



St. Colmcille's Primary School

CHILD PROTECTION / SAFEGUARDING POLICY

1.1 INTRODUCTION

The area of child protection is one of the most sensitive areas of a school's policy. The overriding aim of protecting the child has to be tempered by the need to be even handed and professional in the school's approach to everyone concerned.

The policy of St. Colmcille's Primary School, Ballymena which follows has been developed in consultation with the Pastoral Care in Schools - Child Protection, DENI; CCMS; DE circulars and with the whole school staff. At this school, every member of staff, whether teaching or non-teaching, knows that they have a duty to be aware of child protection issues and to follow the child protection procedures laid down if they have concerns.

We in St. Colmcille's have a primary responsibility for the care, welfare and safety of the pupils in our charge. We will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

All our staff and volunteers have been subject to appropriate background checks – Access NI Enhanced Checks. The staff of our school have also adopted a Code of Conduct (Appendix A) for our behaviour towards pupils.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

1.2 DILEMMAS IN WORKING TOGETHER IN CHILD PROTECTION

Child Protection involves different services and agencies working towards a common goal, which may engender misunderstanding, lack of communication and other inter-agency tensions.

- There is no shared body of knowledge, for example about how ‘significant harm’ is defined, what is ‘good parenting’, what are the ‘needs of children’ - every individual may have his/her own view.
- As people we all subject to our own traumas, feelings, fears and anxieties which can get in the way when dealing with a child protection issue.
- We have to balance our responsibilities to individual children, the school and ourselves.
- Knowing when something amounts to child abuse.
- Knowing when to share it with someone else.
- Being aware of when it is appropriate to contact other agencies e.g. Social Services, NSPCC or the PSNI.
- Knowing when to involve the parents.
- Having concerns that the child may feel you’ve betrayed a trust.
- Being concerned about the possible consequences of your actions, for breaking up a family.
- Fear of being wrong.

1.3 DEFINITIONS AND SYMPTOMS OF ABUSE

There are four main categories of abuse - physical injury, neglect, sexual abuse and emotional abuse. The list of possible indicators given is not exhaustive or comprehensive but consists of frequently observed symptoms. **It is important to remember that most abuse involves more than one main type, for example cuts and grazes may also be accidental and not a sign of abuse.**

1.3a PHYSICAL ABUSE

Definition of Physical Abuse: “Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocation, confinement to a room or cot, or inappropriately giving drugs to control behaviour.”

(Area Child Protection Committees’ (ACPC) Regional Policy and Procedure)

Possible Indicators: Implausible or no explanations for injuries; significant bruising or marking; reluctance to go home; fear of physical contact; shrinking back; self-destructive tendencies; risky behaviours.

1.3b NEGLECT

Definition of Neglect: “Neglect is the persistent failure to meet a child’s physical, emotional and/or psychological needs, likely to cause significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to medical care or treatment, lack of stimulation or lack of supervision. It may also include non- organic failure to thrive.” (ACPC Regional Policy and Procedures)

Possible Indicators: Personal hygiene issues; constant tiredness; concerns about care, hunger, clothing, supervision; failure/delay in seeking medical attention.

1.3C SEXUAL ABUSE

Definition of Sexual Abuse: “Sexual abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.”

(ACPC Regional Policy and Procedures)

Possible Indicators: Isolation; overly protective of siblings; inappropriate sexualised behaviour and language; physical injuries; promiscuity; risky behaviours; reluctance to go home; withdrawn; change of behaviour; drawing – inappropriate knowledge.

1.3d EMOTIONAL ABUSE

Definition of Emotional Abuse: “Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child’s emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm.”

(ACPC Regional Policy and Procedures)

Possible Indicators: Over-reaction to mistakes; unable to accept praise; developmental delay; fear of new situations; isolation; self-destructive tendencies; risky behaviours; crying; rocking; clingy.

