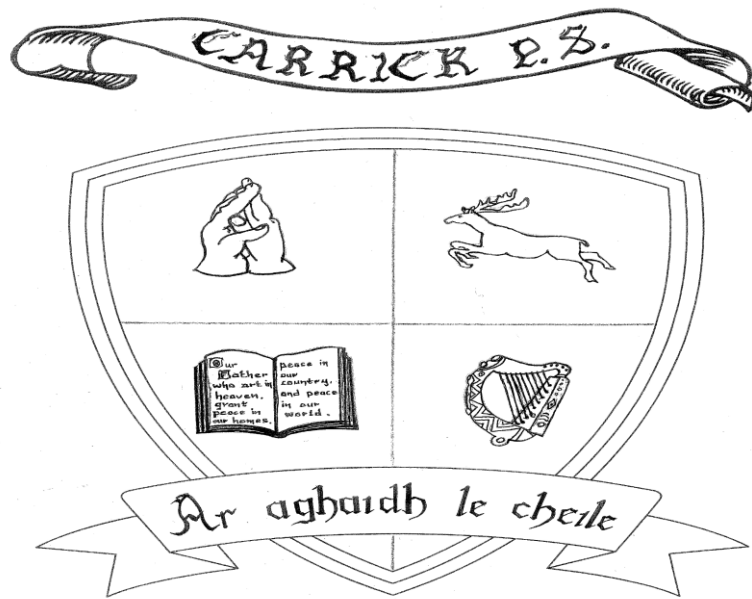


Carrick Primary School



Positive Behaviour Policy

Carrick Primary School

Vision Statement

Forward Together: Ar aghaidh le chéile.

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and encourage parents to assist us in helping children to learn and to become lifelong learners.

School Aims

We aim to:

- develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

Carrick Primary School

Positive Behaviour Policy

Carrick Primary School has a distinctive ethos. When visitors come to our school they often compliment our ethos. Mutual respect between staff and pupils is very obvious and is actively encouraged within the school.

“Ethos and the environment that flows from it are created; they need to be considered, planned and worked out in practical terms; they do not just happen.”

(Our Schools and Our Faith)

In operating our Positive Behaviour Policy, we will adhere to the statutory legislation and Catholic ethos, and will fulfil our statutory duty under the Northern Ireland Curriculum, by having regard to the Code of Practice for Special Educational Needs, the Special Educational Needs and Disability Order and the Supplement to the Code of Practice.

Legislation & Guidance

This Positive Behaviour Policy complements and reflects the information and guidance within the following documents and policies.

Current Legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- **The Education (NI) Order, 1998**
- **Welfare and Protection of Pupil’s Education and Libraries (NI) Order 2003**
- **The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007**
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016

DE Guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

Education and Training Inspectorate

Inspection and Self-Evaluation Framework 2017

School Policies

- SEN Policy
- Attendance Policies
- Safe Handling Policy
- E-Safety Policy
- ICT Policy

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

Responsibilities

The Board of Governors will:

- Ensure that good behaviour and discipline policies are implemented at school;
- Make and keep under review a written statement of general principles about pupil behaviour and discipline;
- Consult with the Principal and parents before making its statement of general principles;
- Consider guidance from DE, EA and CCMS (as appropriate);
- Decide and set out what aspects of discipline/behaviour should be a matter for the Principal;
- Safeguard and promote the welfare of all pupils;
- Ensure that the prevention of bullying is actively and specifically addressed;
- Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements.

Responsibilities of the Principal

The Principal will:

- Determine measures (rules and enforcement) which the school will take to:
 - Promote self-discipline and respect for authority amongst pupils;
 - Encourage good behaviour and respect for others;
 - Secure the highest possible standards of behaviour amongst pupils;
- Act in accordance with the Board of Governors' statement of general principles and any guidance given by them;
- Prepare a written statement of these measures and give a copy free of charge to parents;
- Ensure that a copy of the Positive Behaviour Policy is available from the school's website and from the office.

Consultation Process

This policy has been drawn up and agreed following consultation with pupils, parents, staff and Governors.

