



CHILD PROTECTION HANDBOOK



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1: INTRODUCTORY MATERIAL

1:1 PrimeOne School Mission, Vision, Fundamental Values

PRIMEONE SCHOOL'S VISION:

PrimeOne School is dedicated to continuing tradition of excellence in education within a supportive environment that cultivate the potential of each students and empower them as proactive life-long learners who develop curiosity, independence, collaboration, creativity, innovation, awareness of the environmental sustainability, technological and entrepreneurship expertise as well as nurturing commandable qualities that will support them to contribute to society locally and globally.

PRIMEONE SCHOOL'S GENERAL MISSION

1. Provides a challenging, broad, exciting and extended curriculum which will actively encourage, motivate and develop the talents of everyone in school.
2. Prepares our students and staff for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of discipline, honesty, loyalty, perseverance, compassion/empathy, tolerance, being helpful, and positivity.
3. Is committed to recognizing the importance of effective communication and to encouraging dialogue among all; to promoting intellectual and social growth and development within the school community; to providing a safe and supportive setting.
4. Prepares students and staff for success in the everchanging world, especially in digital technology by engaging them in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth.
5. Ensures that all learning is enhanced through the provision of up to date resources.
6. Places collaborative, project-based learning at the center of the educational experience.
7. A culture of continuous life-long learning for all, based on teamwork, will be at the heart of all the school's activities. Leadership and decision making will be distributed throughout school.
8. Provides a safe haven where everyone is valued and respected. All staff members, in partnership with parents and families are fully committed to students' college and career readiness. Students are empowered to meet current and future challenges to develop personal growth, social awareness, and civic responsibility.
9. Strives to be at the center of the local community with positive and effective links to the wider and global communities. Social engagement should orient students' academic experiences to help them become critically engaged citizens, dedicated to solving problems and contributing to the public good.
10. Promotes social research drive approaches to studying issues of current situations such as democracy, technological change, technology savvy, economic empowerment, sustainability, and globalization.

PRESCHOOL MISSIONS

1. empowers children through play-based learning experiences that foster creativity, collaboration, critical thinking skills, self-awareness, empathy, problem solving skills, communication skills balanced with physical development skills
2. creates an inclusive environment that encourages children of all abilities and backgrounds to become a lifelong learner and reach their maximum potential. We believe in nurturing a safe and caring atmosphere, encouraging positive self-image, and a love of learning where every child is respected and valued for their uniqueness.
3. strives to create a solid foundation of respect, responsibility, and compassion throughout our program.
4. nurtures spiritual growth to our children. We believe that each child can be a shining example of the love of God to those in their community. Through collaborative relationships of family members, local community, and staff, we seek to provide a caring environment that encourages our children to grow in their faith and reach their full potential at their own pace.
5. promotes outdoor education and exploration that inspire children's natural active play and learning. Our classroom applies best practices to ensure the safety of our children while they enjoy outdoor play and explore their environment. We strive to foster an appreciation for nature, develop life skills, and create a positive relationship with the natural world during these early years and more! We strive to provide school age children with an engaging learning experience that will prepare them for success later in life.
6. promotes and exercises independence by introducing the basic skills of life.
7. nurtures the skills of effective communication since young.

ELEMENTARY SCHOOL MISSIONS

1. provides a challenging, broad, exciting and extended curriculum which will actively encourage, motivate and develop the talents of everyone in school
2. fosters a holistic approach to learning and maintaining a rigorous academic curriculum that challenges students to excel in various subjects, ensuring that they gain a deep understanding of each topic. The programme places a strong emphasis on research, inquiry, and independent learning, which cultivates a thirst for knowledge and prepares students for higher education.
3. emphasizes the importance of effective communication and encourages dialogue among all; to promoting intellectual and social growth and development within the school community; to providing a safe and supportive setting
4. ensures that all learning is enhanced through the provision of up to date resources.
5. places collaborative, project-based learning, team based at the center of the educational experience.
6. fosters the development of leadership and social skills. Collaborative projects, community service, and extracurricular activities provide ample opportunities for students to enhance their interpersonal abilities and become effective team players. These skills prepare students for leadership roles and help them contribute positively to society.

7. is committed to instilling in our students the religious and moral values. Every activities at school are designed to nurture our students to be pious, polite, honest, loyal, reliable, independent, disciplined, responsible and compassionate people.
8. provides a safe haven where everyone is valued and respected. All staff members, in partnership with parents and families are fully committed to students' higher education readiness. Students are empowered to meet current and future challenges to develop personal growth, social awareness, and civic responsibility.
9. Is committed to instilling in the students the importance of environmental awareness and sustainability. This dedication to environmental responsibility prepares students to be conscientious global citizens.
10. designs various study challenges that encourage personal growth and resilience. The programme's workload and expectations push students to strive for excellence, promoting a strong work ethic and determination. As students overcome obstacles, they build self-confidence and a sense of accomplishment that will serve them well throughout their lives.
11. builds the entrepreneurial leadership skill.
12. succeeds in the national and international assessments
13. wins national and international competitions in Science, Math, English, IT, Art, Innovation and Creativity.

SENIOR HIGH SCHOOL MISSIONS:

1. provides a challenging, broad, exciting and extended curriculum which will actively encourage, motivate and develop the talents of everyone in school
2. fosters a holistic approach to learning and maintaining a rigorous academic curriculum that challenges students to excel in various subjects, ensuring that they gain a deep understanding of each topic. The programme places a strong emphasis on research, inquiry, and independent learning, which cultivates a thirst for knowledge and prepares students for higher education.
3. emphasizes the importance of effective communication and encourages dialogue among all; to promoting intellectual and social growth and development within the school community; to providing a safe and supportive setting
4. ensures that all learning is enhanced through the provision of up to date resources.
5. places collaborative, project-based learning, team based at the center of the educational experience.
6. fosters the development of leadership and social skills. Collaborative projects, community service, and extracurricular activities provide ample opportunities for students to enhance their interpersonal abilities and become effective team players. These skills prepare students for leadership roles and help them contribute positively to society.
7. is committed to instilling in our students the religious and moral values. Every activities at school are designed to nurture our students to be pious, polite, honest, loyal, reliable, independent, disciplined, responsible and compassionate people.
8. provides a safe haven where everyone is valued and respected. All staff members, in partnership with parents and families are fully committed to students' higher education readiness. Students are empowered to meet current and future challenges to develop personal growth, social awareness, and civic responsibility.

9. Is committed to instilling in the students the importance of environmental awareness and sustainability. This dedication to environmental responsibility prepares students to be conscientious global citizens who are ready to handle the world's pressing challenges.
10. designs various study challenges that encourage personal growth and resilience. The programme's workload and expectations push students to strive for excellence, promoting a strong work ethic and determination. As students overcome obstacles, they build self-confidence and a sense of accomplishment that will serve them well throughout their lives.
11. sharpens the entrepreneurial leadership skill.
12. succeeds in the national and international assessments
13. wins national and international competitions in Science, Math, English, IT, Art, Innovation and Creativity.
14. promotes social research drive approaches to studying issues of current situations such as democracy, technological change, technology savvy, economic empowerment, sustainability, and globalization.
15. prepares our students to be well equipped with the demands of university settings and career ready.

PRESCHOOL AND PRIMARY PRIME EDUCATION

PrimeOne believes that Preschool and primary education are the foundations for a child's learning on which every other level of learning depends. In laying an enduring foundation for the entire education sector to build on, we are committed to providing highly competent teachers, quality instructional materials and facilities as well as quality school culture and climate.

Primeone Schools views children as unique individuals with their own thoughts, ideas and needs and we therefore prioritize the children's wellbeing both physical and emotional, along with building their competencies. Our teachers will inculcate permanent literacy and numeracy, and ability to communicate effectively, lay a sound basis for scientific and reflective thinking, give citizenship education as a basis for effective participation in and contribution to the life of the society, mould the character and develop sound attitude and morals, develop in them ability to adapt to the changing environment, give ample opportunities for developing manipulative skills that will enable them to function effectively in the society within the limits of the child's capacity, provide the child with basic tools for further educational advancement including entrepreneurship and technology skills. These are made possible with the whole school work together to build relational trust, foster healthy, safe and supportive learning environment, establish resiliency, create a collaborative culture among administrators, teachers, staff and parents that result in school transformations.

JUNIOR HIGH PRIME FUTURE

Our rigorous and holistic curriculum places a strong emphasis on research, inquiry, and independent learning, which cultivates a thirst for knowledge and prepares our students for their higher education. Research and critical thinking are woven into the fabric of learning. Students are encouraged to explore complex issues, analyze information critically, and present well-reasoned arguments. This emphasis on research and critical thinking equips students with skills that are invaluable not only in academic but also in their professional and personal lives. Additionally, participation in .Cambridge programme

fosters the development of leadership and social skills. Collaborative projects, community service, various kinds of extracurricular activities, interesting and engaging character building classes, solemn class of devotion and inspiring religious activities, provide ample opportunities for students to enhance their interpersonal abilities and become not only effective team players but also compassionate people. These skills prepare students for leadership roles and help them contribute positively to society.

SENIOR HIGH PRIME LIFE

Our students will face more educational challenges that encourage personal growth and resilience. Our programme's workload and expectations push students to strive for excellence, promoting a strong work ethic and determination. As students overcome obstacles, they build self-confidence and a sense of accomplishment that will serve them well throughout their lives.

In an increasingly interconnected and ever changing world that we live in, we believe that promoting a global perspective and cultural awareness in our students' lives is crucial. Our programme instills in international-mindedness by exposing students to different cultures, languages, and perspectives. Through its diverse curriculum and international connections, the programme helps students develop an appreciation for diversity and tolerance in the future as parts of the world community.

In our daily learning activities we emphasize on the importance of environmental awareness and sustainability. Through its focus on global issues and service-oriented projects, students are encouraged to take an active role in preserving the environment. This dedication to environmental responsibility prepares students to be conscientious global citizens who are ready to overcome the world's pressing challenges.

We believe that with the holistic development that our students gain throughout the years in PrimeOne will prepare them for success not only in higher education but also as responsible citizens in a diverse and interconnected world and most importantly as a human being who achieves dignified life.

PRIMEONE SCHOOL'S 22 FUNDAMENTAL VALUES:

1. **Godliness**-We think about God in all that we do. We believe God can lead us on the right path in life and wish to lead our lives following God's example.
2. **Gratitude**-We practice gratitude for our parents, our teachers, our free country, and our beautiful school.
3. **Honesty**-We value honesty when communicating with one another. The greatest test of honesty is when we must admit when we were wrong.
4. **Inclusion**-All students are welcome in our classrooms and their uniqueness is celebrated.
5. **Punctuality**-We respect one another's time and learn to be on time for learning. By being punctual, we are showing that we value learning.
6. **Perseverance**-We recognize that learning is hard but we can reach our learning goals with the guidance of our teachers and the support of our friends.
7. **Respect**-We respect one another's right to safety and dignity at school. We will speak to each other with calmness, politeness, and civility.
8. **Accountability/Responsibility**-We hold ourselves accountable for our own actions, admit when we failed our own standards, and always strive to be our best selves.
9. **Appreciation**-We show appreciation for one another whenever possible. We appreciate our parents and teacher for everything they do for us and appreciate the kindness of our friends.

10. **Cooperation/Teamwork/Collaboration**-We work well together with all of our friends and classmates as well as networks around the globe. We want everyone to learn and succeed, and this requires us to work together, compromise, and share, in order to succeed. We believe cultivating and maintaining partnerships is essential.
11. **Multiculturalism**-We are a school that embraces the cultural diversity of our community. We accept all cultures into the classroom and seek to learn about the unique perspectives of people from cultures different to our own. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
12. **Community-Minded**-Our school is a central hub of our community. We welcome the community to our school to share their skills and knowledge. We also want to contribute our skills and efforts to improve our local and global community through knowledge exchange.
13. **Leadership**-We strive to become the leaders of tomorrow by practicing leadership in our school community today.
14. **Compassion/Empathy**-We are a school that grows children who care for one another, are concerned about the suffering of others, and want to act to make a better world.
15. **Embracing Change**-We believe change can be a positive opportunity for creating a better self, school, and society.
16. **Traditionalism**-Our school embraces traditional values, respect for our elders, and respect for our long-standing culture.
17. **Creativity and Innovation**-This will allow us to think outside the box and beyond the traditional solutions. Through this opportunity, new, interesting, potential yet versatile idea come up.
18. **Fairness**-We believe in creating a world that is fair and just. We hold ourselves accountable for promoting fairness and identifying injustice where it occurs.
19. **Excellence**-We are a school that strives to excellence in academic, sporting, and artistic pursuits.
20. **Sustainability**-We work toward an environmentally friendly and sustainable lifestyle. We consistently seek new ways to be more sustainable and to protect our local, national, and global environment.
21. **Reflectiveness**-We value reflection as a way to achieve improvement. We think about our actions and see how we can improve next time.
22. **Pride**-We believe in instilling a sense of pride and loyalty in our schools and community.

1:2 Child Safety Code of Conduct

1. **Visibility:** Ensuring interactions with children are visible to others helps reduce risk. Staff should strive to work in open spaces where their interactions can be easily observed.
2. **Minimising Isolation:** The risk of harm is lower when children are not isolated. Staff should structure their work to ensure children are not left alone with an adult without others being informed or aware of the interaction.
3. **Accountability:** A high level of accountability ensures safer interactions. Staff are expected to engage with children in a professional, responsible, and caring manner, while also seeking and providing feedback to maintain integrity and professionalism.
4. **Supervision:** Increased supervision lowers risks. Staff should be open to oversight at any time and in any setting when interacting with children.
5. **Parental Involvement:** Engaging parents in appropriate situations enhances child safety. As primary caregivers, parents should be welcomed and encouraged to participate where suitable.
6. **Discipline:** Proper discipline promotes safety and learning. Discipline should be corrective and instructive, ensuring it remains reasonable and beneficial for the child's well-being.
7. **Physical Contact:** Healthy touch can be reassuring, but inappropriate touch is harmful. Staff should ensure any physical contact is open, age-appropriate, respectful, and meets the child's needs. Any touch that could be seen as sexual is strictly prohibited.
8. **Verbal Communication:** Words can uplift or harm a child. Staff should use language that encourages and supports children rather than demeaning or causing emotional harm.
9. **Peer Interactions:** Positive peer relationships are crucial for development. Staff should actively monitor interactions among children to identify and address any inappropriate, abusive, or neglectful behavior.
10. **Reporting Responsibilities:** Prompt reporting of suspected abuse or neglect enhances child safety. Staff must report any known or suspected incidents involving a child to their supervisor or director as soon as possible and within 24 hours. They must not handle such matters privately or make informal agreements with any parties involved.

2: ROLES AND RESPONSIBILITIES

2:1 Child Safety Team

The Child Safety Team comprises school personnel dedicated to safeguarding our students and vulnerable adults. Their primary responsibility is to ensure that all adults engaged with our school—including teachers, support staff, volunteers, and vendors—are informed by and comply with policies pertaining to student welfare. Additionally, the team oversees the school's proactive child safety and protection program, which addresses the safety requirements of children. The team convenes monthly to monitor and evaluate the program's effectiveness, making necessary adjustments to maintain a secure environment.

Members of the Child Safety Team are school staff appointed by the Director based on their trustworthiness, honesty, objectivity, and commitment to confidentiality. Typically, these individuals

have been employed at the school for at least one year prior to their appointment, unless the Director decides otherwise.

2:2 Child Safety Core and Response Team

The Child Safety Team is responsible for several key functions to ensure the well-being of students:

- **Maintaining an Accessible Reporting System:** Establishing and overseeing a system that allows for easy reporting of child safety concerns.
- **Managing Response Plans:** Developing and implementing plans to address reported concerns or allegations, in accordance with school policies and applicable national laws.
- **Providing Recommendations:** Offering guidance to the school's leadership team following the execution of response plans.
- **Conducting Awareness Training:** Organizing workshops and training sessions for staff, students, and parents as part of the Child Safety Program.
- **Developing Standard Operating Procedures:** Creating and refining procedures tailored to students from Pre-School through Senior High, ensuring effective instruction on these protocols.
- **Regularly Reviewing Processes:** Continuously evaluating and updating response processes to maintain the ability to address child safety reports promptly, objectively, and compassionately, regardless of when or where incidents occur.