1.4 DESIGNATED TEACHERS AND OTHER CONTACTS

Designated Teacher: Miss Angela Cunningham

Deputy Designated Teacher: Mr Brendan McKenna & Mr Henry Walls

Designated Governor: Mrs Shanna Orr

School: 028 25639970	Social Services: 028 25635640
CCMS: 028 90426972	Police: 028 25653355
EA - NE: 028 25653333	CPSSS: 028 94482223

Photographs of the designated teachers are placed around the school and the relevant information written in other languages.

The designated teacher is responsible for the training of all staff in the school; making referrals; keeping records; reporting to the Board of Governors; keeping the principal informed; promoting a child protection ethos within the school; developing the school's Child Protection policy.

Note:

CCMS Catholic Council for Maintained Schools

EA-NE Education Authority – North Eastern Region

CPSSS Child Protection Support Services for Schools

1.5 PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

1.5a STAFF AND VOLUNTEERS (where applicable)

Where teachers see signs, or signs have been reported to them by a member of staff or volunteer, that cause them concern, they should as a first step seek some clarification from the child with tact and understanding. A teacher must not ask a child 'leading questions' that could be interpreted as putting ideas into the child's mind. The words used should be, "Tell me what happened?" **Listen and do not interrupt. Do not investigate the incident yourself.**

The designated or deputy designated teacher may ask that notes be made recording date, time, place, people present, notes of discussion, signs of physical injury; actual words of child. (Signs of physical injury should be described or sketched, never photographed.) Remember your notes may be used in future court proceedings.

Do not give undertakings of confidentiality, as this may have to be broken. Report ALL findings to the designated teacher, or in her absence, the deputy designated teacher.

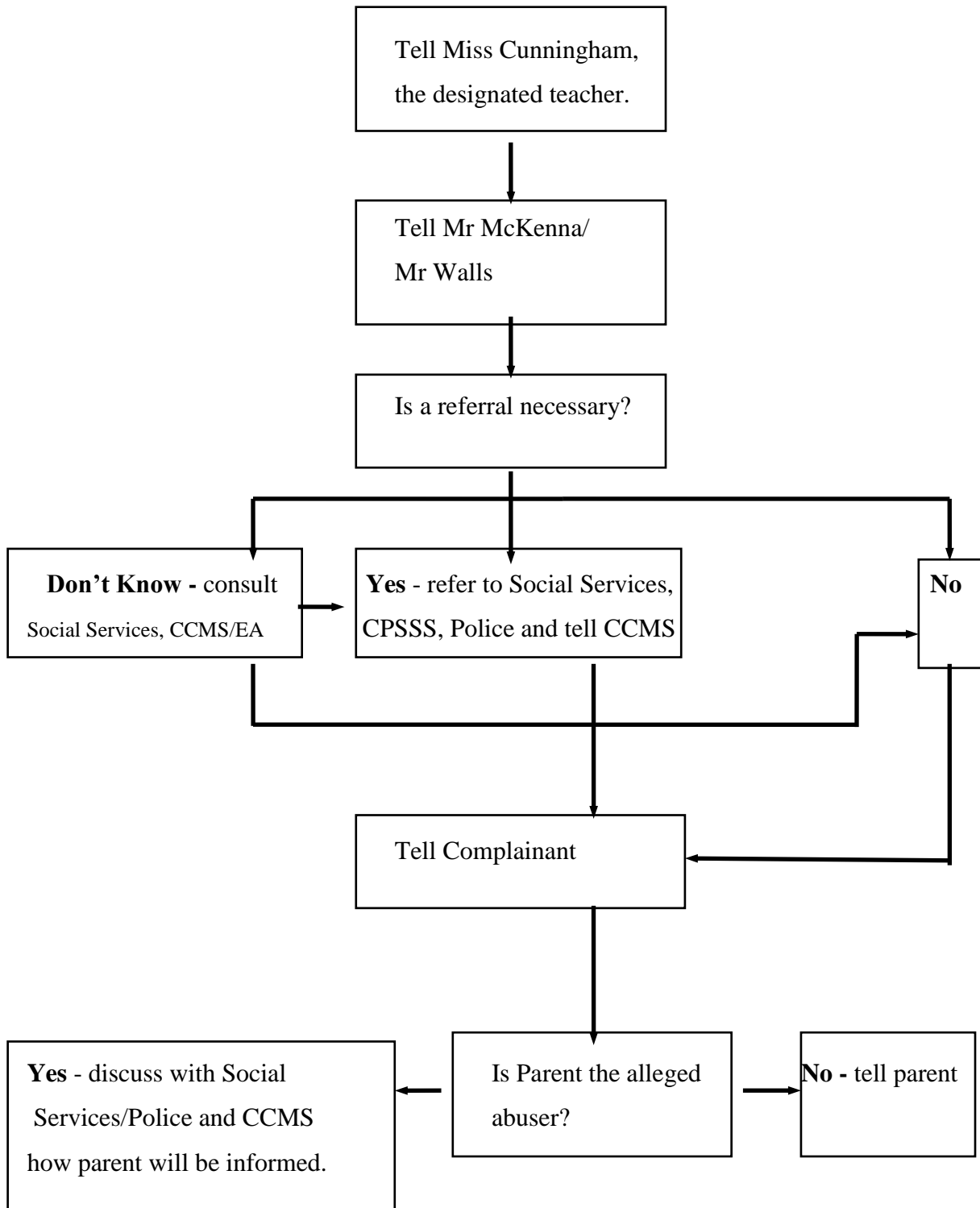
Where serious concerns exist about the welfare of a child the designated teacher will discuss the matter with the Principal as a matter of urgency. The principal, in consultation with the designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. (Figure 1)