The consultation process involves:

- questionnaires;
- the issue of the draft policy to stakeholders and following receipt of comments and suggestions, making amendments (where required);
- discussing the draft policy with the School Council and making amendments (where required);
- accessing advice and guidance from external agencies including EA in relation to improving the Positive Behaviour Policy;

- using the information gathered to inform the School Development Plan and the plans for Continuing Professional Development.

Rationale/Guiding Principles

This Positive Behaviour Policy:

- promotes good behaviour and discipline;
- draws together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security;
- helps to create and maintain an ethos which promotes aspiration, achievement and restoration.

We, the staff and pupils always remember that:

- Children are special. Each pupil in Carrick Primary School is an important human being, created by God, entrusted to us by parents and society and worthy of unconditional respect for his/her dignity;
- Staff members, coaches, tutors, volunteers and students are special. Every adult in our school is an important person, entrusted with the education and care of our children and entitled to the support of parents, children, staff, school management and society;
- We encourage good manners and high standards of behaviour while children are in the care of teachers, classroom assistants, supervisors and other staff members and actively promote positive behaviour at all times;
- All those who work in or visit our school are special. We encourage children and staff to treat all visitors with respect;
- Parents are special. They are our pupils' first educators. They play a vital role in their child's seven years at primary school. We believe that good communication between the parents and the school significantly enhances the quality of education and probability of each child achieving his/her potential. We work hard to develop and maintain excellent lines of communication with parents.

Good Behaviour

We believe that:

- Good discipline helps develop responsible attitudes and values for life;
- Learning will be most effective where there are good standards of behaviour;
- Good behaviour involves the safety and well-being of each individual child.

We believe that good discipline is based on:

- Respect for self;
- Respect for other children;
- Respect for adults;
- Respect for property;

- Respect for the environment.

We believe that good discipline should:

- Encourage positive attitudes;
- Encourage children to accept responsibility for their actions.

Praise can be given in many ways including:

- A quiet word;
- An encouraging smile;
- A written comment, stamp or mark on a child's piece of work;
- A class chart reward, and/or public recognition for good behaviour, helpfulness or effort;
- A public word of praise in front of the group, or class, or at assembly;
- Rewarding good effort or neat work with stickers, stamps etc;
- Material rewards, such as tokens, pencils, badges and/or stickers.

Promotion of Positive Behaviour

We believe in the importance of actively promoting Positive Behaviour. We believe that it:

- Promotes learning for all pupils;
- Make it easier for teachers to teach effectively;
- Enhances the pupils' self-esteem and fosters self-respect and respect for others;
- Encourages independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour;
- Develops the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and avoid any further conflict.

Safeguarding

This Positive Behaviour policy, along with the other Safeguarding and related policies, aims to promote the positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when pupils are experiencing certain difficulties. This includes the taught curriculum, RSE/RE/PDMU lessons and the work done as part of the Preventative Curriculum.

Facilitating Learning

This Positive Behaviour Policy and the SEN Policy have been developed, so as to reflect each other and to reflect the other Safeguarding and related policies. This ensures that early intervention takes place when a pupil's behaviour is acting as a

barrier to their learning or to the learning of others. School staff work closely with parents and with external agencies, to support the care and welfare of pupils.

School Covenant

The School Covenant below was created by pupils and staff. It underpins the ethos of our school. Everyone's co-operation and support is necessary to ensure a happy and secure environment for all pupils and staff.

In Our School

We care and respect others

We show good manners

We listen carefully and work hard

We walk at appropriate times

We look after property

Good Relationships Underpin Good Behaviour

Positive Behaviour depends upon the quality relationships within a classroom and within a school. These relationships are principally between staff and pupils but also include the interaction of the whole school community.

The following statement has been agreed by all staff: "We will seek to encourage and promote the highest possible standards of behaviour within the classrooms and the school generally. Every effort will be made to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils".

The staff of Carrick Primary School are committed to the:

- Consistent promotion of Positive Behaviour;
- Fair and consistent application of the school covenant and class charters;
- Co-operation between parents, pupils, staff and external agencies (where appropriate);

This Positive Behaviour Policy aims to:

- Develop in pupils a sense of self-worth and an awareness of responsibility for their own actions;
- Create the conditions for a school community in which effective learning takes place and in which there is mutual concern, and respect among all pupils for each other's welfare.

