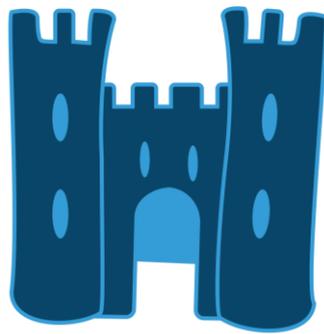


Carrowdore Primary School



Child Protection Policy

Ratified by Governors on: 19-11-18

Signed: Mr C. Davidson

Introduction

“Children have the right to be protected from being hurt and mistreated, physically or mentally.”

U.N. Convention on the Rights of the Child (Article 19)

This statement of school policy and procedure in Carrowdore Primary School has been compiled with the collaboration and support of the teaching staff and safeguarding team and has the approval of the Board of Governors.

The ethos of our school is such that children are treated not just as numbers or statistics but as individuals. We strive to ensure that we get to know each child and the teaching and support staff develop caring relationships with all our children.

Our aim is to ensure that every child is happy, contented and working to his or her full potential throughout his / her time in Carrowdore Primary School.

The Pastoral Care Team consists of Miss Roe (Principal), Mrs Billington (Designated Teacher for Child Protection) and Miss Dines (Special Educational Needs Co-ordinator and Deputy Designated Teacher for Child Protection).

The Governors, Principal and staff of Carrowdore Primary School fully recognise their responsibilities for child protection within the school.

One of the key principles of Safeguarding and Child Protection is that the welfare of the child is paramount. We agree that all children have the right to be protected from all forms of abuse. They must be kept safe from harm and they must be given proper care by those looking after them. When making decisions affecting children, their best interests will be of prime importance.

We recognise and accept that we have a pastoral responsibility towards the children within our charge and will endeavour to protect their welfare and preserve their safety.

Contents of our policy:

1. Definition of child abuse and types of abuse
2. Safe Recruitment Checking Procedures
3. Everyday Safety Procedures
4. Raising Awareness of Child Protection Issues with Children
5. Roles and Responsibilities
6. Procedures for Identifying and Reporting Cases/Suspected Cases of Abuse
7. Supporting Children at Risk
8. Working with Children - Code of Conduct
9. Related Documents
 - Child Protection/Pastoral Care Record Of Concern
 - Child Protection – Procedure For Reporting Sign

1. Definition of Child Abuse and an Outline of Types of Abuse

(Taken from Safeguarding and Child Protection in Schools: A guide for Schools, Section 5.1 and 5.2 and from Co-operating to Safeguard Children and Young People in Northern Ireland 2016)

Definition of Child Abuse:

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings; in a family, in a residential, hospital or institutional setting or in a community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.

Child abuse may take a number of forms, including:

Neglect - the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse - deliberately physically hurting a child. It might take a variety of forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse - when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including penetrative or non-penetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology).

Emotional Abuse - the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless or unloved or inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying- including online bullying through social networks, online games or mobile phones by a child's peers.

Exploitation - the intentional ill-treatment, manipulation or abuse of power and control over a young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem

- Neurotic behaviour (eg rocking, hair-twisting, thumb-sucking)
- No social relationships
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Withdrawal from physical contact
- Flinching at sudden movements
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

Possible signs of emotional abuse

- Physical, mental and emotional development delay or disturbance
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to stressful situations
- Neurotic behaviour (eg rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Enuresis/encopresis (bedwetting/soiling)

Specific types of abuse

Grooming - when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Many young children do not understand that they have been groomed, or that what has happened is abuse. (NSPCC definition)

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. CSE does not always involve physical contact and can happen online. Any child under the age of 18 can be a victim of CSE.

Possible signs of child sexual exploitation

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Truancy / leaving school without permission
- Change in mood- agitated / stressed
- Appearing distraught or dishevelled
- Inappropriate sexualised behaviour for age
- Physical symptoms e.g. bruising, bite marks etc.
- Low self esteem
- Change in personal hygiene (greater or less attention)
- Self-harm and other expressions of concern
- Evidence or suspicion of substance abuse

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows-

'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Carrowdore Primary recognise the damaging impact on children of an abusive family setting and cases of domestic violence will be reported to the appropriate statutory agency.