The principal may seek clarification or advice from the Designated Officer for child protection at Education Authority (EA), CCMS's Designated Officer, CPSSS or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and appropriate advice. **The safety of the child is our first priority.**

Where there are concerns about possible abuse, the Principal will inform Social Services and the CCMS's designated Officer for Child Protection. This will be done initially via a telephone call and then in writing on a UNOCINI referral in an envelope marked '**CONFIDENTIAL - CHILD PROTECTION**'.

If any member of the non-teaching staff has reason to be concerned she/he should immediately bring it to either the attention of the class teacher or designated teacher. **Do not investigate the matter. No member of staff** may discuss cases of abuse or possible abuse outside school and it is discussed among staff on a '**need to know**' only basis.

**FIGURE 1: PROCEDURE WHERE THE SCHOOL HAS CONCERNS,
OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE
BY SOMEONE OTHER THAN A MEMBER OF THE SCHOOL'S STAFF**



CCMS Catholic Council for Maintained Schools
EA-NE Education Authority - North Eastern Region
CPSSS Child Protection Support Services for Schools

1.5b COMPLAINTS AGAINST THE SCHOOL

Where a complaint is made about possible abuse by a member of staff of the school see Figure 2.

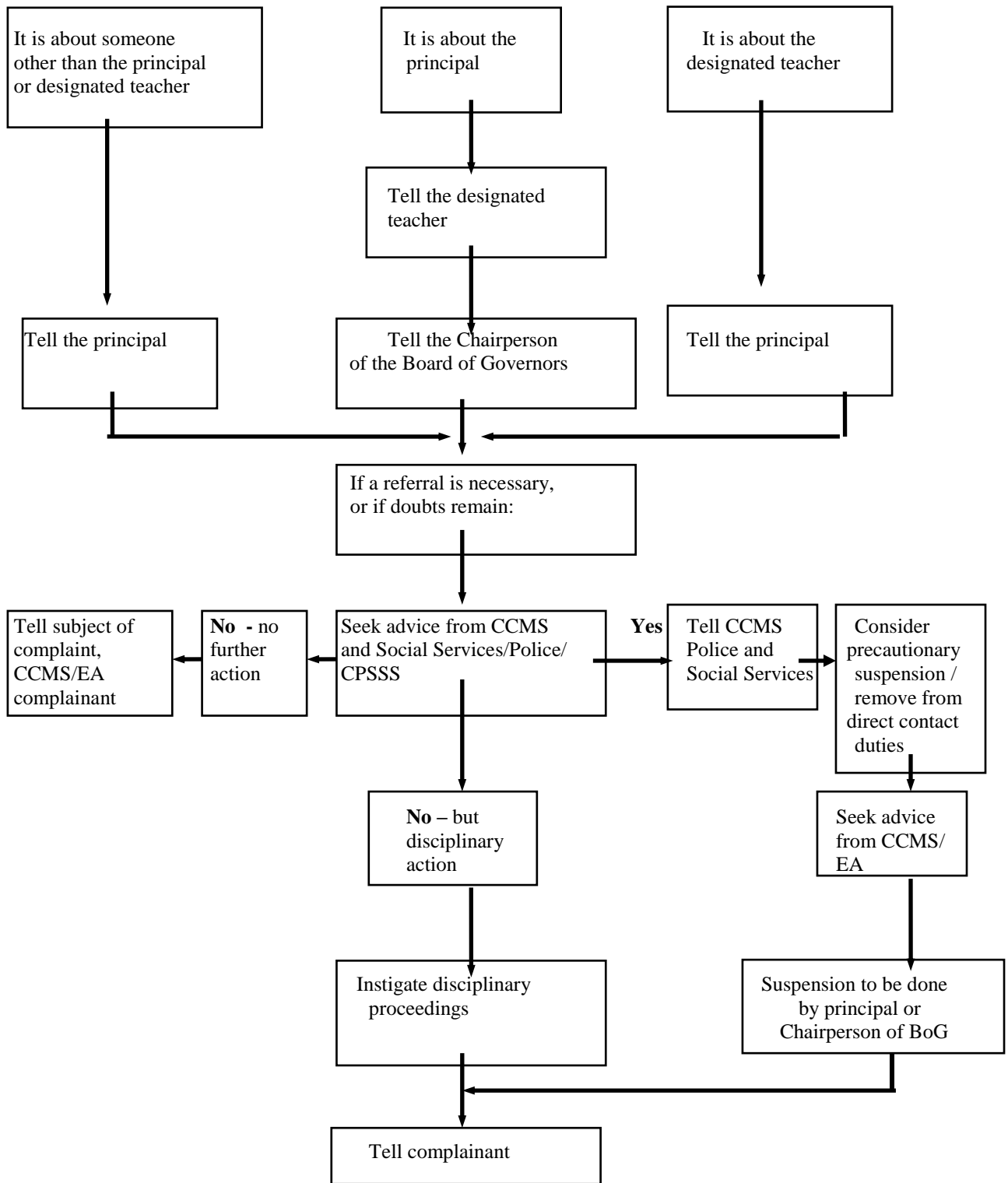
1.5b(i) A Complaint about a member of staff

If a complaint about possible child abuse is made against a member of staff, the principal (or the designated teacher if the principal is not available) must be informed immediately. Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairperson of the Board of Governors will be informed immediately.

1.5b(ii) A Complaint made about the Principal

If a complaint is made against the Principal, the designated teacher must be informed immediately. The Chairperson of the Board of Governors must be informed and together they will ensure that the necessary action is taken.

FIGURE 2: PROCEDURE WHERE A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF THE SCHOOL’S STAFF



Keep a written record at every stage, whether a referral is made or not.

CCMS Catholic Council for Maintained Schools
 EA-NE Education Authority - North Eastern Region
 CPSSS Child Protection Support Services for Schools

1.5C PARENTS

The school will help parents to understand its responsibility for the welfare of all the children and young people in its charge. Parents will be made aware of the school's child protection arrangements, within its pastoral care policy, and the fact that this may require cases to be referred to the investigative agencies in the interests of the child. **Parents are encouraged to notify the school when someone other than the parent or usual carer will be picking the child up from school.**

Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the school of any changes in home circumstances, such as the death of a member of the family, or separation that might lead to otherwise unexplained changes in behaviour or characteristics.

Parents can feel confident that procedures are in place to ensure that all staff appointed have undergone procedures to ensure that they are suitable to work with children.

How CAN A PARENT MAKE A COMPLAINT ABOUT POSSIBLE CHILD ABUSE?