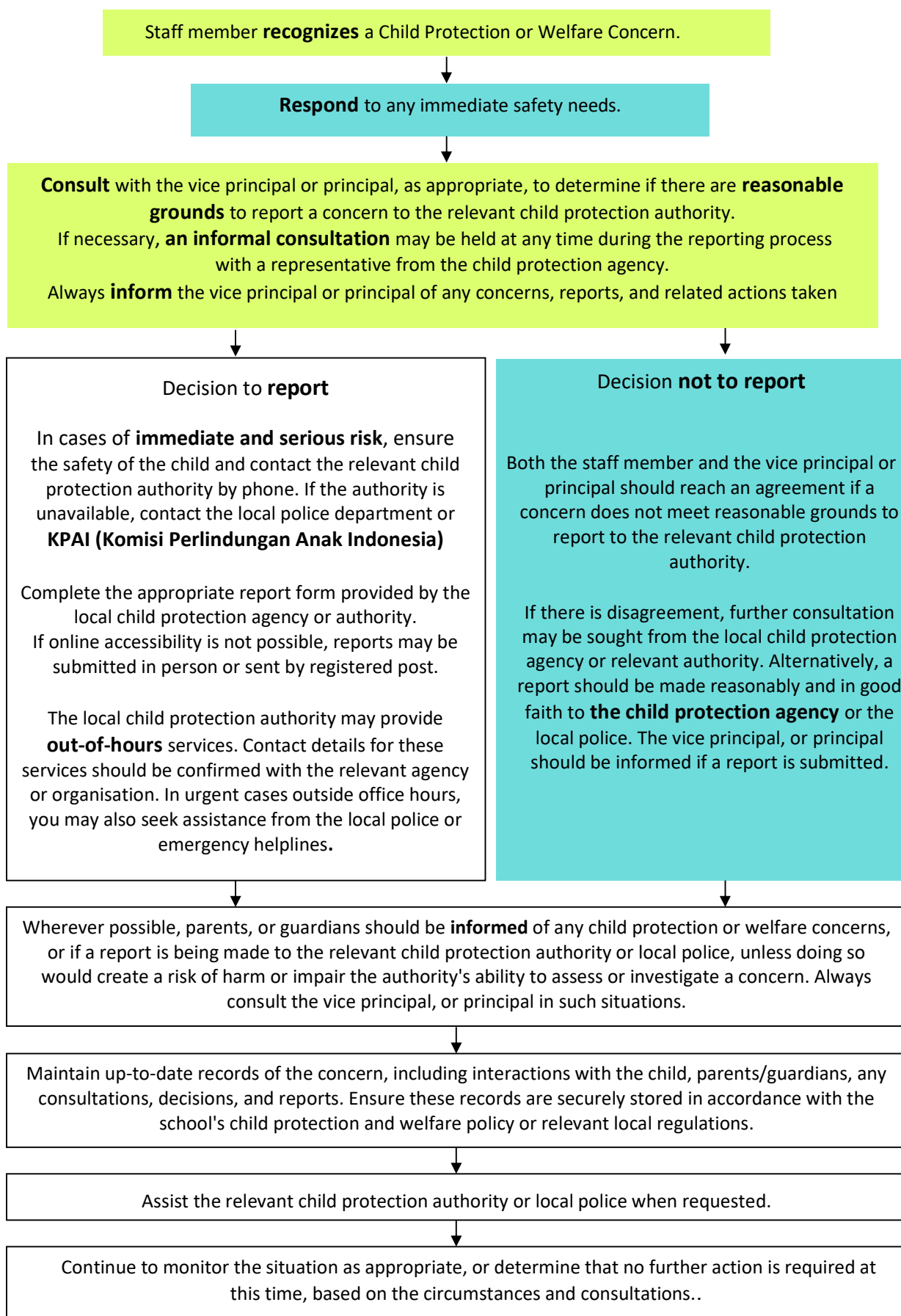
CHILD SAFETY AWARENESS WORKSHOPS/TRAINING

Month	Activity	Topic	Teacher and Support Team	Status	Remarks
January	<ul style="list-style-type: none"> • Case Study Analysis • Role-Playing: Practice identifying abuse signs through scenarios (e.g., behavioural changes or physical injuries). • Discussion: Facilitate small group discussions to share personal insights and experiences. 	Understanding Child Abuse and Neglect			
Feb	<ul style="list-style-type: none"> • Activity • Policy Review: Discuss key policies in small groups and present summaries to ensure understanding • Ethical Dilemmas: Provide scenarios with ethical challenges for participants to debate solutions 	Legal and Ethical Responsibilities			
March	<ul style="list-style-type: none"> • Activity • Case Study: Analyze examples of racism in schools and brainstorm proactive responses. • Action Planning: Develop personal or team action plans to promote anti-racism in classrooms. 	anti-racism			
April	<ul style="list-style-type: none"> • Activity. • Brainstorming: Ask participants to list ideas on how to create inclusive and safe learning spaces. • Interactive Mapping: Use school maps to identify high-risk areas and discuss how to mitigate risks. 	Creating a Safe Environment			

May	<ul style="list-style-type: none"> • Activity. • Role-Playing: Practice responding to students with different emotional needs and behaviours. • Group Discussion: Share strategies for building trust and rapport with students. 	Building Positive Relations with Students			
June	<ul style="list-style-type: none"> • Activity • Group Brainstorming: Develop a step-by-step approach to managing bullying incidents. • Anti-Bullying Review the school's policies and identify gaps or areas for improvement. 	Recognizing and Responding to Bullying			
July	<ul style="list-style-type: none"> • Activity • Tech Tools Overview: Introduce apps or tools for monitoring and improving digital well-being. • Creating Online Guidelines: Work in teams to draft safe internet usage guidelines for students. 	Online Safety and Digital Well-being			
August	<ul style="list-style-type: none"> • Activity • Dos and Don'ts Brainstorm: Create a list of best practices and pitfalls when handling disclosures. • Confidentiality Game: Discuss hypothetical cases while highlighting the importance of privacy and escalation procedures. 	Managing Disclosures of Abuse			
Sept	<ul style="list-style-type: none"> • Activity • Diversity Audit: Assess school materials (e.g., books, posters) for representation and inclusivity. • Problem-Solving Workshop: Brainstorm strategies to tackle systemic racism within the school system. 	anti-racism			

Oct	<ul style="list-style-type: none"> • Activity • Code of Conduct Quiz: Create a quiz on school policies and consequences for staff misconduct. • Group Discussions: Discuss the importance of maintaining professionalism and share tips for setting boundaries. 	Preventin g and Addressin g Staff Miscondu ct			
Nov	<ul style="list-style-type: none"> • Activity • Interactive workshop a session with a mental health professional to educate staff about identifying signs of stress, anxiety, and other mental health challenges in children • Role play scenarios responding to students showing signs of emotional distress, ensuring empathy and support are prioritised. • Self-Care Session: Include strategies for teachers to maintain their own mental health and model positive coping mechanisms for students. • Collaborative Brainstorming Have staff collaborates on ways to create an emotionally supportive classroom environment. 	Emotion al Well- being and Mental Health Awarene ss			

PRIMEONE SCHOOL CHILD PROTECTION AND WELFARE REPORTING PROCEDURE



3. THE HATCHERY: CULTIVATING STUDENT WELL-BEING

School should be a place of learning, growth, and exploration. But for many students, the pressures of academics, social life, and personal challenges can take a toll on their well-being. These challenges can often go unnoticed, leaving students feeling isolated and unsure where to turn.

The problem is real. Studies show that a significant portion of students experience anxiety, depression, and other mental health concerns. These issues can significantly impact academic performance, social interactions, and overall well-being.

The good news is, help is available in PrimeOne School. The Idea Hatchery Box and Hotline are innovative initiatives designed to bridge the gap between students who need support and the resources available to them. These programs offer a safe and anonymous outlet for students to express their concerns, big or small.

The idea hatchery as a nurturing environment, a safe space where students can plant the seeds of their worries and challenges. With the Idea Hatchery Box and Hotline, we can cultivate a school community that fosters open communication, promotes well-being, and empowers students to reach their full potential.

3.1 . Idea Hatchery Hotline (Whatsapp):

The Idea Hatchery Hotline (WhatsApp) complements the efforts of the Child Safety Core and Response Team by offering a confidential and accessible platform for students to share their concerns or provide feedback. This initiative reflects the school's commitment to student safety, well-being, and proactive engagement.

Both the Hotline and the Child Safety Core aim to create a supportive environment. The Hotline provides real-time communication through WhatsApp, while the Child Safety Core focuses on structured protocols to manage and resolve concerns. Together, they ensure that every issue is addressed compassionately and effectively, leaving no student unheard.

The Hotline offers tailored responses to students' immediate needs:

- **Support:** Students receive words of encouragement, validation, and reassurance to affirm their feelings and concerns.
- **Resources:** The hotline team provides links to relevant websites, external hotlines, or on-campus support services that align with the issue raised.
- **Acknowledgement:** Every message is acknowledged promptly to show students that their concerns are being taken seriously, even when immediate solutions may not be available.

Additional Considerations for Effective Implementation

- All submissions remain confidential unless a serious concern requires mandated intervention.
- Posters, school announcements, events, and social media ensure every student knows how to access the Hotline and understands its purpose.
- Counselors, student leaders, and volunteers are trained to respond empathetically and effectively. Anonymized personal experiences shared by student leaders can help reduce stigma and encourage help-seeking behavior.
- Regular reviews track usage rates and gather feedback to refine response protocols. Surveys and focus groups help the program remain adaptable to student needs.

Procedures for Managing Hotline Communications

- A mobile phone designated for receiving hotline communications will be stationed at North POS. The Vice Principal of Student Affairs (VP-SA) for the Elementary Department will check and log chats/calls daily.
- The Elementary VP-SA ensures that complaints or shares related to Junior High (JH) and Senior High (SH) levels are communicated to the respective VP-SA for those levels.
- The VP-SA will appoint a Person-In-Charge (PIC) to handle each complaint. Depending on the nature of the issue, follow-ups may be managed by counselors, teachers, or the VP-SA directly.
- To ensure transparency and accountability, the VP-SA will maintain a system that tracks the status of each complaint, the actions taken, and the final resolution.

3.2 . Idea Hatchery Box:

The Idea Hatchery Box is a dedicated platform designed to give students a safe and anonymous way to voice their thoughts, concerns, or suggestions for improvement within the school community. By providing an accessible and confidential outlet, the box encourages open communication and empowers students to actively contribute to a supportive and inclusive environment. It serves as a bridge between students and the school, ensuring that every voice is heard and valued. To address submissions effectively, a response system is in place:

- ✓ **General Concerns:** A system is developed to anonymously address general concerns submitted via the box, such as providing flyers with resources or encouraging messages.
- ✓ **Serious Concerns:** If a submission indicates a potential safety risk, illness, or serious issue, a clear protocol is established for discreetly reaching out to the student or involving appropriate resources (e.g., counselor, school nurse). Confidentiality is maintained unless reporting is mandated by law.

Idea Hatchery Box Procedure:

- ✓ An eye-catching box will be placed in a location that is easily accessible and visible to students.
- ✓ Students can anonymously submit written concerns, questions, or ideas for improvement.
- ✓ The school counselor is required to check the contents of the box every afternoon daily.
- ✓ Submissions are collected on a regular schedule (e.g., weekly) by a POS Counselor, a trusted member of the adult team. Submissions are documented in a provided table, including the date, recipient, a review of the contents, the date sent to the addressee, and the status (e.g., in process or resolved).

- ✓ Upon checking the box, the counselor will review both the identity of the sender (if provided) and the content of each submission to ensure privacy and to understand the context of the complaints or shares.
- ✓ The counselor will log all complaints and shares in a logbook. This logbook serves to track and manage the issues raised systematically.
- ✓ The counselor should promptly inform the Vice Principal of Student Affairs (VP-SA) about the content of any significant or recurring suggestions.
- ✓ The VP-SA will appoint a Person-In-Charge (PIC) to follow up on the complaints and shares. The follow-up actions may be assigned to a counselor, a teacher, or handled by the VP-SA herself, depending on the nature of the concern
- ✓ The VP-SA should maintain a progress tracking system for each complaint or issue.
- ✓ This system should include updates on the status of the complaint, actions taken, and the final outcome.
- ✓ The VP-SA should regularly review the progress tracking system and make adjustments as needed.

4: POLICIES RELATED TO STUDENT PRIVACY

To ensure the well-being of all students at PrimeOne School, we are implementing policies and practices aligned with the "Current Safeguarding Principles for Child Safety" from the Child Safety and Protection Network. These measures are also tailored to comply with Indonesian child protection laws, such as Law No. 23 of 2002 on Child Protection and its amendment, Law No. 35 of 2014. Our approach includes mandatory training sessions on abuse recognition, established reporting protocols, thorough investigative procedures, and comprehensive screening for all individuals working with children, including staff and volunteers. This initiative reflects our commitment to creating a safe educational environment in line with both international standards and national regulations.

4:1 Student Records

PrimeOne School upholds strict confidentiality regarding student permanent records. These records are only accessible within the Student Records Office and cannot be removed under any circumstances. All information within these records remains private, and teachers are not permitted to access student records or ask students to obtain copies of their passports for school trips. This policy aligns with Indonesia's data protection regulations and ensures the privacy of all students.

Professional Record-Keeping

1. The school administration has the final authority over what is included in each student's cumulative file. Generally, these records contain:
 - a. Academic performance reports
 - b. Official correspondence with parents regarding attendance, discipline, or commendations
 - c. Communications with external organizations concerning the student

2. All documentation should be written with the awareness that it may be subject to public or legal scrutiny.

Sharing student-related information with anyone other than the student's parents or authorized PrimeOne School staff is strictly prohibited. To disclose any information to professionals working with the child—such as a child psychologist, special education tutor, or another educator—written parental consent is required. The same applies to sharing records with other schools or institutions.

4:2 Use of Personal Information

Utilization and Disclosure of Personal Information

PrimeOne School is dedicated to preserving the confidentiality of all information provided by parents and students. We commit to not disclosing any such information to third parties without prior consent, except as mandated by Indonesian law. Furthermore, PrimeOne School will not share personal details, course assessment materials, or assessment outcomes for external marketing purposes.

In alignment with Indonesia's Personal Data Protection Law (PDPL), PrimeOne School has established a comprehensive data protection policy. This policy outlines guidelines for the collection, use, disclosure, and processing of personal data pertaining to our employees, students, parents, alumni, and prospective members of our community. This initiative ensures our adherence to national data protection regulations and reinforces our commitment to safeguarding the privacy of all community members.

Photographs and Video

At PrimeOne School, we routinely capture photographs and videos of students engaged in various activities. These visuals are primarily utilized for school-related promotional materials, including the yearbook, newsletters, brochures, fact sheets, program guides, annual reports, calendars, displays, videos, and the school's website. Except for the yearbook, no information that could personally identify individual students is published or printed without obtaining prior written consent from the parent or guardian.

Parents who prefer that their children not appear in any PrimeOne School publications are required to notify the school in writing by adhering to the school's publication opt-out policy. Upon receiving such notification, teachers and staff will be informed about the students who are to be excluded from publications, along with any specific restrictions pertinent to each case.

4:3 Counseling Students

To ensure personal protection, staff members may respond as follows:

"I strive to provide a safe environment for your child during school hours. However, for personal issues, I recommend consulting our school counselor, who is trained to assist with such matters."

While it's important for teachers to be aware of issues like family challenges, illnesses, or work-related separations affecting their students, they should feel comfortable referring these matters to the school counselor or administration if the details become too personal or complex. In situations involving suicide threats or concerns about child safety and abuse, staff are obligated to promptly report these to the administration or school counselor.

After parents share such critical information with the school counselor or administration, relevant staff members will be informed to help monitor and support the child appropriately. It's essential not to promise confidentiality to parents, as the information disclosed may need to be communicated to higher authorities to ensure the student's safety and well-being.

5. POLICIES RELATED TO STUDENT WELFARE

5:1 Staff Responsibility for Student Safety

Ensuring the safety and well-being of students is a fundamental responsibility of all staff members. If concerns arise regarding a student's physical or emotional welfare, staff should promptly contact the appropriate principal.

In instances where a student experiences threats or intimidation, they are encouraged to immediately inform a teacher or the school principal. The notified staff member will then initiate appropriate actions to address the situation.

All safety concerns are taken seriously. The staff member who receives the report will investigate the matter and, if necessary, collaborate with relevant administrative personnel to ensure the student's safety.

5:2 Administrative Procedure for Addressing Suicide-Related Expressions

At PrimeOne School, every mention of suicide—whether casual or serious, spoken or written, with or without accompanying actions—is treated with utmost seriousness. While the school has a duty to protect students during school hours and related activities, it does not replace the full responsibility or authority of a parent.

1. All staff members must report any suicide-related expressions, behaviors, or self-inflicted injuries. An oral report must be made immediately to the staff member's supervising administrator and the school counselor.