The staff members understand that they are role models for the children. Good behaviour will be actively encouraged and rewarded, and inappropriate behaviour will

never be ignored. Staff members will take responsibility for all pupils within sight and sound, regardless of which class they belong to.

Promoting Positive Behaviour

Foundation Stage (P1/2) and Key Stage One (P3/4) teachers reward good work, good behaviour and good effort orally and with stamps, stickers, stars and rewards. Pupils are also awarded Star Awards, Student of the Month Awards, ICT Awards/Handling Data Awards/Spelling Awards and Easy Read Awards. These awards will never be withdrawn as a sanction for inappropriate behaviour.

Key Stage Two (P5-7) teachers reward good work, good behaviour and good effort orally and with merit stamps, rewards, Golden Time, Star Awards, Student of the Month Awards, ICT Points Awards, Handling Data Awards, Spelling Awards, Easy Read Awards and points as part of the House System. These awards will never be withdrawn as a sanction for inappropriate behaviour.

At the end of each term, prizes are awarded for the best group/house in each class from P1-P7.

Where significant improvement has been achieved, or significant effort has been made, the pupils may also receive a reward at assembly or have their work displayed on the “Proud Wall” in the Assembly Hall. The children may also receive a Head Teacher’s Award.

Awards Day

This is a special day at the end of the school year, where pupils may receive an award for their participation in the School Choir, or in the School Council. They may also receive an award for making a great effort in a particular curricular area or for demonstrating great school spirit.

Classroom Charters

In each class, the teachers and pupils work together to generate Class Charters which are displayed throughout the school.

Rights Respecting School

In July 2016, Carrick Primary became a Rights Respecting School. The project is coordinated by UNICEF and involves pupils, staff, parents, Governors and the community. It focuses on the rights of children and the development of children’s understanding about their rights.

Carrick Council members work alongside Mrs Duffin, Mrs Loughran and Mrs Cassidy to coordinate the work of all the pupils and staff and have enjoyed the challenge which the Rights Respecting School Project has provided.

School Council

Our School Council, which is made up of elected representatives from the P4-P7 classes, gives all pupils a voice in issues concerning them. Pupils have a platform to voice their views on issues of concern. This promotes self-confidence, self-esteem, listening and problem solving skills, as well as providing pupils with the opportunity to take on new responsibilities and develop their confidence in a whole range of areas.

Road Safety and Bus Safety

Children are expected and encouraged to behave in a responsible manner. This is extremely important at all times, but especially when travelling on school buses. Pupils must respect the Bus Charter which was drawn up by pupils and is reviewed each year by the School Council. Pupils are actively encouraged to wear seatbelts when travelling in cars and/or buses. The Bus Prefects liaise with school staff in relation to any issues connected to Bus Safety.

Looking After Property

The pupils are encouraged to look after their own, other people's and the school property. This includes books, toys, resources, equipment, furnishings and the building itself.

Safety

Pupils are not permitted to leave the school premises during school hours without permission. Parents/guardians are asked to notify the office as early as possible, to go to reception and to sign the exit book if they are collecting a pupil from school during the day.

Running is strictly forbidden in school corridors, in classrooms, in toilet areas, resource areas and in the dining hall.

Parents are asked to send in a note to explain:

- children's absences from school;
- why children need to stay in at break-time or lunch time;
- children's late arrival or early exit;
- children's incomplete homework;
- children's visits to dentist, doctor or hospital, during the school day;
- children's non-participation in PE, including swimming lessons.

If a child is going to be absent from school, parents are asked to let the secretary know on the first morning of the child's absence. The secretary will subsequently inform the class teacher.

Homework

Pupils must complete homework to the best of their ability. Our homework policy provides more detail in this area and is available from the school office or from the school's website (www.carrickprimaryschool.com).

Classroom Behaviour

Good classroom behaviour is extremely important. The staff members encourage pupils to be diligent, neat, well-mannered and to have a positive attitude towards teaching, learning, independent work and also towards other people.