Sexual Violence and Abuse:

'any behaviour (physical, psychological, verbal, virtual/ online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).'

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation.' This practice is medically unnecessary, extremely painful and has serious health consequences, both at the time the mutilation is carried out and in later life.

The Child Protection Referral Procedure

Where a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the designated teacher.

The relationships which teachers, other educational professionals and other staff in the school have, with the children in their charge, is based on trust and, often, on confidentiality: such relationships are an integral feature of a secure, caring environment, which fosters learning and personal development. Staff have, however, a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. All staff should recognise, therefore, that, in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by involving others, in the child's best interests.

No promise of confidentiality can or should be given where abuse is alleged.

Where teachers see signs, which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's ancillary staff sees such signs, he or she should immediately bring them to the attention of either the class teacher or the designated teacher.

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse.

- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind;
- They should, therefore, not ask questions which encourage the child to change his or her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?";
- The chief task at this stage is to listen to the child, and not to interrupt if he or she is freely recalling significant events, and to make a note of the discussion to pass on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, or sketched, but under no circumstances should a child's clothing be removed;
- Any comment by the child, or subsequently by a parent, carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used;
- Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know;
- They should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.

Where there are concerns about possible abuse and a referral is required, the following procedures will be followed by the Designated Teacher for Child Protection or in her absence by the Deputy Designated Teacher for Child Protection:

a) In a case where the child is not considered to be at immediate or significant risk but where family support from social services is deemed necessary, the Designated Teacher will make a UNOCINI 'Child In Need' referral to Social Services.

b) In a case where the child is considered to be at immediate or significant risk a Child Protection telephone referral should be made to the local Gateway Team or the PSNI Public Protection Unit by the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection. (A telephone referral should be confirmed in writing using a UNOCINI form within 24 hours).

Under the "Protocol for Joint Investigations" established between the Police and Social Services, where either agency receives a report that a child is at risk, the other is automatically informed.

The Designated Teacher will seek consent of the parent/carer when making a referral, unless this would place the child at risk of significant harm. The Designated Teacher may seek advice from Gateway and/or PSNI if a child is deemed to be at immediate risk.

At any stage the Designated Teacher may seek advice from a CPSS officer.

2. Safe Recruitment Checking Procedures

In Carrowdore Primary School, we have adopted the procedures set out in the DENI Circular 2008/03 regarding the pre-employment checking of persons to work in schools. Prospective employees and volunteers are required to apply for an Enhanced Disclosure Certificate provided by the Access NI organisation. EA carry out Access NI checks on new Governors.

3. Everyday Safety Procedures

In Carrowdore Primary School, we endeavour to ensure that children are supervised at all times throughout the school day. Outside doors are locked during the day and access for visitors to the school is through the main door at the reception area. Visitors are required to sign in and out of the school building and are required to wear a visitor's badge.

Parents who wish to collect children during class time for appointments are required to let the child's teacher know, in writing, in advance. Children may be collected from and returned to school via the school office. Parents are required to sign their child in and out at the school office. If written authorisation is not provided by the child's parent/guardian, a child may not be removed from the premises with any other person, until telephone permission has been given by the child's parent/guardian for the child to leave school. Children are not permitted to leave the school grounds unaccompanied during the school day e.g. to meet parents at the car park.

Parents are encouraged to communicate with the teaching staff regarding any alternative arrangements for the collection of their child, which may give rise to concern e.g. a child who has attended school but is not attending an afternoon club, a child being collected by an adult not known to the school or in the case of any alternative arrangements for collecting their child. (This is not an exhaustive list).

The Designated teacher or Deputy Designated teacher for Child Protection will respond to queries from Social Services about any given child in a timely manner. Sensitive or confidential information will be passed on to the correct agencies using secure contact methods only and if necessary, information will be hand delivered by a member of the Senior Management Team.

