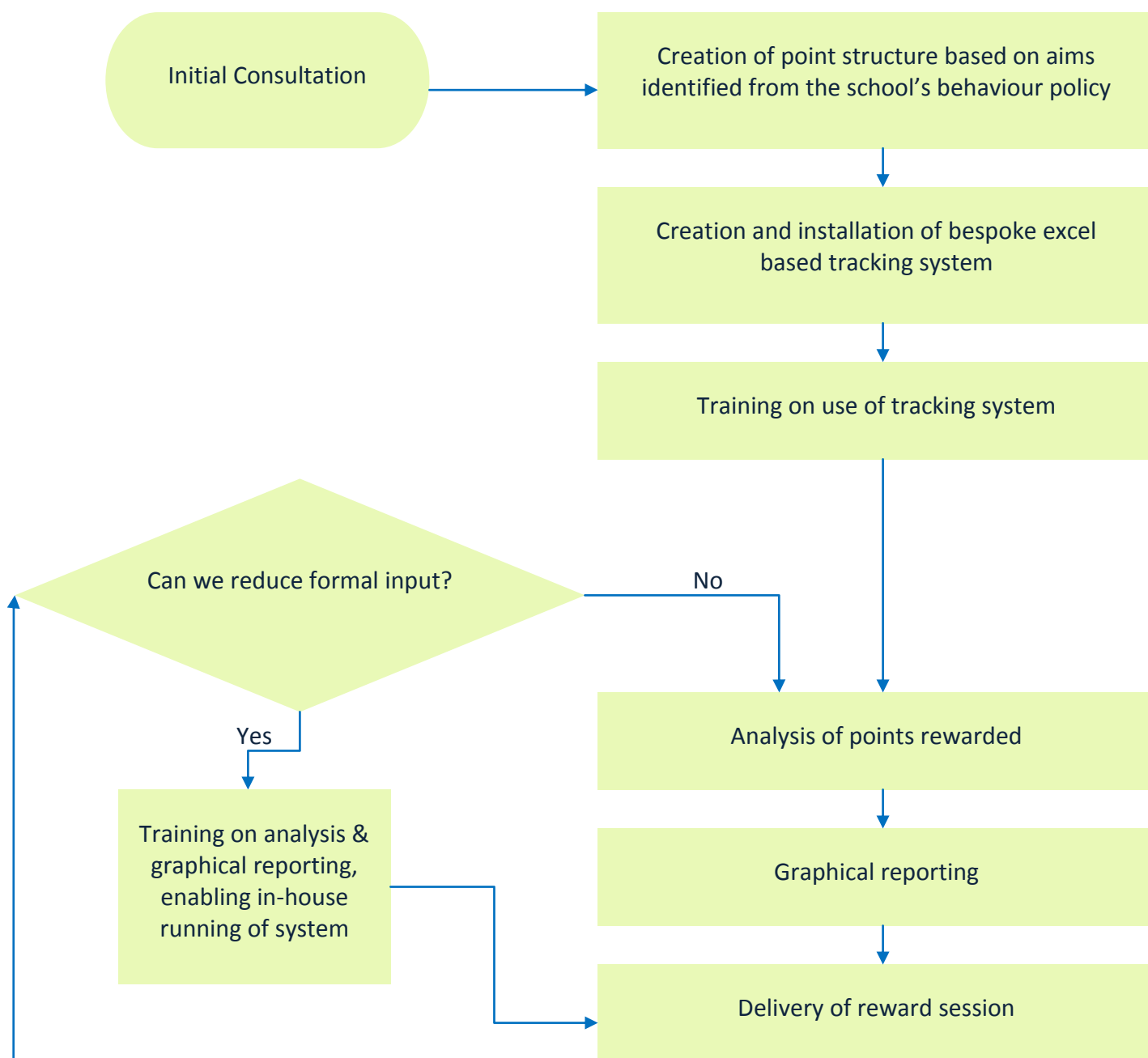
This is by no means an exhaustive list!

### **POST RIDE**

To encourage organisation skills we finish every session by cleaning bikes and performing or planning for any bike maintenance that is needed. We also use this time to debrief and discuss ideas for next week's session.