Parents' Responsibilities

Parents are asked to promote and support the Positive Behaviour Policy. In particular, the co-operation of parents is sought in relation to:

- Ensuring that their child attends school regularly and arrives in good time, with homework done to the best of the child's ability and suitably equipped for the lessons and/or extra curricular activities in the day ahead;
- Supporting the school's policies and procedures;
- Supporting their child's learning;
- Acting as positive role models for their child in their relationship with the school.

Parents have a right to:

- A safe, well managed and stimulating environment for their child's education;
- Be well informed about their child's progress and prospects;
- Be involved in consultation regarding the school's policies and procedures.

Every member of the school community has a right to:

- Be valued as members of the school community;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Have a voice and be responded to;
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- Be in a pleasant, well managed and safe environment (emotionally and physically).

Every member of the school community has a responsibility to:

- Be punctual, prepared and suitably equipped;
- Respect the views, rights and property of others;
- Work co-operatively with the other members of the school community;
- Contribute to and adhere to the school's underpinning values and principles.

Teachers have a right to:

- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked;
- Work co-operatively with pupils to overcome barriers to learning;
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.

Dining Hall Charter

The Dining Hall Charter was drawn up by the school pupils and is reviewed each year by the School Council.

- We line up quietly for dinners.
- We cooperate with staff members.
- We put our hands up if we need help.
- We always walk in the Dining Hall.
- We use good manners at all times.
- We talk quietly, so that no one needs to shout to be heard.
- We don't make fun of what others are eating.
- We put all packaging into the Dining Hall bin.

- We leave the dining hall clean and tidy.

Supervision

Children are actively supervised inside the school building and during outside playtimes. At breaktime, a teacher and supervisors circulate in the playground areas around the school. During outside play at lunchtime, children are also actively supervised by school staff. All children are expected to be outside during play times, weather permitting. Only those children who have a note from parents will be permitted to remain inside. It is advisable for children to bring coats for outdoor play.

Accidents

Should accidents occur during break or dinner times, the adult on duty, will assess how serious the injury is. Where necessary the child will be brought to Mrs Duffin, Mrs Doyle, Mr Murdock or Mrs Cassidy. In cases of a significant injury or a head injury, the parents will be notified. All significant accidents will be recorded in the accident book.

Care & Welfare within Carrick Primary School

1. Care & Welfare Co-ordinator: Mrs C Kelly (P1 Teacher)
2. Designated Teacher for Child Protection: Mrs C Kelly
3. Deputy Designated Teachers for Child Protection: Mrs P McPolin (P3 Teacher) and Mr David Keenan (P6 Teacher)
4. Designated Governor for Child Protection: Mrs P Sheehan
5. Home School Links

Effective home school links are promoted via:

- (a) Annual Parent/Teacher meetings;
 - (b) Parent Information Evenings;
 - (c) Teachers are available to discuss matters of concern in the afternoon by appointment;
 - (d) Urgent matters are dealt with immediately. (Appointments can be made by contacting the school's secretary [028 417 52448];
 - (e) An Annual written report is provided in June of each year; and
 - (f) Liaison via homework diaries, reading record books, half-termly tests, children's exercise books and written or telephone contact.
6. School links with other services.
The school has extensive links with a range of services including:
The School Nurse; Social Services; Educational Psychology; PSNI (Community Relations Branch); Newry, Mourne and Down District Council; Therapists; and Peripatetic Services.

Morning Supervision Charter

Our Morning Supervision Charter was devised following consultation with pupils, parents, staff and Governors and is reviewed each year by the School Council.

This is our Morning Supervision Charter:

- Please come into the hall quietly and in a mannerly way.
- Say “Good Morning” to the staff members in the hall.
- Find a friend and sit down.
- Please read or talk quietly with your friends.
- Please look after your belongings and do not touch other people’s belongings. When the supervisor calls your year group, please collect all your belongings and leave quietly and in an orderly mannerly way.
- Say thank you to the Supervisor as you leave.

School Times

School begins for all classes at 9am sharp and children may arrive at school from 8.30am onwards. Supervision is available in the Assembly Hall from 8.30-8.45am. At 8.45am the children go to their classrooms.