4. Raising Awareness of Child Protection Issues With Children

In Carrowdore Primary School, we endeavour to increase awareness of Child Protection issues amongst our pupils and to equip children as far as possible with the skills they need to keep themselves safe.

Child protection notices are strategically placed around the school, including one in each classroom. These state who the Designated Teacher and Deputy Designated Teacher for Child Protection are and encourage children to talk to these teachers if they are experiencing problems or are concerned about their own safety and welfare. The Child Protection posters are discussed with the children at least once a term in assembly and in class and the children are reminded that the Designated Teacher, the Deputy Designated Teacher and all members of staff are willing to listen if they are experiencing problems.

Worry boxes and a sharing system are in each classroom. Foundation Stage and Key Stage One staff check these boxes at lunchtime and Key Stage 2 teachers check their classroom boxes at 2pm. This ensures that any problems can be dealt with before the child leaves school.

Primary 6 and 7 pupils participate in Child Line workshops biannually and Primary 7 participate in the Bee Safe programme at RADAR when available. We also liaise with other agencies and charities concerned with child protection such as the NSPCC and the PSNI.

5. Roles and Responsibilities

Teachers, classroom assistants and voluntary helpers are familiar with, and follow, the school's child protection procedures for promoting and safeguarding the well-being of children in the school. All concerns should be reported to Mrs. Billington (Designated Teacher) or to Miss. Dines (Deputy Designated Teacher) in her absence. Staff members are required to complete a written Record of Concern to record issues about a child that may arise. Staff members are required to keep all information about children strictly confidential both within and outside of the school. Information is discussed in the strictest confidence, between the Principal, the Designated Teacher and the Deputy Designated Teacher on a regular basis. Information is only shared with other members of staff on a 'need to know' basis.

The designated teacher is Mrs N Billington.

If the designated teacher is absent, Miss S Dines will assume the responsibilities of the role.

The designated teacher has responsibility for:-

The Role of the Designated Teacher:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

Where the designated teacher is suspected to have abused a child, or such an allegation is made, the member of staff who is made aware of the possible offence should inform the principal immediately, who will instigate the normal reporting procedures. Where the principal is suspected, or an allegation is made against her, the matter should be reported to the designated teacher and she should report the matter immediately to social services (or as the case may be, to the Police), the Chairperson of the Board of Governors, and, to the designated officer of the Education Authority.

The Role of the Deputy Designated Teacher:

The Deputy Designated Teacher works in partnership with the Designated Teacher, assists with the above duties and acts as the Designated Teacher, in her absence.

The Role of the Principal:

The Principal, assists the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

The Principal ensures that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

The Role of the Designated Governor

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;

The Role of the Chair of Governors

The Chairperson of the Board of Governors has a central role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

Procedures for identifying and reporting cases/suspected cases of abuse

Report all concerns to Mrs. Billington. If Mrs. Billington is not available report to Miss. Dines or the Principal.

Record concerns on Child Protection Record of Concern form.

Child protection issues should only be reported to Mrs. Billington, Miss. Dines or the Principal and not to any other staff member. If other members of staff need to know this information it will be disseminated on a need to know basis only by Mrs. Billington, Miss. Dines or the Principal.

Allegations about a member of the teaching or non-teaching staff should be reported to the Designated Teacher or Deputy Designated Teacher only, who will then inform the EA Designated Officer and seek advice. The Chairman of the Board of Governors and Principal are also notified. If an allegation is made about both the Designated Teacher and Deputy Designated Teacher, the member of staff who receives the information should inform the EA Designated Officer and the Chairman of the Board of Governors of the school.

If a child directly reports a concern to you:

- Allow the child to speak without interruption.
- Inform the child that you will have to pass the information on.
- Alleviate feelings of worry, while passing no judgement.
- Record all factual details accurately on a record of concern form, sign and date.
- Report concerns and pass on the record of concern immediately to Mrs. Billington or Miss. Dines.
- Do not question the child or try to investigate.
- Do not make promises to sort out the problem.
- Do not promise to keep secrets.
- Do not discuss the details with any other member of staff or person outside of the school community.