2. The individual making the verbal report must promptly submit a written follow-up report.
3. If a student's life appears to be in immediate danger, the staff member, counselor, and administrator must take swift action to safeguard the student. All staff members are authorized to act reasonably and responsibly in such situations.
4. The principal will receive the written report and contact the student's parents, guardian, or mission administrator—whichever is most appropriate and available—to assume responsibility. Based on the severity of the situation, the principal will ensure the following actions are taken:
 - Implement protective measures beyond the immediate incident.
 - Seek professional guidance.
 - Recommend professional counseling in consultation with the parents.
 - Notify parents and involve them in decision-making.
 - Conduct further investigation if needed.
5. The principal is responsible for maintaining written records of all actions taken, including a summary report. Additionally, all documentation will remain confidential and will only be shared on a need-to-know basis.

5:3 Recognition of Child Abuse

Identifying child abuse is complex and necessitates a high degree of vigilance from professionals. It involves recognizing medical findings that are unexplained, implausible, or inconsistent with the provided history, as well as injury patterns indicative of abuse rather than accidental causes. Additionally, the behaviors and characteristics of the child and family play a crucial role in the assessment. Comprehensive medical and social evaluations are essential to confirm or clarify the diagnosis, and in cases of non-organic failure to thrive, observing the child's response over time may be necessary. Healthcare professionals should continually enhance their skills in detecting child abuse and neglect.

5:3a Social Indicators

While child abuse can occur without identifiable social factors, certain characteristics in a child's social environment are often associated with a higher risk of abuse:

Child-Related Factors:

- **Unplanned or Unwanted Pregnancy:** Children who were unplanned or whose pregnancies were denied may face a higher risk of abuse.
- **Early Separation:** Separation from the mother shortly after birth, leading to disrupted bonding, can be a contributing factor.
- **Parental Disappointment:** Children who do not meet parental expectations, such as not being the desired gender or having a perceived defect, may be more vulnerable.
- **High Irritability:** Infants who are highly irritable or demanding can increase parental stress, potentially leading to abusive situations.

- **Difficulty Integrating into Family:** Challenges in relating to family members can isolate a child, increasing the risk of maltreatment.

Parental Factors:

- **History of Abuse or Family Disruption:** Parents who experienced abuse or significant family disruptions during their own childhoods may be more prone to abusive behaviors.
- **Lack of Support and Fear of Parenting:** A deficiency in familial or social support networks, coupled with an intense fear or anxiety about child-rearing responsibilities, can contribute to abusive tendencies.
- **Inadequate Parenting Skills and Unrealistic Expectations:** A limited understanding of effective parenting techniques or child development can lead to unrealistic expectations, increasing the risk of abuse.
- **Poor Impulse Control and Authoritarian Attitudes:** Parents exhibiting impulsive behaviors, along with controlling, rigid, or authoritarian dispositions, may be more inclined toward abusive actions.
- **Early Parenthood:** Individuals who became parents during their teenage years may face heightened stressors, potentially elevating the risk of abusive behavior.
- **Substance Abuse:** The misuse of alcohol or other substances is a significant risk factor associated with child maltreatment.
- **Physical or Mental Health Issues:** Parents dealing with physical illnesses or mental health challenges, such as depression, may struggle with effective parenting, increasing the potential for abuse.

Family Dynamics:

- **Financial and Employment Stress:** Economic hardships and job-related pressures can strain family relationships, potentially leading to abusive situations.
- **Marital Conflict and Domestic Violence:** High levels of conflict between partners, including domestic violence, create an environment where child abuse is more likely to occur.
- **Crisis from Stressful Events:** Families undergoing significant stressors—such as bereavement, relocation, or frequent disputes—may experience destabilization, increasing the risk of abuse.
- **Isolation of Caregivers:** Caregivers, particularly mothers, who experience loneliness or isolation due to absent partners, may lack essential support, heightening stress and the potential for abusive behavior.
- **Overwhelming Childcare Responsibilities:** Managing extensive childcare duties without adequate support can lead to caregiver burnout, which may, in turn, result in abusive actions.
- **Geographical and Social Isolation:** Families residing in remote areas with limited access to transportation or social support networks may face increased stress and a higher risk of abusive dynamics.

5:3b Recognizing Non-Accidental or Self-Inflicted Injuries

1. Signs That May Indicate Abuse:

- Recurrent injuries that are not adequately explained by routine childhood activities.
- Caregiver's explanation of the injury is vague, inconsistent, or unrealistic (e.g., claiming a 5-month-old infant climbed into a tub of hot water).
- Delayed medical attention for an injury.
- Contradictory accounts of the injury, or an inappropriate response from the caregiver regarding its severity.
- Presence of bruises or abrasions of varying ages.
- Injuries displaying distinct patterns (e.g., circular, square, tramline, or herringbone marks).
- Circular marks around the wrists, ankles, or genitalia.
- Clusters of injuries, such as multiple oval bruises suggesting a slap on the face or tight gripping around a limb.
- Injuries located on body parts typically covered by clothing.
- Genital injuries with an unclear or suspicious history.
- Trauma to the eyes, ears, or internal organs.
- Head injuries accompanied by vague or conflicting explanations.
- Fractures and rib injuries of different ages, as well as swollen, painful, or dislocated joints.
- Burns or scalds, particularly on the buttocks, soles of the feet, or other unusual locations.

2. Recognizing Signs of Physical Abuse and Neglect

Behavioral Indicators of Physical Abuse:

- Displays fear or anxiety around parents or caregivers.
- Overly submissive, withdrawn, or exhibits an excessive fear of authority.
- Avoids or reacts negatively to physical contact.
- Seeks affection in an unusual or excessive manner.
- Expresses fear of returning home after school or childcare.
- Sudden behavioral shifts, such as becoming uncharacteristically shy, passive, or aggressive.
- Inappropriate wetting or soiling of clothing for their age.
- Experiences sleep disturbances, including nightmares.
- Constantly on high alert for danger and becomes apprehensive when hearing other children cry.

5:3c Neglect

1. Physical Signs of Neglect:

- Persistent hunger or inadequate access to food.
- Malnutrition and significantly low weight for age.
- Weight gain when placed in a supervised care setting, such as a hospital or foster home.
- Delayed language development and poor coordination.
- Consistently poor hygiene, including being unwashed.
- Untreated dental issues, gum disease, or chronic skin conditions.
- Lack of immunizations and untreated medical conditions.
- Frequent absence of supervision, leading to safety concerns.

2. Behavioral Indicators of Neglect:

- Weak emotional bond with parents or caregivers.
- Seeks attention from any adult, including strangers, with little hesitation.
- Appears unusually tired, unresponsive, or motionless.
- Displays irregular eating behaviors, such as overeating when food is available or refusing to eat.
- Excessively craves adult attention and affection.
- Habitual absenteeism or frequent tardiness at school.
- Struggles academically and shows signs of learning difficulties.
- Reluctant or fearful about going home.
- Engages in repetitive self-soothing behaviors, such as rocking, sucking, or head-banging.

5:3d Emotional or Psychological Abuse

Emotional abuse can be as harmful as physical abuse, though it is often difficult to detect since it leaves no visible injuries. It may go unnoticed until a child exhibits emotional or behavioral difficulties.

1. Key Indicators of Emotional Abuse:

- Growth issues, such as stunted development or failure to thrive without a medical cause.
- Rapid emotional detachment or distancing from family.
- Severe disturbances in eating habits.
- Delayed cognitive, mental, or emotional development.
- Abnormal urination or defecation patterns.
- Poor social adaptation, anti-social tendencies, persistent sadness, irritability, or defiance.

2. Behavioral Symptoms of Emotional Abuse:

- Sudden changes in behavior.
- Engaging in deceitful behaviors such as lying or stealing.
- Displays of aggression, violence, or destructiveness.
- Engages in self-soothing behaviors like rocking, sucking, or self-harm.
- Excessive shyness, passivity, or extreme compliance.
- Displays of aggressive behavior while seeking constant attention.
- Low self-esteem and frequent negative self-talk.
- Difficulty socializing and forming relationships with peers.

5:3e Sexual Abuse

Sexual abuse in children is a severe violation that can have lasting physical, emotional, and psychological consequences.

1. Physical Signs of Sexual Abuse:

- Pain, itching, unusual discharge, or bleeding in the genital area.
- Bruises on the breasts, buttocks, abdomen, or thighs.
- Vaginal infections or recurrent urinary tract infections.
- Abdominal pain potentially linked to pelvic inflammatory disease.
- Chronic headaches without a neurological cause.

- Diagnosis of a sexually transmitted disease.
- Pain while urinating or inappropriate bedwetting.
- Pregnancy, especially in teenagers.
- Torn, stained, or bloodied undergarments.
- Symmetrical bruising on the inner thighs, indicating forced leg separation.

2. Behavioral Symptoms of Sexual Abuse::

- Fear of being touched, especially during dressing or diaper changes.
- Displays of inappropriate or precocious sexual behavior.
- Fear of being alone with a specific adult.
- Intense fear or avoidance of the opposite sex.
- Depression, low self-worth, or negative self-image (e.g., feeling "dirty").
- Frequent crying or extreme emotional distress.
- Sexual themes appearing in artwork, stories, or play.
- Unexplained fear or anxiety, especially about returning home.
- Recurring nightmares or fears with sexual implications.
- Engaging in self-destructive behaviors such as self-harm, substance abuse, reckless activities, or suicide attempts.
- Eating disorders, including anorexia nervosa or binge eating.
- Displays of knowledge or sexual behavior beyond their age or expected understanding.
- Sudden delinquency, aggression, or truancy in a child who was previously well-behaved.
- Regressive behaviors, such as reverting to bedwetting or soiling after being toilet-trained.
- Avoidance of social or physical activities.
- Difficulty forming friendships with peers.
- Promiscuous behavior, engaging in prostitution, or same-sex encounters beyond normal developmental exploration.

5:4 Policy for Suspected Child Abuse Cases

At PrimeOne School, every member of our community is entitled to be treated with dignity, care, and respect. Any form of student abuse is strictly prohibited and will not be tolerated by staff, students, or parents.

Child Protection: PrimeOne School enforces a zero-tolerance stance on any abusive disciplinary actions by faculty or staff. We rigorously comply with the child protection standards detailed in our child safety and protection policy.

5:4a Definition

PrimeOne School follows the child protection standards set by the Ministry of Social Affairs. Child abuse is defined as any action by an individual in a position of authority that endangers a child's physical or

emotional well-being or is considered inappropriate based on community values and professional guidelines.

Neglect occurs when a caregiver deliberately denies a child basic living conditions that meet local standards for physical and emotional needs necessary for survival, growth, and development. This includes inadequate food, housing, or clothing, lack of medical care, abandonment, absence of supervision or guidance, and failure to meet educational or developmental needs.

Sexual abuse refers to any sexual contact or activity with a child that serves only to gratify the perpetrator, typically an adult or an individual at least five years older than the victim. This includes, but is not limited to, inappropriate touching, indecent exposure, sexual intercourse, and exposure to pornographic material.

PrimeOne School strictly prohibits any behavior that falls under these definitions of abuse. Beyond legal compliance, the school upholds ethical, moral, and faith-based responsibilities to ensure that all children in our care experience a safe and supportive environment, free from any actions that betray their trust or compromise their innocence.

5:4b Reporting Procedure

All team members are provided with the PrimeOne School Student Safety Concerns Form. This standardized tool facilitates the prompt and accurate reporting of any child safety issues, ensuring that all concerns are documented and addressed systematically.

For comprehensive guidance, please refer to the Child Safety Policy & Procedures.

1. Listen to the Child:

- Provide a supportive and caring environment.
- Listen attentively and compassionately.
- Inform the child that the information will be shared with appropriate personnel to provide help.

2. Report the Concern:

- Immediately inform the principal about the concern.
- The principal will then notify the school director.

5:5 Drug Abuse

PrimeOne School strictly complies with Indonesia's drug abuse laws and mandatory reporting requirements, which include:

- Notification of Government Authorities: Promptly informing relevant government agencies about any drug-related incidents.
- Filing Necessary Police Reports: Submitting official reports to law enforcement as required.

Any misuse of controlled substances, whether on school premises or off-campus at private events, will be addressed with utmost seriousness. This approach aligns with Indonesia's stringent drug laws, which

impose severe penalties for drug offenses, including substantial fines and lengthy imprisonment.

Procedures for Handling Drug Use or Abuse Incidents

1. If a staff member detects or has reasonable suspicion that a student is involved in drug use, or receives credible information regarding such activity, they must report it immediately to the principal or school director.
2. The principal will inform the student's parent or guardian within 12 hours of becoming aware of the situation.
3. When appropriate, the school counselor may be assigned to support the student in collaboration with their parents, social organizations, and/or religious institutions.
4. Each drug-related incident will be assessed individually to determine the most suitable course of action.
5. Any relevant details may be forwarded to the appropriate government authorities.
6. No guarantee of confidentiality can be provided to students regarding drug-related matters.
7. Any contact with law enforcement or government agencies will be managed by the director or their designated representative.
8. If a staff member comes into temporary possession of a suspected illegal drug, they must follow these steps
 - Inform the director or their designated representative immediately. If they are unavailable, notify the principal.
 - Ensure that a second adult is present while handling the substance.
 - Ideally, the witness should be another staff member. It must not be an adult related to the student involved.
 - Seal the substance in a plastic bag.
 - Record all relevant details, including the date, time of seizure, and witness present.
 - Place the sealed sample in a lockable cabinet and transfer the key to the director or their designee.
 - The director or their representative will notify the relevant authorities.

6: POLICIES RELATED TO HOME-BASED LEARNING

6:1 Guidelines for Home-Based Learning

When conducting online sessions with students, educators should observe the following guidelines:

- Conduct online lessons with multiple students rather than one-on-one. Any exceptions require prior approval from the principal
- Maintain appropriate and professional dress during virtual instruction.
- Be aware that principal/ vice may observe online classes, similar to in-person classroom visits.
- Record each class session and make the recordings accessible to students after the class concludes.

7: POLICIES RELATED TO REMEDIAL ACTIVITIES

7:1 Guidelines for Remedial Activities

To ensure the effective and organised implementation of remedial activities, PrimeOne School has established the following regulations. These regulations are designed to maintain safety, discipline, and accountability during remedial sessions while supporting the school's child protection and welfare objectives. The procedural details below outline the roles and responsibilities of staff and students involved in remedial activities, as well as safety measures and operational guidelines:

- The Head of Piket (HoP) requests from the principal a list containing the names of students, their classes, and the schedule (start and end times) of remedial sessions every Thursday.
- All remedial session data must be provided to the Student Guardians (SG) of each level by Friday.
- The HoS arranges for remedial activities to be concentrated on specific floors.
- Students participating in remedial sessions must sign the remedial attendance sheet according to their schedule at the Piket desk in the waiting area before being allowed to enter the classroom. The waiting area opens at 08:30 WIB.
- Students are only allowed to enter according to the remedial schedule provided by the HoS. If students arrive too early, they must wait in the waiting area.
- Students who arrive but are not listed in the remedial schedule must report to the HoP.
- SG staff will only open classrooms designated for remedial sessions as per the data provided. All other classrooms must remain locked. Open classrooms should ideally be on the same floor.
- SG staff must ensure that remedial educators are present in the classroom as scheduled. If the educator has not arrived, SG staff must call them. Frequent tardiness by educators must be reported to the HoS.
- After completing their remedial sessions, students must return to the waiting area to sign the attendance sheet, marking their completion, and wait for their pickup.
- Classrooms no longer used for remedial sessions must be locked by SG staff.
- If a student who has completed their remedial session has not yet returned to the waiting area, the Level 1 SG responsible for the attendance sheet must notify other SG staff to locate and ask the student to return.
- A designated female security officer must remain in the waiting area to oversee and assist students waiting for their pickup.
- At 12:00 WIB, SG staff on each floor must inspect all rooms (including tidiness and cleanliness of classrooms) and toilets to ensure no students are inside the building (all students should be in the waiting area). The inspection results must be recorded in the SG report log.
- At 12:10 WIB, SG staff conduct a checkpoint inspection of all classrooms and toilets from the fourth floor to the basement.
- At 12:20 WIB, the HoP conducts a final checkpoint inspection of all building and field areas.