Class finishes for P1-P3 children at 2pm. P4-P7 pupils go home at 2.45pm. Parents are asked to collect children punctually.

Children remaining in school for extra curricular activities e.g. camogie/hurling, art, soccer, football, music/choir, cycling, etc. must have permission from their parents and need to be collected punctually.

Mobile Phones

Mobile phones or any other I.C.T. device must be handed into the Principal’s Office before 9am and collected at home time. Pupils are reminded that they are responsible for their own personal property. The school is not responsible for lost or stolen property.

Internet

Pupils should only use the school’s internet facilities to obtain information that is of educational value and has a direct relevance to their academic studies. They must follow the school’s Internet Safety Code of Conduct which Primary 3-7 pupils have signed.

Healthy Eating Policy

The school has a healthy eating policy. Children can bring in water, milk, a piece of fruit, yoghurt or a sandwich for their break time snack. More detailed information is available within our Healthy Eating Policy, which is available from the school office or from our website (www.carrickprimaryschool.com).

PE Uniform

Parents are asked to send in their child’s PE uniform each Monday and to ask the children to bring it home on a Friday.

P1 - P3

The PE uniform consists of a polo shirt and green shorts/Burren shorts and black plimsolls or runners/trainers.

P4 - P7

The PE uniform consists of a black tracksuit bottoms/leggings, Burren shorts/green shorts, white polo shirt and black runners/trainers.

For safety reasons:

- No jewellery can be worn during PE;
- Long hair needs to be tied back;
- Only children with a PE uniform and suitable footwear can participate in PE lessons. Extra PE uniforms are available from the office for those children who have forgotten their PE uniforms;
- When children are unable to participate in PE lessons, [including swimming] a written explanation must be provided for the teacher;
- PE bags are available to purchase from the school.

Sanctions

A list of sanctions has been drawn up following consultation with pupils, parents, staff and Governors. These are designed to promote behavioural change. A restorative approach will be consistently taken in order to rebuild good working relationships. The approaches adopted will reflect the age and degree of maturity of the child. Children's SEN will also be taken into account. These sanctions will not include the withdrawal of previously earned awards such as stamps, stickers, stars, house points, rewards, dojo points, assembly awards or Golden Time.

Sanctions will be:

- Constructive;
- Restorative;
- Appropriate to the age and the SEN (where applicable) of the child;
- Applied fairly and firmly;
- Applied with sensitivity and flexibility;
- Applied to the individual(s) involved but not to those whose behaviour was appropriate.

Sanctions may include:

- A verbal reprimand;
- Asking a child to apologise;
- 'Quiet Time' or 'Time Out' if behaviour is inappropriate;
- Referral to another teacher e.g. Key Stage Coordinator, Vice Principal, a member of the Positive Behaviour Team or Principal;
- Misbehaviour recorded by a teacher;
- Additional class work.

Serious misdemeanours may involve:

- Additional schoolwork;
- Referral to Principal;
- Parental consultation;
- Detention;
- Suspension;
- Expulsion.

Discipline Procedure

Step 1. Verbal warnings recorded by the class teacher.

Step 2. Completion of additional work to complement or reinforce current studies at break time or lunch time or “Time Out”. Supervisors will be informed about this for supervision purposes.

Step 3. Persistent misbehaviour will require subsequent extra work to be signed by the parents. The Principal will be informed at this stage.

Step 4: If the misbehaviour persists, the Principal or the Vice Principal will be notified.

Step 5: If the misbehaviour continues “My Behaviour Book” will be used where relevant, to monitor behaviour and to encourage positive behaviour. Parents will be informed at this stage.

Step 6. A letter will be sent home to the parents inviting them to attend a meeting about their child’s behaviour. Depending on the seriousness of the misbehaviour, the Principal may also attend to discuss the matter.

The Principal and Board of Governors reserve the right to by-pass any of the above steps in the event of a serious incident of misbehaviour. A serious offence may necessitate an immediate referral to the Principal, to Parents and /or to the Education Authority’s Behaviour Support Team or other external agencies.