## REWARD SESSIONS

The most effective way to take advantage of this model is to integrate some of the values and principals into the day to day life of the school. Using a positive reward system, linked to reward activities can be an effective and efficient way to improve pupils' wellbeing, confidence and attitudes to learning across the whole school. The methodology behind this approach to behaviour management is simply to be specific about the qualities we value and reward and reinforce them. Although there are a lot of generic reward systems on the market, the best fit for your school's values will always be something that has been designed specifically to support your school's values. The following flowchart shows how I would support your school in the development of an effective reward system.



# **NLP INSET SESSIONS: POSITIVE LANGUAGE FOR POSITIVE OUTCOMES**

## **WHAT THE SESSIONS ARE ABOUT**

My inset sessions are intended to be reflective and create an opportunity for your staff to develop, with the benefit of my experience and guidance. Your school will already be home to some outstanding practice. My role is to identify it and develop it into something that can be used throughout the whole school. I call my sessions 'Positive language for Positive outcomes' and focus on using NLP principles to ensure that the way we communicate (with pupils and our colleagues) consistently invites positive outcomes.

During the session, I will share the techniques that have helped my pupils to turn around their education and go on to succeed in life. Most of these techniques have their roots in Neuro-Linguistic programming and what I've been able to model, and integrate into my practice, from working with some excellent specialist teachers and other professionals.

The workshop part of the training session will focus on how best to integrate some NLP based techniques into your practice.

Having attended numerous training courses and Inset sessions as a teacher working in a specialist setting, I am aware that there is a risk that generic content isn't necessarily relevant to the values of every establishment so I like to start with your input. I achieve this by encouraging participants to come to my sessions with questions and scenarios that they would like to explore so that we can start with a thorough Q&A based on what your staff wants to learn more about and need support with. This leads to the collaborative development of strategies, based on NLP principles, specific to your school that can be easily implemented straight away!

These sessions work particularly well as a twilight inset.



## Pricing Structure.

### PRICELIST

Service	What's included	Hours	Price
Adventure Therapy session	<ul style="list-style-type: none"> <li>• Session preparation, including risk assessments, route planning, preparation of equipment etc.</li> <li>• Session delivery</li> <li>• Assessment, recording &amp; reporting of session outcomes (group &amp; individual)</li> <li>• Verbal advisory feedback, detailing techniques used that may be applicable in a wider context.</li> </ul>	full day (8hrs)	£280
		Half day (4hrs)	£160
Reward MTB Session	<ul style="list-style-type: none"> <li>• Microsoft Excel based reward points system, tailored towards your school's behaviour policy, during initial session.</li> <li>• Training on data input and ongoing use, during initial session.</li> <li>• Ongoing tracking of pupil performance.</li> <li>• Regularly (every half term) graphical reporting</li> <li>• MTB sessions of up to 8 riders. During a full day booking I could potentially take 4 groups of 8 for 2hr sessions, therefore providing a reward activity for 32 pupils.</li> </ul>	full day (8hrs)	£200
		Half day (4hrs)	£120
In service training session	<ul style="list-style-type: none"> <li>• Responsive training on 'Positive language for positive outcomes'</li> <li>• Post course notes detailing content covered and future development ideas</li> </ul>	up to 3 hrs	£120
Additional administration & Consultation work.	Creation of any specific documentation not listed above that may be asked for. e.g. input to school reports, policies etc.	hourly	£35

### PACKAGES

Where multiple services are booked, preferential 'package rates' can be applied.

If work is to be carried out for learners using funding from multiple sources e.g. if more than one agency working with a group of children are contributing to the provision, then it is possible to provide multiple invoices to ease administration.