8: POLICIES RELATED TO SCHOOL DISMISSAL SECURITY

8:1 Guidelines for School Dismissal Security

- Student Guardian (SG) staff must inspect classrooms and toilets, ensuring that all Grade 7 and Grade 8 (SMP 1 and SMP 2) students not participating in clubs or remedial sessions proceed to the waiting area by 15:00 WIB. Grade 9 to Grade 12 (SMP 3 to SMA 3) students not participating in clubs or remedial sessions must proceed to the waiting area by 15:45 WIB.
- SG staff must verify that no students remain in classrooms, ensure all electronic equipment (air conditioners, computers, and projectors) are turned off, and document the classroom conditions in the SG report.
- Grade 9 to Grade 12 (SMP 3 to SMA 3) students participating in clubs or remedial sessions should directly proceed to their designated rooms for these activities.
- SG staff must ensure that all Grade 7 and Grade 8 (SMP 1 and SMP 2) students not involved in clubs or remedial sessions have moved to the waiting area by 15:00 WIB. SG staff must maintain a list of students participating in clubs and remedial sessions.
- At 15:00 WIB, the HoP will inquire with SG staff on each level to confirm whether any students not participating in clubs or remedial sessions remain in the classrooms. If any such students are found, SG staff must report to the HoP for further action and ensure these students proceed to the waiting area. SG staff must lock classrooms not in use for clubs or remedial sessions.
- SG staff must ensure that only students participating in clubs or remedial sessions remain on their respective levels.
- SG staff and designated female security personnel in the waiting area must ensure that students not participating in clubs or remedial sessions remain outside the building and are not permitted to enter classroom areas.
- SG staff on each level must ensure that students participating in clubs or remedial sessions remain in their designated rooms and do not leave before 16:30 WIB.
- At 16:30 WIB, SG staff must inspect classrooms and toilets, directing students who participated in clubs and remedial sessions to the waiting area.
- SG staff must ensure that no students remain in classrooms, verify that all electronic equipment is turned off, and document classroom conditions in the SG report.
- At 16:50 WIB, the HoP will inquire with SG staff on each level to confirm whether any students participating in clubs or remedial sessions remain in the classrooms. If such students are found, SG staff must report to the HoP for further action to ensure these students proceed to the waiting area.
- SG staff must not leave their assigned positions until all students on their level have moved to the waiting area.
- At 16:55 WIB, SG staff must conduct a checkpoint inspection of all classrooms and toilets from the fourth floor to the basement. The inspection results must be recorded in the checkpoint report and submitted to the Vice Principal daily.
- At 17:10 WIB, the HoP must conduct a final patrol using the checkpoint system or manual inspection to ensure all rooms are free of students and all electronic equipment is turned off, covering levels 7 to the basement.

9: POLICIES RELATED TO CLUB AND REMEDIAL ACTIVITY

9:1 Guidelines for Club and Remedial Activity

To ensure the smooth execution and safety of club and remedial activities, PrimeOne School has established the following policies and procedures:

9.1.1 Supervision and Scheduling

- At 14:30 WIB, SG staff must direct Grade 7 and Grade 8 (SMP 1 and SMP 2) students to proceed to the waiting area.
- At 15:00 WIB, Grade 7 and Grade 8 students participating in clubs and remedial sessions may re-enter the building through the waiting area entrance. SG staff and security personnel stationed at the waiting area entrance must verify the names of participating students and direct them to use the stairs near the lift.
- SG staff positioned at the first-floor stairwell must verify that only students participating in clubs and remedial sessions proceed to their respective rooms.
- At 15:00 WIB, Grade 9 to Grade 12 (SMP 3 to SMA 3) students participating in clubs and remedial sessions should proceed directly to their designated rooms. SG staff must ensure students not participating in clubs or remedial sessions, as well as those attending outdoor clubs, proceed to the waiting area.
- SG staff must lock classrooms and rooms not used for clubs or remedial sessions and unlock designated rooms for these activities at 15:00 WIB.
- SG staff must ensure that students participating in clubs and remedial sessions proceed directly to their assigned rooms according to the provided list.

9.1.2 Monitoring and Security

- SG staff assigned to the second floor must ensure no students remain on the level. They must lock all classrooms, rooms, and toilets and verify no students are hiding.
- Students must use toilets located on the same floor as their club or remedial activities. SG staff must enforce this policy.
- SG staff on the third and fourth floors must verify the presence of educators assigned to club and remedial sessions. If an educator is absent, SG staff must report this to the Head of School.

9.1.3 Specific Room Procedures

- SG staff assigned to the band club must check students' attendance and ensure only those participating are allowed into the room. Two educators are assigned to maintain optimal conditions during the activity.
- SG staff must ensure all students are in the band club room before locking the fourth-floor stairwell door, which will be reopened at 16:30 WIB.
- SG staff assigned to the gym must verify that only students participating in the dancing club are permitted entry. Two educators are assigned to maintain optimal conditions during the activity.
- Students must be instructed to use the toilet before the activity begins. During the session, only urgent requests to use the toilet are permitted, with students exiting through the sixth-floor door and using the lift. The mezzanine door will remain closed, and the sixth-floor door will be

reopened at 16:30 WIB.

9.1.4 Access Control

- SG staff assigned to the stairwell near the toilets must ensure the stairwell is closed to students participating in clubs and remedial sessions. Students are only permitted to use the stairs near the lift, and the stairwell near the toilets must be blocked with a border line for better supervision.
- SG staff assigned to the stairwell near the lift must patrol and ensure students remain in their designated club and remedial rooms.
- At 15:15 WIB, SG staff stationed at the first-floor stairwell door must lock the grille door and not allow students participating in clubs or remedial sessions to exit before 16:30 WIB.

9.1.5 Educator Responsibilities

- Educators must take attendance before starting club and remedial activities and adhere to the established procedures for these activities.
- Educators must collect students' ID cards at the beginning of the club session and return them at the end. This practice helps monitor student presence.
- Club and remedial activities conclude at 16:30 WIB. Students are then allowed to proceed to the waiting area.

9.1.6 Post-Activity Procedures

- SG staff must ensure all students return to the waiting area and lock all classrooms once vacated.
- SG staff must verify that no students remain in classrooms or other areas before concluding their duties.

10: POLICIES RELATED TO SCHOOL SECURITY SYSTEM (SPS)

To ensure optimal comfort and safety for the PrimeOne School (POS) community, we establish the "School Security System," abbreviated as "SPS."

10.1 Definition

In this system, the following terms are defined as:

- (a) SPS: A set of Standard Operating Procedures (SOPs) that serve as guidelines for implementing rules and prohibitions to ensure the safety of the POS community on school premises.
- (b) POS Community: Students, educators, and educational staff.
- (c) Extended POS Community: Students, educators, educational staff, parents/guardians, and alumni.
- (d) Zoning System: The designation of boundary areas with colours: green, blue, yellow, red, and black (refer to the attached map).
- (e) Ring: Circles or boundaries restricting entry for the extended POS community and visitors.
- (f) Ring one: Green and blue zones.
Ring two: Yellow zone.
Ring three: Red zone.
Ring four: Black zone.

- (g) Pedestrian bridge: The bridge connecting the NORTH POS (Preschool & Elementary School) to the SOUTH POS parking lot (Middle & High School) and vice versa.
- (h) NORTH POS: The area designated for Preschool and Elementary School. SOUTH POS: The area designated for Middle School and High School.

10.2 Gate and Building Naming

North POS (NP)

- **(NPGU)** Main Gate: Entrance on Jalan Jend. Besar A.H. Nasution (Security Post No. 01).
- **(NPG2)** Second Gate: Gate near the corner of the school building.
- **(NPG3)** Third Gate: Exit near the PLN Panel.
- **(NPGA)** Building Exit A: Gate near the waiting room divider.
- **(NPGB)** Building Exit B: Gate near the lift (Ground Floor).
- **(NPGC)** Building Exit C: Gate leading to the Exhibition Area from the outer office.
- **(NPGD)** Building Exit D: Gate from the rear canteen to the classroom area.

South POS (SP)

- **(SPGU)** Main Gate: Entrance on Jalan Jend. Besar A.H. Nasution (Security Post No. 02).
- **(SPG2)** Second Gate: Entrance from the parking lot to Security Post No. 03.
- **(SPG3)** Third Gate: Exit near Security Post No. 04 (PLN substation).
- **(SPG4)** Fourth Gate: Exit at Security Post No. 05.
- **(SPGA)** Building Exit A: Gate near the waiting room divider.
- **(SPGB)** Building Exit B: Gate leading to the basketball court (Ground Floor).
- **(SPGC)** Building Exit C: Gate near the lift.

10.3 School Schedules

(a) Learning Hours

Level	Start Time	End Time
Baby Class	09:00 WIB	11:30 WIB
Playgroup	08:30 WIB	11:30 WIB
Kindergarten	08:30 WIB	12:00 WIB
Elementary (Grade 1-3)	08:30 WIB	14:15 WIB
Elementary (Grade 4-6)	08:30 WIB	15:00 WIB
Middle School (Grade 7-8)	08:30 WIB	15:00 WIB
Middle & High School (Grade 9-12)	08:30 WIB	15:45 WIB

(b) Gate Operation Hours

- **North POS (Preschool & Elementary)**

Gate Operation	Open	Close
Morning	07:00 WIB	08:45 WIB (09:10 WIB for Baby Class)
Midday	12:00 WIB	12:30 WIB
Afternoon	14:15 WIB	14:45 WIB
Late Afternoon	15:00 WIB	15:30 WIB
Friday	16:00 WIB	16:30 WIB

- **South POS (Middle & High School)**

Gate Operation	Open	Close
Morning	07:00 WIB	08:30 WIB
Afternoon	15:00 WIB	15:30 WIB
Evening	15:45 WIB	17:00 WIB

- (c) Main gates (NPGU and SPG2) must remain closed during scheduled closure times unless approved by the Operations Head.
- (d) NORTH POS students arriving before 07:30 WIB must wait in the waiting area and may watch TV. Students are allowed into the Exhibition Area at 07:40 WIB and must wait to enter classrooms until instructed by the Student Guardian or Head of Piket by 08:00 WIB at the latest.
- (e) SOUTH POS students must wait in the waiting area or basketball court until permitted to proceed to classrooms by Female Security, Student Guardians, or the Head of Piket.
- (f) Boundaries for students are designated: Exhibition Area (North) for Elementary, and Waiting Area (South) for Middle and High School. Preschool students may be escorted by parents/guardians to their classrooms.
- (g) Parents/guardians must pick up students within one hour of dismissal. Exceptions must be communicated to the Principal or Vice Principal.
- (h) Parents meeting Homeroom teachers in the morning must register and carry a visitor's pass. Appointments are recommended for Saturdays or through PTCB for better coordination.
- (i) Parents/guardians are encouraged to trust school management to resolve internal school community issues to avoid violating school regulations.
- (j) For remedial or club activities, parents must pick up students after sessions. Pickup times will be informed by the school management.

10.4 Road Crossing Regulations

The POS community must use the pedestrian bridge when crossing between NORTH POS and SOUTH POS to avoid accidents and traffic congestion.

10.5 Guest and Third-Party Worker Obligations

- (a) All visitors and third-party workers must report to the main gate (North POS) or second gate (South POS) and state their purpose to be recorded in the visitor logbook.

- (b) Visitors must surrender an original ID (KTP, SIM) to receive a Visitor Pass, and third-party workers must obtain a Worker Pass and wear a POS vest.
- (c) Passes must be worn visibly at all times and returned upon exit in exchange for the original ID.
- (d) Registered workers must use designated entry points and provide their entry permits to SG staff upon arrival.
- (e) Workers are restricted to Green Zone areas specific to their tasks and prohibited from accessing other areas
- (f) Workers must refrain from wearing hats, carrying lighters or cigarettes, and bringing prohibited items.
- (g) Visitors may only enter the Red Zone unless approved by AKA and AFO Directors and accompanied by authorised personnel.
- (h) Visitors and workers must adhere to regulations, park in Ring Four, and comply with no-smoking policies.

10.6 Zoning System

The POS community and visitors are required to adhere to the school's Zoning System as outlined below:

Ring	Zona	Diizinkan (✓), Diizinkan dengan syarat (*), Dilarang (X)										
		PD	P	KP	ST	SG	SEC	CS	SP	TT	TM	T
I	Hijau & Biru	✓	✓	✓	✓	✓	*	*	X	X	*	*
II	Kuning	✓	✓	✓	✓	✓	✓	✓	✓	*	X	*
III	Merah	✓	✓	✓	✓	✓	✓	✓	✓	X	*	*
IV	Hitam	✓	✓	✓	✓	✓	✓	✓	✓	✓	*	*

Key:

- **PD** = Students
- **P** = Educators
- **KP** = Education Staff
- **ST** = Staff
- **SG** = Student's Guardian
- **SEC** = Security
- **CS** = Cleaning Service
- **SP** = Driver
- **TT** = Gardener
- **TM** = Visitor
- **T** = Worker/Technician

10.7 Indoor Area Security (Green Zone)

To maintain safety and comfort in the Green Zone:

- Student Guardians (SG) are stationed in front of restrooms on each floor and must conduct patrols every 30 minutes to inspect rooms, restrooms, and corridors to ensure the safety and comfort of the POS community.

- Male Security (FS) in the Green Zone or areas where students are engaged in learning activities must carry out SG duties as described in point (a).
- The Vice Principal for Student Affairs or their representative is required to:
 - ✓ Conduct scheduled patrols using the Electronic System (PES) on each floor to ensure SG and FS duties are carried out effectively, no later than 16:00 WIB.
 - ✓ Ensure all unused electronic devices are turned off, all students have left the premises, and classrooms are locked and secure.
 - ✓ Collaborate with the Head of Piket to ensure no individuals violate zone restrictions.
 - ✓ Continuously engage educators and students as informants to identify any suspected violations, signs of violence, or lapses in SG and FS responsibilities.
 - ✓ Report findings that could compromise the safety and comfort of the POS community to superiors, with a copy to the Director of Administration, Finance and Operational (Dir. AFO)
- Students leaving the classroom during class hours must have permission from the educator using an AUTHORIZATION CARD. Educators must request assistance from SG or FS if the student does not return within the expected time, typically no more than 10 minutes for restroom use.

10.8 Prohibited Activities on School Grounds

To maintain a safe and conducive environment, the following actions are strictly prohibited:

- Wearing inappropriate or unkempt attire.
- Chewing gum.
- Concealing identity, uniforms, or pass cards.
- Smoking, consuming alcohol, using illegal drugs, or engaging in activities related to pornography or immoral conduct.
- Entering unauthorised zones.
- Bringing dangerous items such as knives, spears, firearms, etc.
- Taking photos or recording activities at PrimeOne School without permission.
- Conducting promotional activities (distributing flyers) or engaging in buying and selling without permission.
- Committing verbal or physical violence.
- Bringing in individuals unrelated to school activities.
- Keeping car windows closed when entering or exiting the school gates.

10.9. Implementation of SPS

The School Security System (SPS) is effective from the 2016/2017 Academic Year onwards.

11: POLICIES FOR SATURDAY REMEDIAL SESSIONS

To ensure effective implementation and management of Saturday remedial sessions, the following policies have been established:

1. The Head of Piket must request from the Head of School a list containing the names of students, their classes, and the schedule (start and end times) of remedial sessions every Thursday.
2. All remedial session data must be provided to the SG (Student Guardian) of each level by Friday.
3. The Head of School will ensure that remedial activities are concentrated on specific floors for better organisation.
4. Students attending remedial sessions must sign the remedial attendance sheet according to their schedule at the Piket desk in the waiting area before being allowed into the classroom. The waiting area opens at 08:30 WIB.
5. Students may only enter the remedial area according to the schedule provided by the Head of School. Students arriving early must wait in the waiting area.
6. Students not listed in the remedial schedule must report to the Head of Piket for clarification.
7. SG staff will only open classrooms designated for remedial sessions as per the provided data. All other classrooms must remain locked. Open classrooms should ideally be located on the same floor.
8. SG staff must ensure that remedial educators are present in the classroom as scheduled. If an educator is absent or late, SG staff must call them and report frequent tardiness to the Head of School.
9. After completing their remedial sessions, students must proceed to the waiting area to sign the attendance sheet, marking their completion, and wait for their pickup.
10. Classrooms no longer used for remedial sessions must be locked by SG staff.
11. If a student who has completed their remedial session has not yet returned to the waiting area, the Level 1 SG responsible for attendance must notify other SG staff to locate the student and ensure they proceed to the waiting area.
12. A designated female security officer must remain in the waiting area to monitor and assist students waiting for their pickup.
13. At 12:00 WIB, SG staff on each floor must inspect all rooms (including tidiness and cleanliness of classrooms) and toilets to ensure no students are inside the building. All students should be in the waiting area. Inspection results must be recorded in the SG report log.
14. At 12:10 WIB, SG staff must conduct a checkpoint inspection of all classrooms and toilets from the fourth floor to the basement.
15. At 12:20 WIB, the Head of Piket must conduct a final checkpoint inspection of all areas of the building and the field.