Challenging Behaviour

Dealing with aggressive or confrontational behaviour can be extremely harrowing and stressful for all staff involved, no matter how skilled or experienced. It can also be stressful for the children involved and the staff of Carrick Primary School believe it is important to reduce children’s exposure to aggressive and confrontational behaviour.

It is important that: -

- Staff members should focus on the behaviour at issue;
- When attempting to reduce or eliminate unwanted behaviour, staff should identify and encourage behaviour of a more positive kind;
- The reduction or elimination of undesirable behaviour depends, for its success, on a balance between punitive measures and generous reinforcement of positive, co-operative behaviour.

Despite everyone's best efforts, situations can sometimes deteriorate. However, both staff and children are encouraged to seek help from another member of staff, if required, and to use defusing techniques, to avoid any worsening of the situation.

Useful Defusing Approaches:

- Address the pupil calmly and quietly;
- Use the pupil's first name frequently;
- Maintain eye contact with the pupil;
- Avoid any sudden gestures or movement which might be interpreted as aggressive.

Dealing with a potentially dangerous/difficult situation:

- Summon help;
- Staff will try to reduce the risk of danger to the offending child, other children, other staff and to themselves;
- After the incident, it is often helpful to talk through what happened with the pupil, calmly and with no sense of recrimination;
- A report of the incident will be completed, signed and dated;
- Where an incident of this nature results in an injury, the injury should be reported to the Principal, recorded in the incident book signed and dated; and
- Contact the parents immediately.

The responsibility of staff members, in dealing with an aggressive/difficult pupil is to safeguard the offending pupil, other pupils, other staff members and themselves.

Extreme Behavioural Problems

A variety of strategies and procedures will be used in attempting to deal with a range of behaviours within the school and classroom context. However, there are some occasions when the behaviour by its seriousness, and often by its frequency, has to warrant more radical approaches, including suspension and expulsion. To do otherwise could jeopardise the safety and education of the other pupils.

Suspension

The decision to suspend a pupil may be taken in the following circumstances: -

- When to allow the pupil to remain at school would pose a threat to the health and safety of the pupils or staff in the school;

- After a range of strategies to modify the pupil's behaviour and encourage more positive behaviour has been tried and failed;
- In response to a serious breach of the school's Positive Behaviour Policy;
- After all the relevant facts and evidence to support the allegations have been explained to staff, the child (where appropriate) and the parents;
- After the pupil concerned and others involved have had the opportunity to discuss the issue;
- When a responsible adult (Parent, Guardian, Carer) is available to receive the pupil into his/her care;
- Use the pupil's first name frequently;
- Maintain eye contact with the pupil;
- Avoid any sudden gestures or movement which might be interpreted as aggressive.

Expulsion

Expulsion is an acknowledgment by the school that it can no longer meet the behavioural needs of a particular pupil. Prior to expulsion, the Principal will hold a meeting for the purpose of consulting with parents, EA, CCMS and the Board of Governors, about the future education of the pupil concerned.

Conclusion

- The general standard of behaviour both within and outside Carrick Primary School is excellent.
- We are proud of the fact that visitors to the school often comment on the good behaviour and good manners of our pupils.
- All staff members strive to ensure that our children behave appropriately, both in school, on school trips and while travelling to and from school.
- Responsibility for the behaviour of all the children in Carrick Primary School is shared by all staff.
- In conclusion, we would ask all stakeholders to work as closely as possible with each other, in promoting good behaviour at all times.

Continuing Professional Development

Opportunities for Continuing Professional Development reflect the priorities as identified within the School Development Plan and within other associated audits, questionnaires and school documents. Training will be provided by staff members and/or by external agencies.

Review of Policy

This Positive Behaviour Policy will be reviewed every three years, or sooner if required, in consultation with children, parents, staff and Governors.

Thank you for taking the time to read our Positive Behaviour Policy. Please read it to/with your child/children and encourage them to follow the guidance as provided within this Positive Behaviour Policy.

Signed: Mr Gerard Murdock (Chairperson)

Signed: Dr Anne Cassidy (Principal)

Date: November 2023

Review Date: November 2026