## Adventure Therapy Project: Edisford School

### Autumn: Session 5

	<b>Activity</b>	<b>Purpose</b>	<b>Resources</b>
<b>AM 1</b>	<p>Emergency Procedures:</p> <ul style="list-style-type: none"> <li>• Managing the situation and getting help               <ul style="list-style-type: none"> <li>○ Make sure that at least one responsible adult knows where you are going and when you plan to be back, and that you have their phone number etc.</li> <li>○ Sheltering &amp; waiting for help: how to find natural shelter &amp; make ourselves visible to other people and finding safe places nearby.</li> <li>○ Describing where we are if we need rescuing, useful phone numbers and contact details, sharing what we have with us and using the group to get help.</li> </ul> </li> <li>• First aid               <ul style="list-style-type: none"> <li>○ DR ABC (Danger → Response → Send for help → Airway → Breathing → Circulation)</li> <li>○ Head injuries (make sure that your rescuer has the chance to look at the broken bike helmet, it can tell them a lot about the accident!)</li> <li>○ CPR (Staying Alive method)</li> <li>○ Bleeding (raise it above the heart, dress it to help it to reduce bleeding, tell your rescuer how much blood they've lost)</li> <li>○ Bone injuries (slings &amp; support bandages)</li> <li>○ Treating minor cuts, grazes etc. (clean it up, cover it up &amp; get home)</li> <li>○ Becoming ill (the most common things to happen is that someone in the group is ill and it shows up during the ride.)</li> </ul> </li> <li>• Trailside repairs               <ul style="list-style-type: none"> <li>○ 10 second bike check</li> <li>○ Emergency maintenance: Punctures, aligning brakes, getting the chain back on, using a cable tie to select the middle gear</li> <li>○ Sharing the problem if the bike can't be completely fixed</li> </ul> </li> </ul>	<p>All of the Adventure therapy sessions at Edisford Primary School have started from the school gates.</p> <p>We did this so that the Pupils involved in these sessions know where they can ride their bikes in the local area.</p> <p>We have previously covered navigation and route planning, so they have procedures for minimising risk.</p> <p>The aim of this session is to equip the pupils with the skills they need to deal with any issues that may occur.</p> <p>This session will contribute to the development of:</p> <ul style="list-style-type: none"> <li>• Organisation Skills</li> <li>• Intra-personal skills</li> <li>• Resilience</li> </ul>	<p>First aid kit</p> <p>Paper &amp; Pens</p> <p>Tablet for internet research and photos</p> <p>Phil's toolkit</p>
<b>AM 2</b>	Trail Building: We will be making small step ups out of materials that have	During this session, we will be making	shovels

	<p>been collected from around school. A step up is a common trail feature, it is any object that creates a small step such as a tree root, rock, small tree stump, sideways log etc. We will find pieces of wood and stones on the school ground and make a series of small (5 – 20cm) step ups. We will do this by placing objects and digging the ground around them to secure their position.</p> <p>These trail obstacles will be used in this afternoon’s skills session.</p>	<p>improvements to the school’s ‘trim trail’ The pupils will be encouraged to make decisions as a group and work out how to do things for themselves.</p> <p>This session will contribute to the development of:</p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Organisation Skills</li> <li>• Intra-personal skills</li> </ul>	<p>trowels</p> <p>watering cans</p>
<b>PM 1</b>	<p>MTB Skills:</p> <ul style="list-style-type: none"> <li>• Cone of movement</li> <li>• Attack position</li> <li>• Gear choice</li> <li>• Wheelies</li> </ul>	<p>We have learned, practiced and developed a range of trail skills on natural trails in the local area during previous sessions.</p> <p>We will be specifically looking at the skill of getting up a step up in the trail by lifting the front wheel whilst pedalling (AKA: pulling a wheelie!)</p> <p>This session will contribute to the development of:</p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Determination</li> <li>• Resilience</li> </ul>	
<b>PM2</b>	<p>Fire making &amp; evaluation session:</p> <ul style="list-style-type: none"> <li>• Making a fire circle</li> <li>• Collecting firewood (different sizes for kindling &amp; keeping warm)</li> <li>• Lighting the fire</li> <li>• Maintaining a warm fire</li> <li>• Putting the fire out and keeping safe</li> </ul>	<p>Drawing on one of the pupils’ favourite Adventure Therapy activities: outdoors cooking and their skills from endeavours, we will be using the activity of fire making as an opportunity to evaluate the progress made so far over toasted marshmallows!</p> <p>This session will contribute to the development of all skills within the capability matrix</p>	<p>lighter</p> <p>lighter blocks (hopefully we won’t need to use them!)</p> <p>Marsh mallows</p>



## MTB Adventure Therapy – Pupil Questionnaire

1) Which session did you enjoy the most?

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2) Which session do you think developed your abilities the most?

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3) How have our sessions helped you to develop confidence?

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4) How have our sessions helped you to develop determination?

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5) How have our sessions helped you to develop your organisation skills?

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6) How have our sessions helped you to develop your inter-personal skills?

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7) How have our sessions helped you to develop resilience?

