

# ST GENEVIEVE'S HIGH SCHOOL



## PASTORAL CARE POLICY

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# **1 GENERAL STATEMENT OF THE PASTORAL CARE POLICY**

Pastoral Care is defined as both the instructional (curricular) and non- instructional (guidance and counselling) activities within the school. Forefront to the philosophy of this policy is an acceptance that Pastoral Care is the responsibility of each teacher, that there should be no perceived dichotomy between the Pastoral and Academic aspects of school life, and that integration of Pastoral and Academic Systems contribute much to the pupil- centred nature of the school.

The intention of this policy is to clarify the contribution that the Pastoral System makes to the school ethos -an ethos based on Catholic principles with particular reference to the intellectual, moral, emotional and spiritual development of each pupil- and to illustrate the framework within which such an ethos is fostered, where the welfare of our pupils is promoted and safeguarded.

In order to embed an inclusive ethos within our school, this policy links closely with all other policies (including The Teaching & Learning Policy, The Learning Support Policy) in supporting (and ensuring understanding among) all pupils, including those with Additional Needs who may also have Special Educational Needs.

St. Genevieve's adopts a horizontal Pastoral System within which pupils are organized into Year Groups, Continuity of pupil care is ensured by Head of Year moving up the school with their Year Groups. Continuity is further enhanced in Key Stage 3 by Form Teachers also moving up the school with their Form Class (yr. 8-10). These teachers deliver Programmes of study in two subjects to their Form Class - Rel. Ed. and Per. Ed. ,and so are timetabled with their class for at least 3hrs./week as well as daily Worship and Registration. In the Key Stage 4 (yrs 11 and 12), pupils are organized into heterogeneous Tutor Groups taken by their allocated Tutor for a programme of Personal Education on alternate weeks. Form Teachers/Tutors liaise closely with subject specialists, ensuring an effective Sex Education Programme. The Tutor also addresses the class daily at their Collective Worship and Registration.

Form Teachers and Tutors have a special responsibility to be aware of pupil problems. However, all teachers are asked to be alert to pupil problems, including signs relating to child abuse/drug/solvent abuse. (Appendix X and X1) and bullying.

The quality of the entire Curriculum is seen as a significant determinant of pupil behaviour and the Personal Ed. Programme delivered by the Form Teacher as contributing an important Pastoral dimension therein. Discipline is seen in terms of a positive, child-centred approach and classroom management reflects the policy of encouraging pupils to recognise the importance of developing self-discipline, self-respect, a respect for others, the community and their environment. Reinforcement in terms of a reward system is seen as a necessary complement to this approach.

## **2       CONTEXT**

The Northern Ireland Curriculum will prescribe a significant part of curriculum provision in the school. However, there will be flexibility for the school to continue to provide for what it considers important to the needs of the pupils. Within this context the school must be constantly aware of its vision, not only in academic and vocational goals but also in ideals and values which the school wishes to promote.

Inherent in the pastoral dimension is the support of other agencies such as the Education Authority, Health Boards, Social Services, Careers Officers and CCMS . Referral may be made to other appropriate agencies who deal particularly with matters such as child abuse and drug/solvent abuse.

Concerning the rights of each pupil to learn and teachers to teach if teaching and learning is to take place and if pupils are to develop into responsible adults, good discipline is essential. Discipline is a means of giving the opportunities to develop individual qualities, to restrain negative tendencies and to live as responsible members of society.

## **3       RATIONALE**

St Genevieve's is a St Louis school which endeavours to proclaim Catholic values within a caring community. The school has four main aims which seek to help each pupil develop intellectually, morally, emotionally and spiritually. These aims reflect the school's regard for the dignity and worth of the individual and for the development of the whole person.

A caring school environment requires effective leadership and mutual support at all levels. In collaborating to formulate an effective Pastoral Care and Discipline Policy, the teachers share a commitment to apply the policy not only in the classroom but in all aspects of school life. Sharing and commitment are good bases for effective communication, a sense of security, negotiation, mutual trust and respect and perceived fairness and justice. Staff in-service training provides opportunities to examine strategies to maintain and strengthen a good working relationship for all.

Positive discipline and a well-structured Pastoral Care Policy creates a healthy learning environment in which the curriculum and extra curricular activities can function. Basic to such an environment is a close, caring relationship between teacher and pupil. This begins during the transition from primary to secondary school with an induction programme whereby the Form Teacher and Head of Year come to know and understand the pupil who, in turn, becomes aware of her own potential and the importance of self-discipline, responsibility and respect for others.