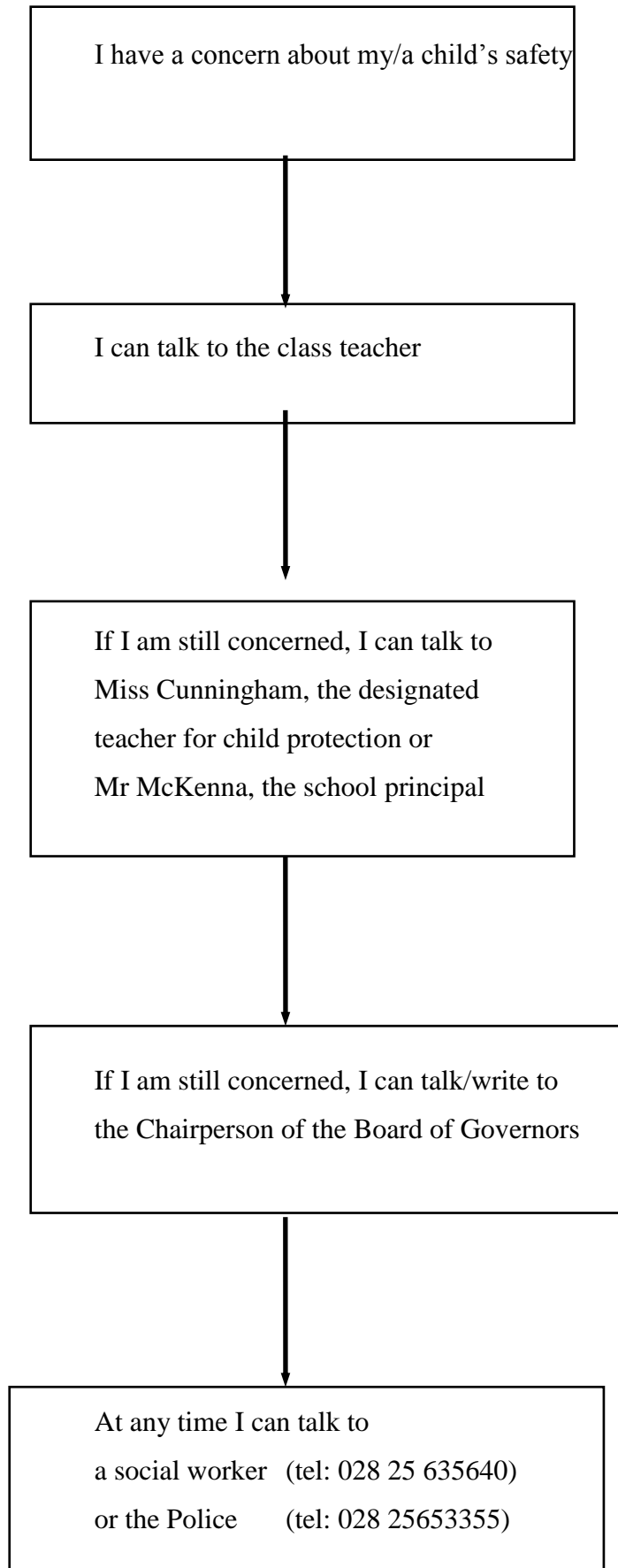
If a parent wishes to make a complaint about possible child abuse see also Figure 3.

When a parent is concerned about the safety of their child they can inform the class teacher, the designated teacher (Miss Cunningham), or speak directly to the Principal.

Parents can be assured that the matter will be dealt with as a matter of urgency and a report to the parents on the progress and outcome of their complaint will be made by the school.

In this report the parents will be told what avenues are open to them to pursue their complaint if they remain dissatisfied with the outcome, and how they may do this. If the Principal has already been involved, this will involve referring the complaint onward to the Chairperson of the Board of Governors.

FIGURE 3: HOW A PARENT CAN MAKE A COMPLAINT



1.6 VETTING OF ALL STAFF AND VOLUNTEERS

The Department of Education's (DENI) Circular 2008/03 sets out the process by which all grant-maintained schools must use to request pre-employment criminal history background checks on prospective employees, volunteers and school governors. The organisation, which carries out these checks on the school's behalf is Access NI. No person can work on a paid, or voluntary basis until these checks are carried out.