12: POLICIES RELATED TO KEY MANAGEMENT AT NORTH AND SOUTH POS

NORTH POS

NO	ROOM NAME	KEY HOLDER	NOTES
1	Consultation Room	SC	If a meeting with a guest extends beyond 4:30 PM, BOM must inform the designated WhatsApp group for room authorisation.
2	Science Lab / Physics Lab	Academic Staff	The laboratory assistant collects the key in the morning from Academic Staff and returns it no later than 4:40 PM. For

			overtime, refer to the Classroom Overtime Process. The assistant must stay in the lab during school hours. If urgently required to leave, the lab must be locked. It is prohibited to be alone with a student or another teacher in the lab unless it is scheduled. For teaching or training sessions with students, the permission form must be completed.
3	Language Lab	Academic Staff	The room PIC collects the key in the morning from Academic Staff and returns it no later than 4:40 PM. For overtime, refer to the Overtime Process. The PIC must stay in the room during school hours. If they need to leave, the room must be locked, and the key handed to the Piket PIC. It is prohibited to be alone with a student or another teacher in the lab unless it is scheduled. For teaching or training sessions with students, the permission form must be completed.
4	Computer Lab	Academic Staff	The key is retrieved by the Piket PIC near the room. If a teacher wants access, the Piket PIC must verify the schedule. If the schedule is mismatched, access is denied. For PBM (teaching) purposes, the teacher must complete the permission form.
5	Broadcasting Room	Academic Staff	The Piket PIC collects the key from Academic Staff. The room is only opened when required and must follow the schedule. Refer to Process 4.
6	Library	Academic Staff	The librarian collects the key from Academic Staff. Refer to Process 2.
7	Home Theater	Academic Staff	The Piket PIC collects the key from Academic Staff. The room is only opened when required and must follow the schedule. Refer to Process 4.
8	Music Room	Academic Staff	The Piket PIC collects the key from Academic Staff. The room is only opened when required and must follow the schedule. Refer to Process 4.

9	Gymnasium	Academic Staff	The Piket PIC collects the key from Academic Staff. The room is only opened when required and must follow the schedule. Refer to Process 4.
10	Marching Band Room	Academic Staff	The Piket PIC collects the key from Academic Staff. The room is only opened when required and must follow the schedule. Refer to Process 4.
11	Swimming Pool	Indoor Supervisor	Must remain locked when no swimming activities are scheduled.
12	Classrooms	Indoor Supervisor	Classrooms must be locked by 5:00 PM. If teachers wish to continue working past this time, they must move to the Teachers Room on the 4th floor and complete a permission form. The BOM will assess whether overtime requests involve inappropriate circumstances (e.g., mixed-gender pairings or dating). The permission form is submitted to the Principal, who will share it in the designated WhatsApp group for approval. BOM must remain on-site while teachers are working overtime and ensure all teachers leave before departing. If no overtime request is submitted, classrooms must be locked at 5:00 PM.
13	Religious Rooms	Academic Staff	Rooms for Buddhism, Christianity, Islam, and Hinduism are managed similarly to other academic spaces.
14	ESL Room	Academic Staff	Managed as per the standard key management process.
15	Teachers Room	Academic Staff	Managed as per the standard key management process.
16	Canteen	Canteen Staff	Must be locked after lunch hours end.

Additional Provisions

To ensure proper key management and adherence to school regulations, the following additional provisions are established:

1. The Piket PIC holding the key is not allowed to enter the room. Only the assigned teacher may enter, and only during their scheduled time. Rooms must not be opened before the teacher's designated schedule.

2. Violations of these provisions will result in a written reprimand, followed by Warning Letters 1, 2, and 3, if necessary.
3. Rooms with designated PICs, such as the Science Lab and Library, require close supervision to ensure compliance.
4. BOM and the Head of Piket must ensure that no teachers remain in any room and no students are present on school premises before leaving.
5. For points 2, 3, 4, 5, 6, 7, 8, 9, and 10, Academic Staff are required to check whether keys have been returned. For example, if a teacher is scheduled to finish at 2:00 PM but has not returned the key, the matter must be raised in the key authorisation WhatsApp group for the Head of Piket to investigate immediately.
6. Teachers wishing to engage in sports are allocated time on Mondays and Wednesdays from 5:00 PM to 6:00 PM. Rosmeyri will send a report to the key authorisation WhatsApp group, listing participants and confirming when activities end.
7. The BK (Counseling) Room must remain unlocked and open. Counseling sessions should involve the Vice Principal for Student Affairs and not be conducted alone with a student. If overtime is required, the BK process must follow the key authorisation form procedure.
8. Room windows must remain unobstructed and uncovered. Do not place paper or any other material over the glass.
9. Teachers and staff must remain in their assigned rooms and should not relocate to other rooms without proper authorisation.
10. It is not permitted to sit in another person's room or visit each other during working hours.
11. Two individuals are not allowed to remain alone in any facility room.
12. Rooms must not be locked while occupied, regardless of the reason.
13. Key duplication is strictly prohibited. Unauthorized duplication will result in disciplinary action, including a Warning Letter (SP).
14. Academic staff must strictly follow these regulations and avoid giving keys to anyone without proper authority or relevance to the room.

SOUTH POS

NO	ROOM NAME	KEY HOLDER	NOTES
1	Meeting Room/ Jade/ Pearl Room	Indoor Supervisor	If the BOM needs to use the room after 5:00 PM, please complete the form and share it in our designated WhatsApp group (specific for permission requests). If the AD does not respond, call the AD for approval.
2	Classrooms	Indoor Supervisor	Indoor Supervisor is required to lock the classrooms by 5:00 PM. If teachers wish to continue working after 5:00 PM, they must move to the teacher's room on the 1st floor and complete a permission form. The BOM will assess whether overtime involves mixed-gender pairings or special relationships as a factor in granting permission. The form must

			be submitted to the principal, who will share the form in the WhatsApp group for the AD's awareness. The BOM on duty must remain at the school while teachers are working overtime. At least one BOM must supervise teacher activities, and the BOM is not allowed to leave the school until all teachers have left. Additionally, the BOM is not allowed to remain on the upper floors.
3	Physics/Chemistry/Biology Labs	Academic Staff	The Physics/Chemistry/Biology lab assistant collects the room key in the morning and must return it no later than 4:40 PM. For overtime requests, refer to the Classrooms Overtime Process (point 4). The lab assistant must remain in the lab during school hours. If there is an urgent need to leave, the lab must be locked. It is prohibited to be alone with a student or with another teacher in the lab unless it is scheduled. If there is a need for teaching (specifically) students in the lab, please complete a permission form. Essentially, visiting other rooms is not allowed, as labs are designated solely for laboratory activities and not for chatting or sharing.
4	Language Room	Academic Staff	The key is collected by the respective teacher. When requesting the key, staff must check the schedule provided by the Principal and match it. If not on the schedule, the key will not be issued unless the teacher has a specific purpose for being there and completes a permission form. Academic staff must call the Principal for approval. If the Principal or Vice Principal approves, staff will write "approved by Principal" on the form and share it in the WhatsApp group. This process also applies if the BOM wishes to use the room.
5	Computer Room	Academic Staff	The key is collected by the Student Guardian (SG) near the room. If a teacher wants to enter, the SG must check the schedule to ensure a match. If not matched, entry is not allowed. If needed for teaching purposes

			(PBM), a permission form must be completed as per the process above. SG holding the key is not allowed to stay in the room, only to hold the key.
6	Language Room	Academic Staff	The key is collected by the respective teacher. When requesting the key, staff must check the schedule provided by the Principal and match it. If not on the schedule, the key will not be issued unless the teacher has a specific purpose for being there and completes a permission form. Academic staff must call the Principal for approval. If the Principal or Vice Principal approves, staff will write “approved by Principal” on the form and share it in the WhatsApp group. This process also applies if the BOM wishes to use the room.
7	Automation Room	Academic Staff	The key is collected by the automation/music/gymnasium/MPH teacher from Academic Staff as per the process in point 8.
8	Music Room	Academic Staff	The key is collected by the music teacher from Academic Staff as per the lab process (points 5–7). If there is student training outside of scheduled hours, the teacher must notify the Principal via WhatsApp for permission.
9	Gymnasium	Academic Staff	The key is collected by the automation/gymnasium/MPH teacher from Academic Staff as per the process in point 8.
10	MPH (Multipurpose Hall)	Academic Staff	The key is collected by the automation/gymnasium/MPH teacher from Academic Staff as per the process in point 8.
11	UCSN+Art Room	Indoor Supervisor	Must remain locked when not in use. Usage requires completing a permission form.
12	Badminton Room	Head of Piket	Process is the same as point 8, but the teacher must request the key from Khoirul.
13	ESL + Training Room	Head of Piket	Process is the same as point 8, but the teacher must request the key from Khoirul.
14	Canteen	Head of Piket	The SG collects the key from Khoirul in the morning. The canteen is only opened for cleaning or lunch use. When not in use, it must be locked. Return the key to Khoirul

			immediately after students leave (by 4:30 PM).
15	Cooking Room	-	Details not provided in the source text.
16	Religious Rooms	Head of Piket	The respective religion teacher collects the key from Khoirul according to the schedule. If not on the schedule, the request will be denied. Teachers must work in the teacher's room if they wish to continue working.
17.	Kucheng Room	Academic Staff	Process is the same as point 8.
18.	Broadcasting Room	Vice Principal for Student Affairs	Teachers must request the key from Ms. Citra following the process outlined in point 8.
19.	Storage Room	JH Principal	Teachers must request the key from Ms. Gio. Ms. Gio will evaluate whether to grant access. Once finished, the room must be locked immediately.
20.	Library	Academic Staff	The librarian collects the key from Academic Staff. Refer to processes in points 5–7.
21.	Art Room	Academic Staff	Refer to the process outlined in point 8.
22.	Podcast Room	IT	Usage must be reported in the key authorisation WhatsApp group before recording.
23.	Principal's Office	BOM of each department	If working beyond 6:00 PM, it must be reported in the key authorisation WhatsApp group, and departure must also be reported. All BOM staff must work only in the office and not in other rooms, except for supervisory rounds. For counselling students or teachers, use the meeting room or the Jade room.

Additional Key Management Policies

1. Student Guardians (SG) holding the keys are not allowed to enter the rooms. Only the respective teacher may access the room as per the schedule, meaning the room must not be opened before the teacher's scheduled time.
2. Violations of these rules will result in a written reprimand, followed by Warning Letters 1, 2, and 3.
3. Rooms with designated PICs, such as science labs and the library, require close supervision.
4. BOM and the Head of Piket must ensure that no teachers remain in any room and that all students have left the school premises before they themselves leave.
5. For points 8, 10, 11, 12, 13, 19, and 23, Academic Staff must verify whether keys have been returned on time. For example, if a teacher is scheduled to finish at 2:00 PM but has not returned the key, the matter must be raised in the key authorisation WhatsApp group for the Head of Piket to follow up immediately.

6. Teachers who wish to play table tennis can do so on Mondays and Wednesdays from 5:00 PM to 6:00 PM. Khoirul will send a report to the key authorisation WhatsApp group regarding participants and also report when the game ends.
7. Teachers who wish to play badminton can do so on Tuesdays and Thursdays from 5:00 PM to 6:00 PM. Khoirul will send a report regarding participants and also report when the game ends.
8. Teachers can participate in different games during the week.
9. The BK (Counselling) room must remain unlocked and open. Counselling is recommended to take place in the meeting room, Jade, or Pearl. If this is not possible, it may take place in the BK room, provided there are two BK staff members with one student. Alternatively, the broadcasting room may also be used. For overtime, BK must follow the key authorisation form process.
10. Room windows must remain unobstructed and uncovered. Do not place paper or any other material over the glass.
11. Teachers and staff must remain in their respective rooms and should not relocate to other rooms.
12. It is not permitted to sit in another person's room or visit each other during work hours.
13. Two individuals are not allowed to remain alone in any facility room.
14. Rooms must not be locked while occupied, regardless of the reason.
15. Key duplication is strictly prohibited. Unauthorized duplication will result in disciplinary action, including a Warning Letter (SP).
16. Academic staff must strictly follow these rules and must not give keys to anyone who has no direct relevance or authority over the room.

13: POLICIES ON COUNSELLING IMPLEMENTATION

SH DEPARTMENT

1. Before calling students to understand the conflict clearly, BK (Counselling Department) must ensure the room is equipped with active CCTV that records clear audio and video.
2. After an incident of conflict, BK calls the involved students and places them in seats that allow clear visibility of their facial expressions and conversations if the CCTV is reviewed. Ensure students do not bring mobile phones to avoid any unauthorized recordings.
3. If the students involved are from different departments, each department must first interview their respective students to understand what happened and clarify the rules. When meeting together, students must not engage in physical contact, request written apologies, or boast about filing reports with the police or courts. Any violation of these rules will result in triple penalties.
4. If the students involved are from different departments, the Vice Principals of each department must accompany their respective students during the counselling process.
5. BK must foster a spirit of unity by emphasizing that PrimeOne School is a shared home where everyone is considered family. This approach aims to prevent negative precedents and avoid escalating the issue to parents, which might provoke emotional responses.
6. BK must thoroughly investigate the root cause of the conflict by:
 - Interviewing both the involved students and witnesses.
 - Reviewing CCTV footage to ensure all events align with reported accounts.

7. BK and the Vice Principal for Student Affairs must securely store all data obtained during the counselling process.
8. During counselling, BK must remain impartial and avoid showing any bias.
9. BK verbally summarizes the sequence of events and confirms with the students if the summary is accurate.
10. Once all students confirm the summary is correct, BK asks the students for their opinions on why the conflict occurred and what needs to be improved.
11. BK listens to the students' statements. If any statements deviate from the school's vision, mission, culture, or rules, BK must guide the students until they recognize that their statements are inconsistent with the school's principles.
12. Once students acknowledge their mistakes, BK asks the offending students what actions they believe they should take to address the situation with the others involved. BK guides the students to ensure appropriate resolutions are suggested.
13. The students involved are asked to stand, behave appropriately, and apologise to each other. BK must document and video-record the apology process.
14. BK requests the offending student(s) to sign a commitment letter, outlining actions they must adhere to and fulfil.
15. BK provides a short story containing a moral message for the involved students to read at a designated corner of the room.
16. BK types up a counselling report, prints it, and has all students involved in the case sign it.
17. BK announces the sanctions to be imposed on the offending student(s). Both parties involved in the conflict must take responsibility for their actions and accept the sanctions with sincerity and awareness of their mistakes. The timing of the sanctions depends on when the incident occurred:
 - If the incident occurs in the morning, the sanctions are given on the same day.
 - If the incident occurs in the afternoon, the sanctions are given the following day.
18. The Vice Principal for Student Affairs contacts parents under two possible conditions, depending on the nature of the issue:
 - **Call** to inform the parents about the incident and explain that it has been resolved, including the sanctions imposed (the timing of the call can be adjusted as needed).
 - **Invite** the parents to the school to explain: a) The complete chronology of the incident.
b) The actions taken by the school, including the apology by the offending student(s).
c) The sanctions imposed by the school.

JH DEPARTMENT

1. Before calling students to understand the conflict clearly, BK (Counselling Department) must ensure that the counselling room is equipped with active CCTV and that the audio is clear. This must be confirmed with the Head of IT.

2. After the conflict, BK calls the involved students to the counselling room, seating them in a way that their expressions and interactions are clearly visible on CCTV. Both students involved in the conflict must not be left unsupervised by BK or a teacher.
3. All participants in the counselling session must place their mobile phones in a designated location (if the phones were returned to the students by HR before the session).
4. If the students involved belong to different departments, the Vice Principals of the respective departments must first interview their students to gather details about the incident.
5. Before the students are brought together, the Vice Principals must ensure and explain the following rules:
 - No physical contact is allowed.
 - No demand for a written apology.
 - No boasting about filing police reports or court cases.
 - Any violations will result in triple penalties.
6. BK must promote a sense of unity by emphasizing that PrimeOne School is a shared home where everyone is family. This approach aims to prevent negative precedents and avoid unnecessary escalation to parents, which might provoke emotional responses.
7. BK must thoroughly investigate the root cause of the conflict through interviews with the involved students. BK must summarize the findings verbally and confirm with the students if the summary is accurate.
8. BK must remain neutral and avoid showing favoritism during the counselling process.
9. Once all students confirm the accuracy of the summary, BK must ask the students for their opinions on why the conflict occurred and what improvements are needed.
10. If any statements from the students deviate from the school's vision, mission, culture, or rules, BK must guide the students until they recognize the inconsistency.
11. After the students acknowledge their mistakes, BK asks the offending students what actions they believe they should take to address the situation with the others involved. The expected response is an apology.
12. The students are asked to stand, behave appropriately, and apologise to each other. BK must photograph and video-record the apology process.
13. BK requests the offending student(s) to sign a commitment letter addressed to the school, outlining actions they must adhere to.
14. BK provides a short story containing a moral message for the involved students to read at a designated corner of the room.
15. BK types up a counselling report, prints it, and has all students involved in the case sign it.
16. BK informs the students that sanctions will be announced the following day. Each student must take responsibility for their mistakes and accept the sanctions sincerely and with awareness.
17. BK reviews CCTV footage to ensure all events align before imposing sanctions.
18. If the events are confirmed through the CCTV review, the Vice Principal for Student Affairs contacts parents to inform them of the conflict, its resolution, and the sanctions imposed. The timing of the call can be adjusted as needed.
19. BK and the Vice Principal for Student Affairs securely store all data obtained during the counselling process.