Such goals require ongoing support from parents who are kept informed of the pupil's progress. Support is available from the Education Welfare Officer, Health Services, Educational Psychologist, Careers Officers, Chaplains and Peripatetic teachers.

Well planned Personal Development has been carefully formulated to suit each stage of the pupil's physical, emotional and academic development. This programme includes elements of CEIAG, Health Ed., Study Skills and Community Awareness.

In Religion and Sex Education several subject teachers contribute to its delivery and close liaison between these teachers and the Form Teachers is seen as essential in ensuring the effectiveness of this very important aspect of Education. The delivery of all aspects of the programme is strongly influenced by the Christian Living philosophy and it is within this context that Subject Specialists (in Home Ec., P.E. and Science) will ensure that the factual knowledge presented is not done so in isolation from the moral context. Form Teachers/Tutors should be aware of the content of the programmes and the timing of their delivery. It is expected that these teachers have a supportive role to play in ensuring that such related behavioural issues are addressed on an on-going basis. Issues of concern should be discussed with the Head of Year.

Older pupils, particularly 6th form pupils are encouraged to play a supportive role and provide model behaviour. As early as first year the seeds are sown for such responsible behaviour in the opportunities given to pupils to become Class Captain.

In addition, the pupils have the guidance of a code of conduct and procedural rules which are understood and made familiar to staff, pupils and parents. It is important that rules are seen to be applied consistently and fairly. Sanctions to control negative behaviour are clearly defined and must also suit the misdemeanour. Pupils are supervised at all times, during class, recreational times and visiting the toilet during class. Supervision is the responsibility of the form teacher, class teacher, persons on duty before school, during recreational times, during school trips and when pupils are exiting the building.

Alongside the good relations generated by the Pastoral Care System, the key to motivating learning and good behaviour is seen as delivering a broad, balanced, relevant curriculum which gives cognisance to different intellectual needs, as well as the interests of the pupil. Special Educational Needs (see Special Needs Policy ) are also identified and catered for in as far as the resources of the school will allow. The method of delivery in the classroom is also crucial. The pupil is not a passive receiver of the curriculum but plays her part, even in assessment, by providing a positive self-profile in the Record of Achievement.

The House System emphasises the need to reward positive behaviour where the pupil has shown initiative and personal effort in academic and non-academic areas. Annual Prize Giving reflects an approach to Discipline and Pastoral Care which allows each pupil to experience the ethos of caring and excellence which should emanate in the daily functioning of the school.

## **PASTORAL CARE**

### **4.1 GENERAL AIMS**

To promote and safeguard the welfare of all pupils

To instill a sense of personal worth through intellectual, moral and spiritual development.

To assist the individual to develop her own lifestyle, appreciate life and respect the world in which she lives.

To support subject teachers in enabling each pupil to realise her full potential, and prepare for educational/vocational choice.

To offer guidance and counselling and facilitate the support that parents/agencies outside the school can offer.

To maintain an orderly atmosphere in which all this is possible.

To facilitate the maintenance of a climate within which co-learning can be enjoyable.

## **4.2 PASTORAL CARE - SPECIFIC AIMS**

By the interaction of SLT, Heads of Year, Director of Studies, Form Teachers, Tutors and Subject Teachers:

Help the pupil to make the transition from Primary to Secondary School, by feeling relaxed and happy in a new environment.

Recognise obstacles, however minor, that prevent the pupil from settling happily in the learning environment and provide the pupil with the skills to recognise such obstacles and deal with them in an appropriate manner or to seek support and advice.

Foster in each pupil, by guidance and counselling, an appreciation of the gift of life and a sense of personal worth.

Allow each pupil to recognise her aptitudes and abilities so that she can attain a sense of achievement.

Provide facilities/environment (by counselling and support for subject teaching) in which the pupil gains self-confidence and motivation, encouraging independent thought and an open, yet disciplined, enquiring mind.

Assist each pupil to recognise and engage in socially acceptable habits and behaviour, thereby displaying self-respect and respect for others. This is achieved by providing and maintaining structured procedures.

By guidance and counselling make the pupil aware of Catholic values, their application to daily living and implications for adult life.

Develop the pupil's awareness of her contribution to and responsibility towards the community and wider society in which she lives.

Provide information, skills and support to make appropriate choices in education, vocation and career.

Develop in each pupil an understanding of the need for healthy living and a creative use of leisure. To identify and attempt to remedy difficulties in this area through liaison with health/medical agencies.

To identify and facilitate appropriate support from other agencies ie Educational Psychologist, Health Visitor, Education Welfare Officer, Social Services, Peripatetic teacher and Chaplains.

Through Parent/Teacher Meetings, Interviews and Home Visits, to elicit and facilitate the support and co-operation of parents in pursuit of identified objectives.