1.7 TRAINING OF STAFF AND VOLUNTEERS

Within the first two weeks of a new member of staff/volunteers coming to St Colmcille's, an Induction Manual is given to that member. The designated teacher also meets with the staff member/volunteer and discusses Pastoral Care and Child Protection issues. The member of staff signs a register stating that training has been given. When deemed necessary, by the designated teacher, training will be given to all teaching and non-teaching staff, as a group. This will include the kitchen staff and governors.

1.8 CODE OF CONDUCT FOR EMPLOYEES AND VOLUNTEERS

All actions concerning the children in St. Colmcille's must uphold the best interests of the child as a primary consideration. Staff and volunteers must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children in their care must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff in St. Colmcille's. (Appendix A)

1.9 OTHER SAFEGUARDING MEASURES IN ST. COLMCILLE'S

- Security locks and buzzer at school entrance;
- Photos on display do not have the child's full name;
- Parents/adults collecting child early, or coming with a message, must report to the reception;
- Person responsible for collecting pupils must come to the designated collection point, where he/she is in the child's line of vision. At least one teacher will be on duty for any child who has not been collected. They will return to the main building where the teacher on duty will attend to any problem that might arise;
- Visitors to the school must sign the Visitors' Registration book and display visitor pass;
- A zebra crossing is in place to ensure safe exit of pupils;
- Through our curriculum pupils are taught to be safe and take responsibility for their own safety;
- Teaching staff and learning support staff sign an 'Acceptable Internet Use' statement.

1.10 INTIMATE CARE

There will be occasions, particularly in Year 1, when a child will require changing. When changing a child there should, if possible, be two members of staff present. Intimate care forms are signed by parents/guardians at the Year 1 Induction meeting in June. (Appendix B)

Staff who work with children that have specific medical needs and require help with personal care will receive specialist training, adhere to the school's Code of Conduct and sign appropriate proforma.

1.11 PUPIL PHOTOGRAPHS AND USE OF VIDEO RECORDERS

Occasions will arise when video-recordings and photographs will be taken by teachers or other personnel connected with the school e.g. Holy Communion, school trips, workshops, school show, examples of good practice. Photographs in public areas will not display the child's full name. Parents/guardians will be given the opportunity to indicate whether or not they are happy to have photographs taken of their child (Appendix B). Permission will be sought regarding video recordings as and when the occasion arises.

1.12 INTERNET SAFETY

We in St. Colmcille's recognise that the Internet has enormous potential both as a tool for teaching, and supporting teachers and pupils in their work, as well as providing a forum for interacting with a wider peer group.

We also recognise that with access to the Internet comes the availability of material that may not be of educational value to our school and guidelines for its use must be strictly adhered to by all users. Therefore, staff and parents/guardians (on behalf of pupils) will be required to read and sign a statement on the acceptable use of the Internet (Appendix B). Pupils are made aware of the rules of internet usage. As part of the curriculum they are taught about safe and responsible practices regarding its use. No child is allowed internet access unless supervised by an adult.

1.13 MOBILE PHONES AND OTHER DIGITAL TECHNOLOGIES

The school is very aware of the dangers of mobile phones and other digital technologies. Having consulted DENI Circular 2007/01 parents have been advised that it would be highly recommended that no child brings a mobile phone to school. Parents must complete a consent form if they wish their child to bring a mobile phone to school (Appendix B).

1.13a Mobiles Phones - Pupils

We discourage pupils from bringing mobile phones to school. If pupils bring mobile phones to school, the phone must remain in the school bag and switched off during the whole school day. Where a pupil is found, by a member of staff, to be using a mobile phone it will be removed and placed in the school office. The child's parent/guardian must come to collect the phone from the office.

N.B. Parents are advised that St Colmcille's accepts no liability for the loss or damage to mobile phones, which are brought into school. **Please talk to your child about who is entitled to use his/her mobile phone** as text messages are often used to bully pupils.

1.13b Mobile Phones – Teaching Staff

During teaching time, while on playground duty and during meetings, mobile phones will be switched off or put on 'silent' mode, except in urgent or exceptional situations. Mobile phones should always be kept in a secure place and should not be left lying around. Personal mobile phones should not be used to make phone calls to pupils.