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8) Which of the skills that we have been working on do you think will help you to get ready for secondary school?

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9) Which skills do you think you have improved the most through these sessions?

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10) How could we make our sessions even better?

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### CAPABILITY STATEMENTS

Capability	4	3	2	1	0
	Established	Consolidating	Developing	Emerging	Not Shown
Confidence	Very positive and has a go at everything Wants to progress Expects Success	Usually positive and has a go at most things Happy to move on looks for success	Sometimes positive and attempts tasks within a comfort zone Happy with easy tasks Hopes for success	Usually negative and avoids new tasks Only wants to do the minimum Doesn't expect success.	No evidence shown
Determination	Always motivated tasks Self motivates	Usually motivated responds well to motivation	Can be motivated at times Requires extrinsic motivation to complete tasks.	Usually gives up Minimal response to extrinsic motivation	No evidence shown
Organisation skills	Aspires to success Follows instructions well Seeks advice on how to improve Uses time well often applies learning in other context Looks after equipment	Generally aspires to success Follows instructions Uses time well May Independently usually applies learning in other context Learning to look after equipment	Beginning to aspire to success rarely follows instructions Occasionally applies learning in other context with prompts some help organising equipment	Disinterested Poor attendance Ignores instructions Isolates task constant help organising equipment	No evidence shown
Inter-personal Skills	Always works well with others Always Resolves disagreements Makes friends easily Offers to help	Usually works well with others Usually resolves disagreements Has strong friendships Helps when asked	Sometimes works well with others Learning how to resolve disagreements Has 'interest based' friends won't help others	works better alone Easily upset by disagreements Has few friends lacks awareness of peers	No evidence shown
Resilience	Always calm when challenged Always tries again Sees the positive first	Usually calm when challenged usually tries again	Sometimes calm when challenged sometimes tries again	Avoids anything challenging gives up easily	No evidence shown
Score					

### ADVENTURE THERAPY PUPIL RECORD

School Name								
Pupil Name								
	Attendance %	Confidence	Determination	Organisation skills	Inter-personal Skills	Resilience	Literacy	Numeracy
Session 1								
Session 2								
Session 3								
Session 4								
Session 5								
Session 6								

## EQUIPMENT

### HIRE EQUIPMENT

If required, The Ride Guide can provide all of the equipment needed on the day on a hire basis. This includes the following and is charged at a flat rate i.e. we don't charge you more if we need to lend you more equipment due to adverse weather.

What you need to go Mountain Biking...

### A SUITABLE BIKE

Any bike that is sturdy enough to be ridden off road and has tyres with tread on can be used. My professional opinion is that minimising our reliance on technology such as suspension helps to develop the skills we need to get the most out of it when we get our hands on it! For this reason, the bikes provided are completely rigid for primary school groups and hard tail mountain bikes for secondary school groups or adults. If you choose to provide your own bike, something simple but good quality is usually the best option.

### SAFETY GEAR & SUITABLE CLOTHING

Piece of equipment	Details	Available for hire?	Essential or Recommended
Helmet	Helmets must be less than 3 years old and not show signs of damage	Yes	Essential
Gloves	Full finger gloves that have a protective palm	Yes	Essential
Glasses	Clear or tinted glasses to protect eyes from debris	Yes	Recommended
Bag	small rucksack to carry water, spare clothing, lunch etc.	Yes	Essential
Outer clothing (winter)	MTB Shorts, Jersey, neck warmer, waterproof jacket	Yes	weather dependant
Outer clothing (summer)	MTB shorts & Jersey	Yes	Recommended
Shoes	Something sturdy that is ok to get muddy	No	Essential
Base layers	Layer up to keep warm, school PE kit is a great start!	No	Essential



## EQUIPMENT SUITABILITY CHECKLIST

### BICYCLE

Requirement	Check carried out	Notes	Passed?
Wheels are true within <1mm			
Wheels are strong enough to ride off road			
Tyres have sufficient tread and side walls are in good condition			
Brakes are properly adjusted			
Brake pads have sufficient material to last more than 6 rides			
Gears change smoothly			
Frame shows no signs of fatigue or damage			
All bolts are tightened to an appropriate torque.			
Chain has <0.75% stretch and is free of rust			
Headset and bottom bracket bearings move smoothly and freely without play			
Where present, suspension and electronic components function well, showing no signs of needing mechanical intervention over the next 6 rides			

### SAFETY EQUIPMENT

Requirement	Check carried out	Notes	Passed?
Helmet is less than 3 years old & has no visible damage			
Gloves cover whole hand and have no holes or visible damage to palms			

This checklist must be verified by a qualified person, such as an accredited, qualified bicycle mechanic.