If you are made aware of information concerning a child:

- Record concerns accurately on a record of concern form.
- Report to Mrs. Billington or Miss. Dines.

REMEMBER ALL INFORMATION CONCERNING CHILD PROTECTION IS
CONFIDENTIAL.

6. Supporting Children At Risk

We are aware of our responsibility towards children who are placed on the Child Protection Register and to those who are not placed on the register, but whose circumstances give us cause for concern. We endeavour to provide a caring and stable environment in school for all children and particularly for those who are experiencing difficult times. Staff are informed of their responsibility to monitor these children and to pass relevant information to Mrs. Billington regarding their progress.

Information is treated as strictly confidential and is shared on a 'need to know' basis. Regular discussion between the parent and teacher is also encouraged when appropriate. Our PDMU (Personal Development and Mutual Understanding), circle time and visits from external agencies help to provide children with coping skills for dealing with negative emotions and difficult situations. All children are encouraged to talk to a member of staff if they are facing or experiencing difficulties.

Codes of Conduct

Carrowdore Primary School expect staff and visitors to adhere to codes of conduct. Appendix 4 & 5)

Related Policies:

Anti-bullying Policy

Social Media Policy

Positive Behaviour and Discipline Policy

Intimate Care Policy



CARROWDORE PRIMARY SCHOOL
Child Protection/Pastoral Care Record of Concern

Name of Child Child's Address	D.O.B.	Class
Date:	Venue:	Time:
Those present:		
Nature of concern:		
Action taken:		
Follow-up		
Signed _____ Date _____		
Received by _____ Date _____		



Child Protection Report for:
Date:
Child's Class Teacher:
Designated Teacher for Child Protection: Miss S. Dines

School Life
Presentation
Academic Progress
Attendance
Additional Comments

Teacher's signature:		DT/DDT's signature:	
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Carrowdore Primary School

How do I raise a concern?

I have a concern about my/a child's safety

I can speak to the class teacher

If I am still concerned, I can talk to the Designated Teacher for child protection or the Principal

If I am still concerned I can talk/write to the Chair of the Board of Governors

If I am still concerned I can contact the NI Public Services Ombudsman Tel: 0800 343 424

At any time I can talk to the local Children's Services Gateway Team or the PSNI Central Referral Unit at 028 9025 9299



Need someone to talk to?

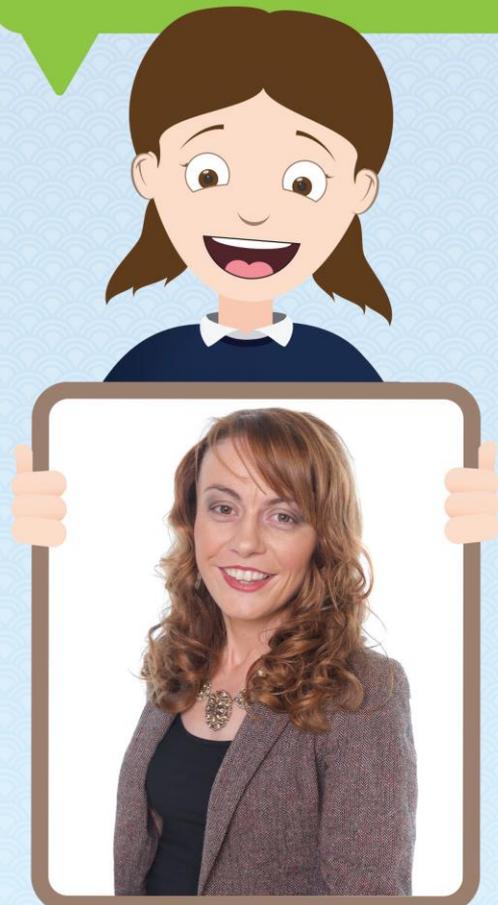
If you are worried about something that is happening to you or someone you know.

If you need help, or need to know how to get help.

Talk to your teacher, they can listen and help, or you can talk to the people below!