1.13c Mobile Phones – Non-Teaching Staff

The above guidelines apply during working hours.

1.14 ANTI-BULLYING

The school's 'Anti-Bullying' policy states very clearly that pupils have a right to learn, free from intimidation and fear and that bullying will not be tolerated. It is reviewed, on an annual basis, by the Board of Governors. Parents will receive a copy of the school's 'Anti-Bullying' policy.

1.15 THE PREVENTATIVE CURRICULUM

The Northern Ireland Curriculum aims to empower young people to make informed and responsible decisions throughout their lives. At St. Colmcille's we foster positive attitudes and dispositions such as personal responsibility, concern for others, respect, integrity and moral courage. These attitudes and dispositions are taught and modelled through many areas of the curriculum such as:

- **Alive-O** - Programme of Study which covers many issues e.g. "Making Good Choices"
- **PDMU** - Strand 1 - Personal Understanding & Health; Strand 2 - Mutual understanding in the Local & Wider Community – covers areas e.g. "Speaking up for Me" ; "I have feelings"
- **Pastoral Care Week** – the whole school community is involved in a theme relating to safety, care and well-being of the pupils.

- **Community Education** – Talks to various age groups/classes – The Hope Centre re. Drugs; Internet Danger; Social Networking; mobile phones, road safety, people who help us, etc.
- **DENI** (First Minister and Deputy First Minister’s Office) – The Super Six Characters
- **Childline** [NSPCC] – literature
- **NIABF** [Northern Ireland Anti-Bullying Forum] - literature

1.16 SCHOOL EDUCATIONAL VISITS

Only adults, who have gone through Access NI vetting procedures and have had an Induction meeting with the Designated Teacher for Child Protection can come along as helpers on educational outings.

1.17 RECORD KEEPING

All Child Protection records are kept in a separate filing cabinet, which is locked at all times and is only accessed by the designated and deputy designated teachers for Child Protection.

1.18 NEW FAMILIES/NEW INTAKE

These families are given copies of the following policies:

- Child Protection;
- Anti-Bullying;
- Promoting Positive Behaviour;
- Parent Consent proforma.

1.19 ALL PARENTS/GUARDIANS

Parents will receive a copy of the school’s Child Protection; Anti-Bullying and Positive Behaviour policies every 2 years. These policies, along with other pertinent documents, are available on the school’s website.

1.20 REVIEWING, MONITORING AND EVALUATING

This policy is reviewed annually by the Board of Governors. A written annual report on all child protection matters is also presented at this meeting. The principal gives a verbal report at the other termly meetings of Board of Governors.

APPENDIX A

CODE OF CONDUCT

- **INTRODUCTION**

All actions concerning children must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the children in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff within the education sector. It is intended to assist staff 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.

- **PRIVATE MEETINGS WITH PUPILS**

Staff should be aware of the dangers which may arise from being alone with or holding 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.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place.

Where possible another pupil or another adult should be present or nearby during the interview and the school should take active measures to facilitate this.

- **PHYSICAL CONTACT WITH PUPILS**

As a general principle, staff are advised not to make unnecessary physical contact with pupils, especially any contact which would likely to be misinterpreted by the pupil, parent or observer. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the principal.

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

Staff should never touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the NI Education Order 1998.

Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. (However, no adult should hesitate to provide first-aid in an emergency simply because another person is not present.)

Staff should not become friends with our pupils on social networking sites.

During swimming lessons, teachers stay outside changing cubicles and verbally encourage children to change quickly. Teachers should only enter the cubicles in case of emergency.

Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

- **CHOICE AND USE OF TEACHING MATERIALS**

Teachers should avoid teaching materials that might be misinterpreted and reflect upon the motives for the choice. If in doubt about the appropriateness of a particular teaching material, the teacher should consult the principal first.

- **RELATIONSHIPS AND ATTITUDES**

Within the Pastoral Care Policy of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with children. Staff are role models for our pupils.