20. All weekly counselling reports must be submitted to the Principal of the respective department every Friday.

14: POLICIES ON SCHEDULED LIBRARY VISIT

- Teachers must review the library visit schedule established by the Principal.
- Teachers are required to design a Learning Experience Design (LED) plan for the activities to be conducted in the library, aligned with the subject material and the basic competencies to be achieved.
- The Vice Principal for Academic Affairs must provide a copy of the library visit schedule to the librarian to ensure schedule accuracy.
- Teachers must bring the prepared LED form when taking students to the library.
- The librarian will verify whether the visit aligns with the scheduled time. If the visit does not match the schedule, the librarian will ask the teacher to return to their classroom. If the visit matches the schedule, the librarian will supervise the implementation of learning activities in the library according to the LED form prepared by the teacher.
- Every Friday, the librarian must prepare a weekly report on the implementation of the library visits.
- The weekly report must include the LED forms for the visits that occurred on schedule that week.
- The weekly report and the LED forms must then be submitted to the Principal for review and archiving.

15: TOILET TIME POLICY

FOR STUDENTS

- Students who wish to go to the toilet must first ask for permission from their homeroom/ co-teacher.
- Students must follow the toilet time schedule set by their teacher.

FOR TEACHERS:

- Teachers must arrange toilet breaks efficiently to ensure the teaching and learning process is not disrupted.
- Before class begins in the morning, teachers should allow all students to use the toilet.
- Teachers should call the male students first, followed by the female students.
- Teachers should instruct students to queue neatly in front of the toilet. Students must stand in an orderly line and not directly in front of the door.
- One of the teachers must supervise the students' entry and exit to and from the toilet (both inside and outside the classroom).

ELEMENTARY AND JUNIOR HIGH-SENIOR HIGH SCHOOL (JH-SH):

- Students wishing to go to the toilet must do so with the knowledge and permission of the teacher.
- Students must carry a toilet pass, and one toilet pass is valid for only one student at a time.

- The Student Guardian must check whether the student has a toilet pass and monitor them until they return to their classroom.
- Students must take turns going to the toilet and are not allowed to go together unless it is an urgent matter.
- Knocking on a toilet door that is in use or closed is prohibited.
- Students are not allowed to play with water in the toilet or stand on the toilet seat.
- Students must flush the toilet after use.
- Students must return to the classroom immediately after using the toilet.
- Upon returning to the classroom, students should knock on the door politely and say, "Excuse me, Ms/Sir. May I come in?" before re-entering the classroom.

16: POLICIES ON WATCHING CDS/YOUTUBE/VIDEOS:

1. Teachers are allowed to play CDs/YouTube/videos to help students better understand the lessons being delivered, provided they have first completed a form approved by the coordinator and the principal/vice principal for academic affairs.
2. The selection of CDs/YouTube/videos must align with the Lesson Plan (RPP).
3. It is highly recommended to limit the duration of viewing to 15-30 minutes. If the CD/YouTube/video is deemed acceptable by the coordinator and principal for full viewing, the maximum time allowed is two (2) class sessions.
4. The frequency of playing CDs/YouTube/videos is subject to the coordinator's policy (based on the Lesson Plan) and must be approved by the principal.
5. The CDs/YouTube/videos played must adhere to the following elements:
 - Uphold ethical and moral values.
 - Avoid content related to race, religion, ethnicity, and societal divisiveness (SARA).
 - Contain no violence or harassment.
 - Align with the vision, mission, and culture of PrimeOne School (POS).
 - Exclude coarse or inappropriate language.
 - Avoid causing fear or trauma to students.
6. After playing the CD/YouTube/video, teachers must facilitate a discussion about the content, summarize it, and assign students tasks related to the material viewed.

17: POLICIES ON WATCHING CCTV FOOTAGE:

- CCTV recordings are confidential and can only be viewed by individuals who have received approval from the Board of Management.
- All electronic devices must be surrendered, and the use of electronic devices is strictly prohibited while viewing CCTV footage.
- Participants are not allowed to record audio or take images during the viewing of CCTV footage.
- Participants are strictly prohibited from sharing information about the content of the CCTV footage or disclosing that the school has shown CCTV footage to others.
- Participants are not permitted to take home copies of the CCTV recordings.
- All participants are required to maintain the confidentiality of the content of the CCTV footage.

18: POLICIES ON VIEWING CCTV:

18.1. ALIVE CCTV VIEWING

NORTH POS

1. Live CCTV can be viewed by:
 - Director of Finance, Administration, and Operations
 - Academic Director
 - Elementary School Principal
 - Pre-School Principal
 - Head of IT
2. Each of the officials listed above has their own unique password.
3. Authorized officials are prohibited from recording/taking photos in any form and from leaking recorded content or being negligent with their password.

SOUTH POS

1. Live CCTV can be viewed by:
 - Foundation Treasurer
 - Academic Director
 - Junior High/Senior High School Principal
 - Head of IT
2. Each of the officials listed above has their own unique password.
3. Authorized officials are prohibited from recording/taking photos in any form and from leaking recorded content or being negligent with their password.

18.2 RECORDED CCTV VIEWING

1. Officials wishing to view CCTV recordings must request permission from the Centre Director for approval.
2. Passwords to access CCTV recordings are held by three (3) officials: Academic Director, AFO Director, and General Controller.
3. During the viewing, the requesting individual is prohibited from bringing cameras or other electronic devices.
4. Viewing of recordings must be supervised by the Head of IT.
5. Copies of the recordings are not allowed unless approved by the Foundation.

19: STUDENT'S GUARDIAN (SG) CODE OF CONDUCT

19.1 General Code of Conduct

1. Maintain a SMART attitude in safeguarding and overseeing the security and orderliness of the school.
2. Uphold and embody the 36 cultural values of POS.

3. Exercise self-discipline.
4. Actively safeguard school facilities.
5. Actively maintain conducive learning conditions (PBM).
6. Monitor the implementation of the School Security System (SPS), especially the POS zoning system.
7. Comply with and supervise the school's rules and regulations.
8. Be highly sensitive to incidents that may pose dangers.
9. Understand school activities and coordinate extra supervision with the head of the picket.

19.2 Personal Conduct

1. **Appearance:**
 - Maintain personal hygiene, keep hair, mustaches, and beards neatly groomed.
 - Wear clean clothing according to the designated uniform:
 - **Monday to Friday:** Black trousers and blue shirt with the POS logo.
 - **Saturday:** Neat and appropriate casual attire.
 - Tattoos are not allowed.
 - Female SGs with long hair must tie it neatly.
2. Report and provide documentation to supervisors for any changes in personal status, family composition, residential address, or educational qualifications.

19.3 Task Code of Conduct

1. Use and maintain HT devices properly while on duty.
2. Arrive at school no later than 7:30 AM WIB.
3. Be punctual and present at the assigned position as per the given schedule.
4. Perform scheduled check-points.
5. Conduct patrols of classrooms, corridors, facilities, and restrooms hourly from 7:30 AM to 5:00 PM WIB.
6. Record environmental conditions in the weekly logbook.
7. Be accountable to the head of the picket for violations or injuries resulting from negligence.
8. Report any breaches by workers/technicians (e.g., smoking, littering, inappropriate behavior) to the operational manager, picket head, or school head.

19.4 Preparation for Picket Duty

1. Punctually perform tasks and sign the attendance sheet.
2. Ensure HT devices are operational.
3. Take initiative to ensure the safety and comfort of the POS community, especially students, to prevent potential dangers.

19.5 During Homeroom

1. Actively monitor student movements.
2. Check teacher presence in classrooms.
3. Call late teachers and submit a tardiness report to the picket head by 4:30 PM WIB daily.

4. Assist teachers with incidental needs.
5. Monitor and track students leaving class with written permissions and time limits.
6. Conduct patrols and check-points on all levels.
7. Address student misconduct preventively and report to the picket head or school administration.
8. Ensure workers stay within their assigned areas.
9. Report unauthorized visitors without a visitor pass.

19.6 During Class Hours

1. Confirm teacher presence during each lesson and class transitions.
2. Report tardy teachers to the picket head by 4:30 PM WIB daily.
3. Record students absent by 10:00 AM in each level.
4. Ensure students leaving for restrooms have valid toilet passes and use facilities on their respective floors. Keep records and follow up if they take more than five minutes.
5. Monitor students with permission slips and ensure coordination between floors via HT devices to prevent class skipping.
6. Patrol and check cleanliness and tidiness of classrooms, corridors, facilities, and restrooms.
7. Ensure workers remain within assigned areas.
8. Report unauthorized visitors.

19.7 During Breaks

1. Supervise students' activities on staircases and ensure they use the left lane while ascending/descending.
2. Verify homeroom presence during breaks and report delays.
3. Ensure student safety during playtime and intervene in potentially dangerous activities.
4. Document and report incidents involving students.
5. Patrol and check cleanliness and tidiness.
6. Report unauthorized visitors.

19.8 During Lunch

1. Direct students to the canteen.
2. Ensure all electronic devices in classrooms are switched off before lunch. Report any non-compliance.
3. Lock unused classrooms after inspection.
4. Supervise students on staircases before and after lunch.
5. Monitor students on floors before they return to class.
6. Conduct patrols and check cleanliness.

19.9 After School

1. Direct students to the waiting area.
2. Ensure no students remain in classrooms, corridors, or restrooms after school hours, except for remedial or club activities.
3. Verify all electronics are switched off and classrooms are locked.
4. Patrol and check cleanliness and tidiness.
5. Return picket books and HT devices to BP.

Additional Duties

1. Ensure unused classrooms and facilities are locked when not in use.
2. Oversee the smooth running of CCA, remedial, and club programs.
3. Report issues such as noisy or suspicious classroom activities to the vice principal for student affairs.
4. Patrol fields during student activities as scheduled.
5. Monitor workers and visitors to ensure compliance with school policies.
6. Supervise the use of lifts and facility rooms according to schedules.

20: STUDENT'S GUARDIAN ON DUTY CODE OF CONDUCT

20.1 Personal Conduct

1. **Proper Appearance:**
 - Maintain personal hygiene and ensure hair, mustache, and beard are neatly trimmed.
 - Wear the prescribed uniform:
 - ✓ Monday to Saturday: Designated SG uniform.
 - ✓ Carry a whistle during daily duties.
 - ✓ Saturday: Casual attire that adheres to proper dress codes, including:
 - Skirts below the knee.
 - No shorts, knee-length pants, or $\frac{3}{4}$ pants.
 - Shirts must cover the shoulders and abdomen, with at least short sleeves.
 - Closed shoes that cover the toes.
 - ✓ Tattoos are not permitted on any part of the body.
 - ✓ Female SGs with long hair must tie it neatly.
 - ✓ Male SGs must have short, tidy hair and wear a tie.
2. **Report** any changes in personal status, family structure, residential address, or educational qualifications (e.g., a new degree) to the relevant leadership and provide supporting documentation.

20.2 Duties

1. Use a two-way radio (HT) during duty hours.
2. Be on time and present at your designated position as per the SG schedule.

3. Adhere to the SG's duty regulations.
4. Conduct manual checkpoint inspections according to the schedule.
5. Inspect toilets every hour starting at 9 AM to ensure they are safe and clean.
6. Report any visitors without a visitor pass or those entering through unauthorized areas to the Operations Manager, Duty Coordinator, and Principal.
7. Report any violations by workers or technicians (e.g., smoking, littering, inappropriate behavior) to the relevant authorities.

Preparation for Duty

1. Punctually perform duties and sign the attendance sheet.
2. Ensure the two-way radio (HT) is turned on and functioning properly.
3. Be proactive in ensuring the safety and comfort of all POS community members, especially students, and in preventing potential hazards.

During Homeroom

1. Actively monitor students' movements.
2. Check the presence of teachers in classrooms.
3. Call teachers who are late to class.
4. Assist teachers with incidental issues, such as spills in classrooms.
5. Monitor and supervise students with permission slips.
6. Conduct patrols to all areas.
7. Report any visitors without a visitor pass.

During Lessons

1. Check teacher attendance at the start of each lesson or class change.
2. Call teachers who are late to class.
3. Assist teachers with incidental needs, such as cleaning spills.
4. Monitor and supervise students with permission slips.
5. Conduct patrols to all areas.
6. Inspect and maintain cleanliness in areas such as toilets and corridors.
7. Ensure students show a toilet pass or permission slip before leaving class during lessons.
8. Notify other SGs via radio if students move to another floor to ensure they are not skipping class.
9. Ensure students use the toilet on their designated floor.
10. Accompany and supervise students using the toilet. Check on students who stay in the toilet for more than five minutes.
11. Record students' toilet usage and any special permissions during lessons.
12. Report any suspicious frequency of students leaving the class to the Vice Principal for Student Affairs.

During Breaks

1. Supervise students' activities on staircases, ensuring they use the left side and do not cut in line.
2. Monitor students' safety during playtime and stop any potentially dangerous activities.
3. Document and report any incidents involving students in the duty logbook.
4. Report urgent incidents to the Guidance Counselor and Principal.
5. Enforce school regulations and report violations.
6. Inspect, monitor, and maintain the cleanliness of areas such as toilets and corridors. Fix damaged decorations as needed.
7. Conduct patrols in all areas.
8. Report any visitors without a visitor pass.

During Lunch

1. Supervise students on staircases before and after lunch, ensuring they use the left side.
2. Ensure no students remain in classrooms during lunch.
3. Monitor students gathering in the basement before returning to class (for Elementary level).
4. Supervise Elementary students allowed to pray on the 5th floor after lunch. Ensure the list of praying students is monitored.
5. Conduct patrols in all areas.
6. Inspect and maintain the cleanliness of areas such as toilets and corridors.
7. Report any visitors without a visitor pass.

After School

1. Supervise students descending the staircases after school, ensuring they use the left side.
2. Ensure classrooms are empty after school hours. Students are only allowed in classrooms for remedial sessions, with a list of students provided at each duty post.
3. Inspect and maintain the cleanliness of areas such as toilets and corridors.
4. Report any visitors without a visitor pass.
5. Return the duty logbook and two-way radio (HT) to the Guidance Counselor at the end of the shift.

Additional Responsibilities

1. Ensure that facility or unused rooms are locked when not in use.
2. Oversee CCA activities to ensure smooth operation and prevent students from skipping class.
3. Report any disruptive or non-conducive classroom environments to the Vice Principal for Student Affairs.
4. Ensure no male cleaning staff are present in the school building and report any violations to the Duty Coordinator.
5. Monitor the movement of construction workers or other authorized personnel on campus.
6. Supervise the use of elevators.
7. Monitor the use of facility rooms according to the schedule.
8. Document and report the condition of the assigned area in the manual checkpoint logbook.

21: CODE OF CONDUCT FOR PRINCIPAL

21.1. Personal Conduct

1. Appearance and Presentation:

- Maintain personal hygiene, ensuring hair, mustache, and beard (if applicable) are neatly trimmed.
- Follow the dress code:
 - Monday–Thursday: Professional attire (blazer/jacket).
 - Friday: Batik shirt with black closed-toe shoes.
 - Saturday: Casual, modest clothing:
 - Skirts below the knee.
 - No shorts, knee-length, or ¾ pants.
 - Shirts must cover the shoulders and abdomen, with at least short sleeves.
 - Closed shoes.
- Tattoos are not permitted on any part of the body.
- Female principals with long hair must tie it neatly, and male principals must maintain short, tidy hair and wear a tie.

2. Reporting Updates:

- Notify the leadership team of any changes in personal status, family structure, address, or educational qualifications, with supporting documentation.

3. Lifelong Learning:

- Continuously seek knowledge through reading, attending seminars/training/workshops, sharing with educators, and research.

21.2 Duties

Core Responsibilities

1. Program Development:

- Formulate and implement the school's vision, mission, and goals.
- Develop the School Work Plan (RKS) and School Budget Plan (RKAS).
- Create induction programs for new staff and students.

2. Implementation of Plans:

- Draft work guidelines and organizational structures.
- Plan semesterly and yearly school activities.
- Oversee student management, including:
 - Admissions, counseling, extracurricular activities, and tracking alumni.
 - Development of academic calendars and curricula.
- Manage school resources, including staff, facilities, and finances.
- Promote school culture and partnerships.