- Miss Dines -
Deputy Designated Teacher



- Mrs Billington -
Designated Teacher

If you are still unsure about talking to a teacher, you can telephone **CHILDLINE** on **0800 1111** or **NSPCC** on **0800 800 500**. These calls are free and will not show up on your phone bill.



CODE OF CONDUCT FOR ALL STAFF

The Code of Conduct is intended to assist in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour is above reproach.

- a) Staff should be aware of the dangers, which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access or with the door open. (open door being preferable)
- b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place.
- c) If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell the Designated Teacher; as it could be totally innocent, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation.
- d) Do not spend excessive amounts of time alone with one child away from other people.
- e) If you are in a residential setting, never, under any circumstances, take a child or children into your room. Be conscious of how your actions in a dormitory or bedroom could be interpreted by children **or** by other adults. On residential visits children should not sleep in a room on their own.
- f) If a child has an accident or requires any form of assistance of an intimate nature, ensure that the arrangements in our intimate care policy are followed. In such circumstances a note should be made in the Intimate Care Book.
- g) Never do something of a personal nature that a child can do for themselves. This includes changing underwear or any type of activity that can be misconstrued.
- h) Do not take a child to the toilet alone if possible.
- i) Be mindful how and where you touch a child. Never pat a child on the bottom and never let a child sit on your lap.
- j) Do not allow extended hugs or kisses on the mouth from children.
- k) When taking children on an outing, think how your actions appear to the public – they may **and do** misinterpret your actions.

- l) If you have to physically restrain a child for any reason, be conscious of the amount of force you use and consider again how your actions may be perceived by others. It is prudent to keep written notes of any incidents.
- m) Never keep suspicions of abuse or inappropriate behaviour by a member of staff to yourself. We all must act professionally and legally if such circumstances arise. If there is an attempted cover-up, you could be implicated in the silence.
- n) Personal cameras including the camera function on a mobile phone or tablet should not be used for any reason while on the school premises or on a school trip.
- o) Mobile phones must not be used to make and receive personal calls, text messages or for any other purpose during working hours. Mobiles should be switched off or placed on silent and kept out of sight of children.
- p) Staff may use a mobile phone during their break times but should do so out of the presence of children. Staff may use their mobile phone to contact school during a residential trip or in the event of an emergency.
- q) Staff relationships with children and young people should, at all times, remain professional and you should **not** correspond with children and young people through social media sites or add them as 'friends'.
- r) Staff should bear in mind **who** may access their own profiles on social media websites and take care as to the information they display about themselves and their personal lives. Staff should not make any reference to school or individuals within it.



CODE OF CONDUCT FOR ALL VISITORS

The code of conduct is intended to assist in respect of the complex issue of child abuse, by drawing attention to the areas of risk for visitors and by offering guidance on prudent conduct. Visitors must always be mindful of the fact that being in a school places them in a position of trust and ensure their behaviour is above reproach.

- a) Visitors should report to Reception on arrival and sign in and out.
- b) As a general rule visitors should not be left alone with children.
- c) It is recognised that there will be occasions when a confidential interview must take place; approval should be sought from teacher/Principal and take place in a room with visual access or with the door open (open door being preferable).
- d) If a child touches you or talks to you in a sexually inappropriate way or place, tell the Designated Teacher, or the Principal immediately.
- e) In the event of injury to a child, ensure that it is reported immediately to a member of school staff.
- f) Never keep suspicions of abuse or inappropriate behaviour by a member of staff to yourself. Report any concerns to the Designated Teacher, or the Principal.
- g) Visitors should not make physical contact with children.
- h) When working with or in the presence of children, think how your actions appear to others – they **may** misinterpret your actions.
- i) Following any incident where a visitor feels that his/her actions have been, or may be misconstrued, a written report of the incident should be submitted to the Designated Teacher or the Principal immediately.
- j) Physical punishment is illegal, as is any form of physical response to misbehaviour.
- k) Visitors are asked to switch off or use the silent mode on mobile phones while on the school premises. If you need to make a call please do so in a room where no children are present.
- l) The camera/recording functions on a mobile phone/tablet should not be used while on the school premises without express permission from the Principal.