- **CONFIDENTIALITY**

Staff should ensure that information regarding pupils is only shared with the appropriate person.

All staff should be aware of the confidential nature of personal information about a child or young person and maintain that confidentiality.

Child protection related information regarding a pupil must be treated on a 'need to know' basis only and information should only be shared with the relevant personnel.

Staff cannot promise confidentiality regarding information which causes concern that a child has been or may be at risk of harm.

- **CONCLUSION**

It would be impossible and inappropriate to lay down hard and fast rules to cover all circumstances in which staff interrelate with children, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the mind of colleagues, children or parents/guardians.

APPENDIX B

PARENT CONSENT PROFORMA

ST. COLMCILLE'S PRIMARY SCHOOL

Parental Consent Form

Photographs

(please tick one box in each section)

SECTION A – GENERAL USE

I give permission for my child's photograph to be used in connection with school.

I do not wish my child's photograph to be used in connection with school.

SECTION B - WEBSITE

I give permission for my child's photograph to be displayed on the school's website. *

I do not wish my child's photograph to be displayed on the school's website. *

N.B. Children may be identified by their forename on the website.

Child's Name	Year Group

Signed: _____

Date: _____

ST. COLMCILLE'S PRIMARY SCHOOL

Mobile Phones

(only to be completed if applicable)

Child's Name: _____

I wish my child to carry a mobile phone to school. I have read the school's correspondence pertaining to mobile phones and agreed to comply with same.

I have instructed my child to have the mobile phone switched off during school hours and placed in a secure place in his/her school bag. If my child is in possession of the mobile phone during school hours I accept that the phone will be removed and placed in the school office.

I accept the school will not be held responsible for the mobile phone when brought to school by my child.

Signed: _____

Date: _____

ST. COLMCILLE'S PRIMARY SCHOOL

Internet Use Agreement Form

Please read the following agreement before signing:

- ◆ The use of the school's Internet account is a privilege and not a right.
- ◆ I have made my child aware of the "Pupil rules for responsible Internet use".
- ◆ The school will deem what is acceptable use of the Internet.

Detach & Return

As the parent/guardian of the under-mentioned I have read the "Internet use Agreement Form" and "Pupil rules for responsible Internet use". I understand that the access is designed for educational purposes and any breach of the 'Pupil Rules' may result in my child's Internet privileges being withdrawn. Further I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to permit Internet access for my child(ren)].

Parent/Guardian Name (print) _____

Signature _____

Date _____

Enter the names of your child(ren) in the box below.

Child's Name	Year Group

ST. COLMCILLE’S PRIMARY SCHOOL

Acceptable Internet Use Statement
(staff)

The school’s Internet Policy has been drawn up to protect all parties. The computer systems are owned by the school and made available for staff to enhance their professional activities. The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Staff requesting Internet access should sign a copy of this “Acceptable Internet Use Statement” and return to Mrs McAleer, ICT Co-ordinator.

Please read the following before signing:

- ◆ Inappropriate use of computer systems, allocated to staff by the school, is the responsibility of that person.
- ◆ Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received.
- ◆ Copyright of materials must be respected.
- ◆ Posting anonymous messages and forwarding chain letters is forbidden.
- ◆ As e-mail can be forwarded or inadvertently be sent to the young person, the same professional levels of language and content should be applied as for letters or other media.
- ◆ Use of the Internet to access inappropriate materials such as pornographic, racist, or offensive materials is forbidden.
- ◆ Use of the Internet for inappropriate commercial purposes is not acceptable.
- ◆ Permission must be sought to enter another user’s folders/work/files.

I accept the above conditions.

Staff Name (*print*) _____

Signature _____

Date _____

ST. COLMCILLE'S PRIMARY SCHOOL

Parental Consent Form

Intimate Care

There are times when children have accidents, particularly in Year 1, and a change of clothing is required. The school has spare school uniform in storage for said purposes. When a change of clothing is required two members of staff will be present if possible.

In the unlikely event that school supplies are not adequate or the child becomes distressed, the school will contact the parent/guardian.

I give permission for the school to change my child's uniform if the need arises.

Signed: _____

Date: _____