3. Supervision and Evaluation:

- Develop supervision programs.
- Implement supervision programs for teaching and learning activities, counseling, extracurriculars, administration, student organizations (OSIS), 10K programs, and collaborations with the community, related institutions, or international partnerships such as sister schools.
- Prepare and submit **School Self-Evaluation (EDS)** or Quality Control reports to the direct supervisor once per semester.
- Conduct curriculum evaluation and development.
- Evaluate the utilization of educators and school staff every three (3) months.
- Prepare the necessary documentation and requirements for school accreditation, ISO certifications, and related standards.

4. General Leadership Responsibilities of the Principal

1. Translate the school's vision into actionable mission and quality targets.
2. Formulate and set the school's objectives and quality improvement goals.
3. Analyze challenges, opportunities, strengths, and weaknesses of the school.
4. Develop strategic work plans and annual work plans aimed at quality improvement.
5. Take responsibility for making decisions on the school's budget.
6. Oversee school exams, national exams, school accreditation, and quality enhancement initiatives.
7. Be accountable for decisions made and the performance of the departments under their leadership.
8. Involve school organizers and educators in making critical school decisions.
9. Foster effective communication to build strong support from students' parents and the wider community.
10. Maintain and enhance staff motivation by implementing systems of rewards for achievements and sanctions for violations of rules and codes of conduct.
11. Create an effective learning environment for students.
12. Ensure participatory planning regarding curriculum implementation.
13. Implement and design supervision programs while utilizing supervision outcomes to enhance school performance.
14. Facilitate the development, dissemination, and execution of a learning vision, effectively communicated and supported by the school community.
15. Support, guide, and maintain a school environment and learning programs that are conducive to student learning and the professional growth of educators and staff.
16. Ensure the effective management of school organization and resources to create a safe, healthy, efficient, and effective learning environment.
17. Serve as a role model, demonstrating responsible and exemplary behavior.
18. Delegate tasks and authority to vice principals according to their areas of responsibility.
19. Plan and oversee the implementation of the Induction Program for New Educators (PIGP).
20. Prepare the Induction Program Manual and related documents such as the curriculum, syllabus, school regulations, safety procedures, and emergency response guidelines.

21. Conduct a needs analysis for new educators.
22. Appoint mentors/coordinators who are deemed qualified and professional to actively support the school's vision and mission.
23. Recommend to the academic director the issuance of an appointment letter for mentors/coordinators for new educators.
24. Serve as a mentor if no qualified educators meet the criteria for the role within the school.
25. Regularly monitor the mentoring process and progress of new educators.
26. Supervise the performance of mentors in providing guidance.
27. Observe teaching activities conducted by new educators and offer constructive feedback for improvement.
28. Assess the performance of new educators.
29. Prepare performance evaluation reports to be submitted to the director and foundation, incorporating input from mentors and school supervisors, while providing a copy of the report to the new educators.
30. Serve as a role model and uphold the institution's, profession's, and position's reputation with integrity.
31. Build collaboration with parents and the community, addressing diverse needs and mobilizing community resources.
32. Prioritize the safety and comfort of students in the learning environment.
33. Promote and ensure the consistent implementation of school regulations and standard operating procedures (SOPs).

Specific Leadership Responsibilities of the Principal

Towards Vice Principals

1. Guide vice principals and other staff under their supervision in carrying out daily tasks and maximize their potential.
2. Evaluate and score the performance of vice principals based on principles of honesty, objectivity, and fairness.
3. Distribute tasks to vice principals carefully, according to the needs of the school and the abilities of each vice principal.
4. Clearly and comprehensively delegate tasks to vice principals if the principal is unavailable.
5. Mentor vice principals to lead meetings effectively and communicate well with educators, parents, and guests.
6. Assist vice principals in resolving issues involving students, parents, or fellow educators.
7. Guide vice principals in collaborating with academic departments, the Education Office (DIKNAS), and external stakeholders such as nearby schools, international institutions, universities, and field trip venues.
8. Directly supervise school activities and mentor vice principals to oversee:
 - Morning duty before homeroom time and all related activities.
 - Homeroom sessions.
 - Teaching and learning processes.
 - Break time supervision.

- Co-curricular activities.
- Special events such as monthly performances, prayer times, welcome-back-to-school performances, monthly guests, student council elections, remedial sessions, and more.
- Cleanliness of the school environment.
- Safety measures.
- Facility readiness.

Towards Coordinators

1. Appoint coordinators after discussions with vice principals, considering their character and capabilities.
2. Hold regular meetings/discussions with coordinators to address program development and challenges in daily tasks.
3. Evaluate and score coordinators' performance regularly, effectively, and respectfully communicating their strengths and weaknesses.
4. Collaborate with coordinators to train new educators and those needing guidance, particularly on creating a safe and conducive learning environment for students.

Towards Educators

1. Foster teamwork and loyalty among educators for the overall benefit of the school.
2. Mentor new educators and provide continuous training.
3. Cultivate educators' character to prioritize the growth, safety, comfort, and well-being of students, parents, and the environment.
4. Conduct effective meetings/discussions regarding school programs.
5. Provide quarterly evaluations of educators' abilities and report findings to superiors in writing.
6. Assess educators' performance monthly with honesty, objectivity, and fairness.
7. Resolve issues faced by educators by offering effective solutions.
8. Maintain effective communication with educators.
9. Issue warning letters and enforce sanctions for educators who violate school regulations, with copies sent to the academic director and the administration, finance, and operations director.

Towards Students

1. Address students' learning needs and help them overcome academic difficulties.
2. Recognize students' potential and encourage them to develop their talents and interests.
3. Motivate students to excel in both curricular and extracurricular activities.
4. Avoid reprimanding or humiliating students in front of their peers or in public.
5. Ensure a learning environment free from violence and bullying by educators, staff, or peers.
6. Guarantee students' comfort during learning, including safety, facility usage, learning materials availability, and cleanliness.
7. Be open to feedback, suggestions, and criticisms from students or parents, encouraging democratic participation in the learning process.
8. Recognize high-achieving students with rewards based on fairness and honesty while imposing educational sanctions for rule violations.

9. Ensure the character development of students aligns with the school's vision and mission (e.g., avoiding bullying, gang fights, drug use, or any form of harassment, whether verbal or non-verbal).

Towards Parents of Students

1. Regularly communicate with parents to maintain good relationships through PTCB, phone calls, WhatsApp, and other media.
2. Always maintain a positive mindset when receiving feedback from parents/guardians and respond constructively with positive body language.
3. Display a friendly demeanor by smiling, greeting parents by name, being helpful, and remaining patient.
4. Consistently fulfil promises made to parents regarding educational improvements and character development issues.
5. Communicate effectively with parents and provide appropriate solutions to their concerns.
6. Always meet parents according to the scheduled appointments; if a parent presents an urgent issue without a prior appointment, the principal should willingly meet them without delay.
7. Respond promptly, carefully, and responsibly to incidents involving students such as accidents, illnesses, conflicts, or SARA (ethnic, religious, racial, and inter-group) issues.
8. Uphold loyalty to the school when communicating school policies and regulations to parents.
9. Ensure that information about student activities, achievements, behavior developments, and unexpected incidents such as accidents is conveyed to parents appropriately.

Towards Staff

1. As an administrator, the principal should lead by example and assist with the smooth execution of administrative and academic tasks.
2. Foster collaboration with all staff, including custodial personnel, by being approachable, initiating greetings, using positive body language, and providing effective and respectful instructions or advice.
3. Continuously supervise administrative tasks to enhance staff performance.
4. Collaborate with the academic head in defining staff responsibilities and conducting job analysis.
5. Schedule regular meetings with the academic head to discuss issues related to student data, transfers, correspondence, collaboration between educators and administrative staff, exam papers, and other school matters.
6. Share relevant information about school activities with administrative and other staff members.
7. Avoid imposing personal opinions and remain open to feedback, suggestions, and constructive criticism from other departments.
8. Ensure the security and completeness of all school data.

Towards External Parties

1. Actively pursue partnerships with reputable schools and universities locally and internationally.
2. Ensure that collaborations align with the school's vision and mission, while maintaining consistent and sustainable relationships.
3. Build and maintain positive relationships with the Education Office (DIKNAS) in line with the school's culture.
4. Foster positive relationships with neighboring schools, aligned with the school's values.
5. Actively seek information about learning opportunities, training sessions, or guest speakers from schools, universities, and other institutions to enrich the school's programs.
6. Proactively select local and international competitions that encourage student achievement and participation.
7. Research quality schools for POS graduates, including scholarship opportunities, and manage admissions processes through special invitations.
8. Consistently maintain good relationships with alumni.

School Management Information Systems

The principal should:

1. Create a conducive academic atmosphere by fostering a competitive environment for students, a sense of responsibility among educators and staff, comfort in work and learning, an awareness of progress, and high discipline.
2. Define clear roles and responsibilities for school members based on performance.
3. Foster collaboration with external parties.
4. Leverage ICT (Information and Communication Technology) in school management.
5. Employ strong leadership and managerial skills to ensure sustainability.
6. Strengthen the institution's presence by disseminating information to all stakeholders, ensuring shared understanding and maximum support for the school.
7. Enhance school management by restructuring and reorganizing internal systems if necessary, without violating existing regulations, to develop and maximize the school's potential.
8. Build broader networks with various parties locally and internationally, supported by formal agreements (MOUs).
9. Minimize school issues by promoting a sense of family and unity for the advancement of the school.
10. Enhance school inputs by upgrading hardware and software to improve the effectiveness of ICT-based School Management Information Systems (SIM).

22: GENERAL SCIENCE LABORATORY POLICY

22.1 Laboratory Policy

General Rules:

- a) Laboratory hours follow the schedule set by the coordinator.
- b) Assigned educators must turn on the AC and lights, and prepare laboratory activities. At the end of the session, they must ensure that the AC, lights are turned off, and the room is left clean, tidy, safe, and locked.
- c) Students not participating in laboratory activities are prohibited from entering the lab.
- d) Proper laboratory attire as specified by the school is mandatory for all users.
- e) All users must understand and adhere to the laboratory rules.
- f) Laboratory activities must align with the curriculum (RPP). Unrelated activities such as gaming, listening to music, watching movies, or casual chatting are prohibited.
- g) Any damage to laboratory facilities must be reported to the Vice Principal of Facilities. If caused by the user, the Vice Principal will record the damages for replacement.
- h) Eating and drinking inside the lab is strictly prohibited.
- i) Water bottles are not allowed on the desks; all trash must be disposed of in appropriate bins.
- j) Maintain a conducive, calm, and focused environment during laboratory activities. Users are prohibited from using foul language, excessive joking, or engaging in violence.
- k) After usage, users must return all equipment to its original place, log out from computers, arrange chairs and tables neatly, and ensure personal belongings are not left behind.
- l) Educators should remind users to prepare to leave the lab as it nears closing time.
- m) Educators are responsible for maintaining the lab's order and ensuring it is locked when not in use.

Educators' Responsibilities

- a. Follow the science laboratory schedule prepared by the coordinator.
- b. Submit material or equipment requests to the principal or vice principal at least one month in advance.
- c. Prepare all required materials and equipment before starting activities.
- d. Escort students from their classrooms and instruct them on the laboratory rules. Non-compliant students must observe quietly in a designated area.
- e. Take attendance and ensure students wear lab coats.
- f. Ensure that all students wear lab coats before engaging in laboratory activities.
- g. Fill out forms provided by the laboratory coordinator.
- h. Inspect laboratory equipment and facilities before starting lessons. Report any issues immediately.
- i. Ensure students return equipment to its original place after use.
- j. Supervise students to handle laboratory equipment properly and prevent damage.
- k. Report any damages caused during activities promptly.

Students' Responsibilities

- a. Wear lab coats before entering the laboratory.
- b. Sit in assigned seats as directed by educators.
- c. Do not touch laboratory items without instruction.
- d. Immediately report any damaged or broken equipment to educators.
- e. Refrain from eating or drinking in the lab.
- f. Avoid marking or damaging laboratory equipment.
- g. Push chairs neatly under the desks after use.
- h. Clean and return all equipment to its original place after activities.

22.2 Biology Laboratory Policy

- a. Work carefully and avoid playing or joking with equipment, chemicals, or tools.
- b. No eating, drinking, or smoking in the lab.
- c. Long-haired students must tie their hair neatly.
- d. Wear closed-toe shoes; sandals or barefoot are not allowed.
- e. Wear lab coats at all times.
- f. Familiarize yourself with fire extinguishers, first aid kits, and eyewash stations.
- g. Report any glass breakage, unsafe conditions, or accidents to educators immediately.
- h. Keep sinks free of paper or materials that could clog drains.
- i. Ensure lab tables are free of unrelated items.
- j. Wash hands and lab tables before and after activities.

22.2a Sharp and Broken Objects

- a. Sharp instruments such as scalpels, razor blades, scissors, and microtome knives must be handled with care and stored safely when not in use.
- b. Containers for disposing of sharp instruments (e.g., scalpels, razor blades, needles, pins) and broken glass are available in the laboratory. Do not dispose of sharp objects in regular trash bins.
- c. Report any injuries, even minor ones, to the laboratory instructor immediately.
- d. Do not touch broken glass with bare hands. Use gloves and appropriate tools like a broom and dustpan to collect broken glass.
- e. Dispose of all broken glass in designated containers labeled specifically for glass. Do not discard broken glass in regular trash bins.
- f. When cutting specimens with scalpels or other sharp instruments, use clamps or forceps to hold the specimen securely. Never use your fingers to hold the specimen while cutting.
- g. Scalpels and other sharp instruments should only be used for cutting specimens and must not be used as testing or pointing tools.

22.2b. Hazardous Chemicals

- a. A fume hood must be used when conducting activities involving hazardous chemicals.
- b. Any spilled chemicals must be cleaned up carefully to ensure safety.

22.2c Instruments and Equipment

Exercise caution when using laboratory equipment. Students are responsible for understanding and following safety procedures related to the use of instruments and equipment in the laboratory.

22.2d Microscope Usage:

- a. The microscope must be carried upright, with one hand supporting the microscope's body and the other hand holding its base. Do not carry additional items simultaneously.
- b. The microscope should be placed securely on the table, away from the edges.
- c. After plugging the microscope into an electrical outlet, ensure the cable is carefully positioned towards the table and does not dangle on the floor.
- d. Coarse adjustment should not be used to focus on a specimen when using the 40x or oil immersion lens.
- e. After using the microscope, the cable must be wrapped around the microscope body before returning it to the cabinet.
- f. The microscope should be stored upright in its numbered slot in the cabinet.
- g. All lenses used must be returned to their trays. Ensure the lenses are dry before placing them back.
- h. Any malfunctioning microscopes must be reported to the instructor immediately.

22.2e Hot Plates and Water Baths

- a. The instructor will set the temperature of hot plates and water baths using a thermometer
- b. These devices must be placed in a secure and stable location.
- c. Use insulated gloves or tongs to transfer beakers or test tubes in and out of the water baths.
- d. Exercise caution when working near hot plates and water baths, as they may remain hot even after being turned off.

22.2f Preserved Specimens

- a. Gloves (latex or non-latex) must be provided and worn when handling preserved specimens.
- b. When dissecting larger specimens, store unused parts in a sealed plastic bag.
- c. When dissecting smaller specimens, reseal the plastic bag after removing the specimen to maintain the preservative solution.
- d. Immediately inform the instructor of any preservative spills or leaks.
- e. Body parts or specimen remnants must not be discarded in sinks.
- f. Dispose of dissection pins or sharp objects in red-marked containers, not regular trash bins.
- g. Specimens must be clearly labeled and stored in designated containers or cabinets when not in use.
- h. Follow the instructor's directions for disposing of preserved specimens after use.

22.2g Biological Fluids

- a. Special precautions must be followed when handling biological fluids like blood, saliva, and urine, as they may carry disease-causing organisms.
- b. Follow all instructions carefully.
- c. Wear gloves and safety goggles during any laboratory activity involving biological fluids
- d. Contaminated materials such as slides, coverslips, toothpicks, lancets, and alcohol swabs must be placed in biohazard bags for disposal and must not be reused.
- e. Samples of biological fluids must not be brought into the laboratory from external sources.

22.3 Chemistry Laboratory Policy

- a. Work carefully and attentively in the laboratory. Playing or joking around with laboratory equipment, chemicals, and tools is strictly prohibited.
- b. Eating, drinking, and smoking are not allowed inside the laboratory.
- c. Treat all chemicals as hazardous substances.
- d. Never taste or ingest any reagents or chemical substances.
- e. Seek assistance from the instructor to clean up broken glass or chemical spills.
- f. Always use a fume hood when working with volatile or flammable substances.
- g. Wear a laboratory coat at all times while in the laboratory. Ensure that no chemicals come into contact with the skin.
- h. Never inhale chemical fumes. Always read the label on solvent bottles to identify the contents.
- i. Do not pour chemicals into sinks or dispose of them in regular trash bins unless instructed otherwise.