Name of Professional \_\_\_\_\_  
 Qualification Presented \_\_\_\_\_ Verified by \_\_\_\_\_  
 Date \_\_\_\_\_



## PUPIL INFORMATION & CONSENT FORM

### USE OF INFORMATION, PHOTO & VIDEO

Information collected in this form will be kept by the ride leader during the activity and shared with relevant agencies in case of an emergency. It will be kept in accordance with the organisation’s data protection policy when Breaking Cycles CIC has been employed on a consultancy basis.

The ride leader may use a point of view camera mounted either on their bike or on their person. The purpose of this is primarily for evaluation of sessions and record keeping. Any footage will be downloaded and kept by the organisation in accordance with their policies and may be kept by myself, I will not share or publish this without further consent. I may ask for further consent if I would like to use media for other purposes (such as marketing or as part of an educational resource), this will be thorough and be specific to each image or media file. If you would like copies of any photos or media to be shared, this can be done but may not be instant as further consent may need to be sought from other parties.

I, \_\_\_\_\_ give consent for information and media to be used in the manner described above. Signed \_\_\_\_\_.

### PUPIL INFORMATION

Name	Date of Birth	Gender
School Contact		Home contact
Name	Name	
Phone	Phone	
	Details	Medication/equipment carried
Allergies: please include details of any known allergies.		
Disability: please include details of any sensory difficulties, physical disability or learning disability.		
Medical conditions: please include details of any current medical conditions.		
Please use this space to provide any other information that you feel may be relevant.		

## MOUNTAIN BIKING

All sessions will be led by a qualified MTB leader who will strive to follow British Cycling's best practice to ensure that the activity is safe, enjoyable and productive. There are some risks involved in mountain biking but these are significantly reduced when taking part in a led ride. In case of emergency, first aid may be given by a qualified person.

I, \_\_\_\_\_ give consent for \_\_\_\_\_ to take part in Mountain Bike sessions with a qualified MTB leader. Signed \_\_\_\_\_.

## LOCO PARENTIS

During 1:1 or small group sessions, the ride leader will be in loco parentis, meaning that they will be responsible for the safety and wellbeing of your Child. Information about your Child's ride leader, their professional background and qualification will be provided in order to help you make an informed decision about their suitability to care for your child.

## ABOUT PHIL, YOUR RIDE LEADER

As a cyclist, my passion is for endurance, I like to compete in 24hr events and thoroughly enjoy an adventure, whether it's a day out on the bike with my family, touring/bikepacking trip or a mountain bike ride. I like to promote using bikes for transport by delivering bikeability sessions in schools and providing opportunities for people to learn about and gain confidence in cycling through Breaking Cycles CIC. I am calm and encouraging and love to see people progress during my rides!

## QUALIFICATIONS ETC.

Information and Communication Technology BSc with QTS (2:2) – (GTC registered: 0445184)

INLPTA NLP Practitioner

MTBLA Level 2 MTB Leader (British Cycling)

NSI Cycling Instructor (NSIQ521404)

Current Outdoor first aid qualification: 4<sup>th</sup> Dec 2018

Child Protection in Sport and Active Leisure Level 2: 17<sup>th</sup> March 2019

DBS Certificate Number: 001594250449

## DECLARATIONS

I, \_\_\_\_\_ have read the details of Phil's professional background and qualifications and am happy for him to be responsible for my child's wellbeing during these session. I have provided all information that I feel may be needed in order for Phil to act in my child's best interest and this information was accurate and up to date on \_\_/\_\_/\_\_ and understand that it is my responsibility to keep Breaking Cycles CIC up to date with any changes to the information provided.

Signed \_\_\_\_\_.

The information provided is accurate and up to date on \_\_/\_\_/\_\_. I, **Phil Wade** understand that it is my responsibility to keep \_\_\_\_\_ up to date with any changes to the information I have provided.

Signed \_\_\_\_\_.