22.4 Physics Laboratory Policy

- a. Exercise caution and work carefully in the laboratory. Avoid playing or joking around with equipment, chemicals, or tools.
- b. Eating, drinking, and smoking are strictly prohibited inside the laboratory.
- c. Do not touch equipment without the instructor's permission.
- d. Wear appropriate, closed attire when inside the laboratory. Open-toed footwear, sandals, or bare feet are not allowed.

23: POLICY FOR CONDUCTING ACTIVITIES IN THE SCIENCE LABORATORY ACCORDING TO SCHEDULE

- a. Teachers must review the science laboratory schedule established by the Principal.
- b. Teachers are responsible for designing learning activities to be conducted in the science laboratory (Learning Experience Design - LED) in alignment with the subject matter and targeted basic competencies.
- c. The Vice Principal for Academic Affairs must provide a copy of the science laboratory visitation schedule to the laboratory assistant to ensure alignment with the schedule.
- d. Teachers are required to bring the prepared LED form when taking students to the science laboratory.

- e. The laboratory assistant will verify whether the visitation time matches the schedule.
 - If the visitation time does not match, the laboratory assistant will request the teacher to return to the classroom.
 - If the visitation time matches, the laboratory assistant will supervise the learning activities according to the LED form prepared by the teacher.
- f. Every Friday, the laboratory assistant must prepare a weekly report on the activities conducted in the Science Laboratory.
- g. The weekly report must include the LED forms for scheduled activities during that week.
- h. The weekly report and the LED forms must be submitted to the Principal for review and archiving.


PRIME One SCHOOL
 甲 大 國 際 廣 東 學 校
 LEARNING EXPERIENCE DESIGN (LED) SCIENCE LABORATORY (ON SCHEDULE)

TEACHER'S NAME	:	
SUBJECT	:	
CLASS	:	
TIME	:	

ACTIVITIES	:	
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PREPARED BY,

ACKNOWLEDGED BY,

NOTE BY ASSISTANT LAB :	
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24: HOMEROOM CODE OF CONDUCT

24.1 Personal Conduct

1. Maintain proper personal appearance:
 - a. Ensure personal hygiene, with hair, mustache, and beard neatly groomed.
 - b. Wear clean attire as per the established uniform guidelines:
 - POS uniform: A short-sleeved white shirt, a black vest with the POS logo, and black trousers from Monday to Thursday. On Fridays, wear the designated school batik shirt with black trousers.
 - On Saturdays, wear appropriate casual attire that is neat, modest, and adheres to the following:
 - ✓ Skirts must not be above the knee.
 - ✓ Shorts, knee-length pants, or $\frac{3}{4}$ -length pants are not allowed.
 - ✓ Shirts must have at least short sleeves and cover the shoulders and abdomen.
 - ✓ Closed-toe shoes must be worn.
 - Tattoos are not permitted on any part of the body.
 - Female staff with long hair must tie it neatly.
 - Male staff must have short, tidy hair and wear a tie.
2. Report and submit evidence of any changes in personal status, family composition, residential address, or educational achievements to the relevant authorities.
3. Continuously enhance knowledge through reading, attending seminars, training, or workshops, sharing insights with fellow educators, and independent research.

24.2 Task Conduct

Homeroom Preparation

1. Arrive 30 minutes early and proceed directly to the classroom.
2. Prepare all teaching materials and requirements in advance.
3. Greet students and parents who arrive early.
4. Ensure the classroom is clean, tidy, aesthetically pleasing, and that all electronic devices are functioning properly.

Homeroom I

1. Ensure all students are present. Homeroom teachers must note absences and ascertain the reasons.
2. Check students' ID cards and uniforms for compliance.
3. Confirm the classroom is clean and orderly (e.g., ask students to pick up any trash and arrange desks as needed).
4. Display POS caricatures, 36 POS cultures, the reading of Pancasila, or the 1945 Constitution according to the schedule.

5. Play the POS pledge for students.
6. Verify that the class leader or book caretaker collects PTCBs from students and submits them to the homeroom teacher for review.

Break Time

1. Remain in the classroom during students' break time.
2. Inspect the tidiness of desks and chairs.
3. Check the neatness of students' lockers.
4. Conduct periodic sudden checks or inspections.
5. Supervise students in the classroom during break time to ensure their safety and proper behavior
6. Ensure the classroom is clean, organised, and tidy before starting the next class.

Lunch Time

1. Before leaving the classroom, ensure students push in their chairs neatly under the tables, turn off lights, projectors, and computers.
2. Ensure all students line up orderly before heading to the cafeteria.
3. Guide students to say grace before eating and greet them with "Let us have lunch."
4. Ensure students finish their meals and drinks completely.
5. Ensure students clean the tables, push in chairs, and pick up any scattered rubbish.

Homeroom II

1. Ensure students complete school assignments based on the schedule provided by subject teachers.
2. If subject teachers do not assign work, homeroom teachers must report this to the principal.
3. Ensure students bring home books according to the "Books to Be Brought Home" schedule.
4. If no assignments are given, conduct a short assembly in class, showing motivational slides or general knowledge videos (e.g., from YouTube) or practice for the monthly performance as per the principal's schedule.
5. Check the completeness of reports on studying processes, class notes, or student absences.
6. Motivate students to decorate the classroom according to themes and maintain its aesthetic appeal.

Dismissal Time

1. Ensure the number of students in Homeroom II matches the number in Homeroom I.
2. Ensure desks, chairs, and lockers are tidy, and have students pick up rubbish in the classroom.
3. Lead a prayer session before dismissal and ensure students bid farewell by shaking hands with the homeroom teacher, who stands near the door.
4. Ensure no student is left behind in the classroom.
5. Turn off lights, projectors, air conditioners, computers, and other electronic devices.
6. Escort students downstairs, ensuring they walk in an orderly manner as per the rules.
7. Supervise students in the exhibition area until they are picked up.

Additional Homeroom Responsibilities

1. Collaborate with other teachers to improve student behaviour, academic performance, and relationships with parents.
2. Lead regular meetings with other teachers and, where necessary, with the vice principal or principal to discuss students' character, learning difficulties, or specific cases.
3. Work collaboratively with other teachers to ensure the success of school programs such as monthly performances, PTC, open school events, and others.
4. Actively cooperate with the Student Counsellor in enhancing student character using data on attendance, behaviour, lost and found, incidents, and other relevant records. Homeroom teachers should request this data monthly, review it with the class, and motivate students to foster teamwork and improve the class's overall standing.
5. Elect Class Governors/Leaders.
6. Select and nominate students for awards such as 'Star of the Month,' 'Best Scoring,' 'Most Progressive,' 'Best Penmanship,' and provide nominations for BOB to the principal.
7. Monitor and review students' "Good Deeds" records and conduct body weight measurements as part of their development tracking.
8. Ensure the safety of all learning activities, particularly during experiments, by giving clear instructions to students about permissible actions, non-permissible actions, and the use of safe tools, in coordination with the seizing coordinator and the principal.
9. Collaborate with co-teachers (for Grades 1 and 2) or class monitors (for Grades 3, 4, 5, 6, JH, and SH) to conduct daily bag and item inspections for all students in the morning.
10. Oversee classroom administration, including but not limited to:
 - **Seating charts:** Regularly update seating arrangements and incorporate unconventional layouts where appropriate.
 - **Attendance records:** Maintain accurate records of student attendance.
 - **Class notes:** Document observations and updates.
 - **Class Cleanliness List:** Monitor and encourage cleanliness in the classroom.
 - **Class organisational structure:** Establish a leadership structure for the class.
 - **Class schedule:** Display and follow the classroom timetable.
 - **Permission forms:** Manage toilet passes and absence forms.
 - **Student absence documentation:** Attach relevant notes to absentee forms.
 - **EQ and Good Deed Forms:** Encourage emotional intelligence and positive behaviour.
 - **PTCB:** Maintain the Parent-Teacher Communication Book.
 - **About Me Report:** Create detailed profiles for each student.
 - **PTC Reports:** Prepare parent-teacher conference reports.
 - **Academic reports:** Ensure timely submission and accuracy of student progress.
 - **Classroom decorations:** Design themes and maintain an engaging environment.
 - **Bulletin board:** Keep content updated and relevant.
 - **Class inventory records:** Monitor classroom resources and equipment.

11. Gain a comprehensive understanding of each student's character, potential, and challenges. Provide tailored guidance by coordinating with subject teachers, the principal, vice principal, the counselling department, and parents.
12. Demonstrate care, proactivity, and responsiveness to address any issues students face, with innovative and thoughtful solutions.
13. Act as a reliable mediator in cases of conflicts involving subject teachers and parents, ensuring fair and effective resolution.
14. Guide students in extracurricular activities and other class events. Support their involvement in OSIS (student council) and other leadership initiatives.
15. Prepare learning activities and teaching materials no later than one day in advance to ensure readiness.
16. Motivate students to commit to their studies both within and beyond the classroom environment.
17. Consistently update student attendance and classroom records for accurate tracking and reporting.
18. Conduct monthly inspections of students' ID cards, nails, hair, and uniforms. Record observations and submit a report to the relevant authorities.
19. Restrict students from leaving the classroom during PBM (Learning Activity Period) unless in urgent cases. For such instances, ensure students carry a permission form issued by the homeroom teacher to be submitted to the student guardian.
20. If a student who has been permitted to leave for the toilet or other purposes fails to return within **5 minutes** (for the toilet) or **10 minutes** (for other reasons), the homeroom teacher must immediately request the student's guardian to locate the student.
21. Review and evaluate students' notes, assignments, projects, and exam results thoroughly, adding encouraging remarks to motivate students.
22. Motivate students to achieve "The Most Beautiful Class" award and to maintain a record free from tardiness and any disciplinary issues.
23. Ensure all students understand the teacher's explanations and promptly provide remedial sessions for those who require additional support.
24. Praise students for their good work and motivate others who have not yet met expectations to improve.
25. Arrange and review the seating chart in the classroom, ensuring an organised and conducive learning environment.
26. Conduct regular sudden checks to ensure students do not bring prohibited items to school.
27. Complete the Student Character Form/EQ form daily.
28. Review the Report on Studying Process submitted by the class president or class officers, discuss the issues mentioned, and provide solutions in coordination with the vice principal or principal.
29. Submit all tasks assigned by the coordinator, vice principal, or principal promptly, completely, and accurately.
30. Prepare high-quality test questions.
31. Evaluate students with integrity, objectivity, and fairness.
32. Take responsibility for entering student grades into the school's computer system and verify the grades input by subject teachers.
33. Prepare the About Me Report, PTC Report, and CA Report according to the given schedule.

34. Ensure reports given to students are signed by their parents.
35. Call parents at the start of semesters 1 and 2, during events (PTC), if a student is absent for two consecutive days, or if a student is injured at school.
36. Immediately report to the vice principal or principal if a student is injured, ill, or involved in a fight to facilitate further action.
37. Proactively invite parents, with the principal's knowledge, to discuss their child's progress and coordinate with the school.
38. Initiate home visits for problematic students with the principal's coordination.
39. Visit sick students at home with coordination from the principal.
40. Ensure students avoid pushing, hitting, or engaging in dangerous activities on school premises.
41. Decline gifts in any form, except for student-created works from their parents.
42. Prepare a report on students' character and academic abilities to pass on to the next homeroom teacher for the following academic year.
43. Report any damaged classroom property to the vice principal.
44. Attend meetings regularly.
45. Conduct classroom handovers before and after the academic year.

25: POLICY FOR THE IMPLEMENTATION OF STUDENT FIELD TRIP

1. Planning

- The management determines the educational objectives of the field trip.
- The management prepares a detailed proposal outlining the schedule, including departure time, on-site activities, return time, and cost details (transportation, accommodation, meals, etc.).
- The principal announces the schedule and the payment deadline at least three weeks before the event.
- The homeroom teacher informs parents about the field trip plan, objectives, schedule, costs, and required conditions through an official announcement letter.
- The principal appoints a Person in Charge (PIC) for each class and an overall activity coordinator.
- The Vice Principal for Academics submits the bus usage request form at least one week before the field trip.
- The Vice Principal for Student Affairs prepares a seating arrangement list for the bus.
- The Vice Principal for Student Affairs provides a briefing to students about the field trip's objectives, rules, and important considerations at least two days before the event.

2. Implementation

- The principal ensures all students have gathered in the field and are ready to depart as scheduled.
- A student representative is asked to lead a prayer.
- The homeroom teacher calls each student's name one by one and directs them to board the bus according to the seating arrangement list.
- The bus can depart once the principal confirms that all students are present based on the attendance list provided by the homeroom teacher.

- Upon arrival at the field trip location, the homeroom teacher ensures that students' valuable belongings (such as mobile phones) are stored in a designated box provided by the organizers.
- The homeroom teacher supervises students throughout the entire field trip.
- After the activities conclude, the homeroom teacher reminds students to check their belongings.
- The homeroom teacher calls each student's name one by one to return their mobile phones and directs them to board the bus.
- Once all students are on the bus, the homeroom teacher reminds them to inform their parents that they are on their way back to school.

3. Conclusion

- The school bus must stop at the designated pick-up area under the canopy area.
- The homeroom teacher asks students to line up neatly and double-check their belongings.
- Students may leave the pick-up area only after their names are called by the school staff.
- Students waiting for their parents to pick them up should sit in the designated area. The homeroom teacher ensures that students remain in the canopy area until they are picked up by their parents or guardians.
- The homeroom teacher submits the attendance list to the activity coordinator after all their students have been picked up.
- The activity coordinator checks the entire school area to ensure no students are left behind.
- All homeroom teachers and the activity coordinator may leave the school premises after confirming that all students have been picked up.

26: POLICY FOR FIELD TRIP

1. Planning

- The Principal and Vice Principal plan the field trip activities and submit them to the Academic Director for approval at least two (2) months before the new academic year begins.
- The Field Trip Request, including the date, destination, number of participants, bus reservations, and student costs, must be submitted by the Principal to the Academic Director and the Director of Administration, Finance, and Operations at least one (1) month before departure.
- Parents/guardians must be notified about the field trip at least one (1) week before departure.
- The availability and readiness of buses must be confirmed by the Principal or the Vice Principal for Academics at least two (2) weeks before departure.
- If bus or personnel availability changes due to unavoidable circumstances, the Operations Head must inform the Principal at least three (3) days before departure.
- The Principal appoints a Person in Charge (PIC) to ensure that the field trip is documented and that the press release is completed within two (2) days after the trip.
- Before departure, the homeroom teacher or PIC must conduct an assembly to brief students on the field trip's objectives and planned activities.

2. Before Departure

- Students must use the restroom before leaving for the destination.
- Students must bring a water bottle and lunch box and wear a POS hat throughout the field trip (applicable to kindergarten and lower elementary students).
- Students must line up to confirm their attendance.
- The PIC checks the student count and ensures that students wear the required school attire (hat, student ID card), and bring their notebook and water bottle.
- Students without an ID card are not allowed to join the field trip and will be sent to the Student Affairs Office for counseling (applies to elementary, middle, and high school students).
- The PIC provides instructions for students to:
 - Greet people they meet.
 - Avoid littering or damaging the visited location.
 - Behave and speak politely (English must be used between students and educators).
 - Take notes on important learning points.
 - Stay with their group at all times.
 - Thank and greet the hosts before leaving.
- The PIC reminds students not to leave their belongings behind when leaving the site.
- The PIC assigns one student to lead a prayer before departure.

3. Inside the Bus

- The PIC ensures students board the bus in an orderly manner.
- The homeroom teacher sits at the front, while the co-teacher/educator sits at the back.
- The co-teacher/educator organizes student seating, and the homeroom teacher assists students in boarding. After that, the homeroom teacher must confirm that no student is left behind.
- The PIC ensures that each bus has at least one educator present.
- The PIC ensures that all students remain seated and calm. Educators may engage students with storytelling and singing.

4. Upon Arrival at the Destination

- The PIC instructs students to:
 - Greet the hosts.
 - Listen attentively.
 - Follow instructions carefully.
 - Take notes on their observations.

5. Before Returning to School

- The PIC verifies the number of students and their belongings.
- The PIC ensures students express gratitude and say farewell to the hosts.
- The PIC ensures students board and exit the bus in an orderly manner.
- The PIC collects Field Trip Reports from students, which must be signed by their parents/guardians and submitted according to the scheduled deadline.