Through Parent/Teacher Meetings, Interviews, Home Visits and Reports to keep parents aware of a pupil's progress and current requirements/developments re: programmes of study.

Make pupils familiar with the roles of members of staff and confident in approaching a teacher, who in turn is aware of the support she can provide for the pupil and facilities/support available to her in counselling the pupil.

To ensure that the Designated Teacher acts as a focal point for child protection within the school through providing advice and support to staff and by liaising with agencies outside the school as appropriate.

## **5 OPERATIONAL ISSUES.**

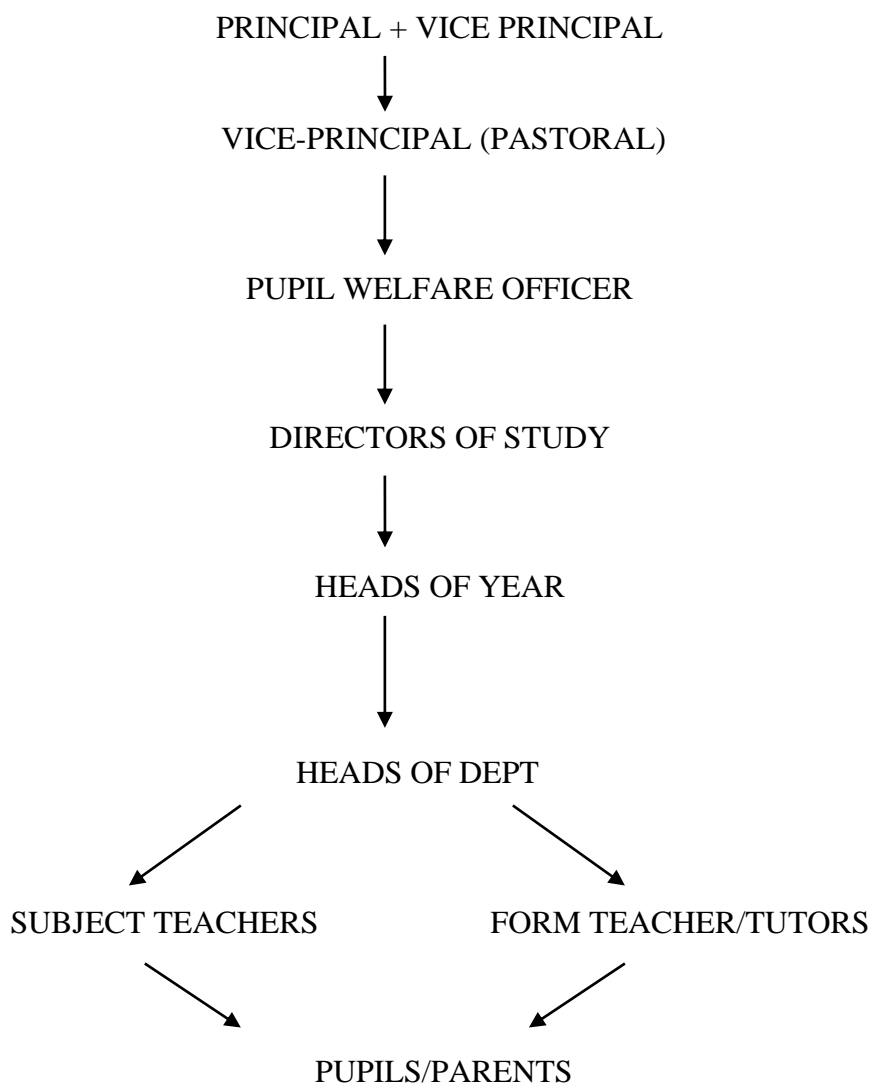
This section addresses ,in outline only, both the **Structure** and **Processes** upon which this policy depends for it s effectiveness.

Specific procedural details are included in an Appendix for ease of reference

## **5.1 STRUCTURE - STAFF.**

A hierarchical system for referrals combined with a network system for consultation facilitates communication.

### **PASTORAL CARE STRUCTURE**



#### **5.1.1 ROLE OF VICE PRINCIPAL RESPONSIBLE FOR PASTORAL CARE .**

A) The Vice Principal works closely with

- (i) Pupil Welfare Officer
- (ii) Heads of Year/ Directors of Study
- (iii) Head of Careers
- (iv) Learning Support Manager

to ensure that the Pastoral Care system is seen in terms of nurturing a happy, well-adjusted and well-disciplined pupil who is motivated to learn to the best of her ability. Success in these areas reduces management problems.

- B) The Pupil Welfare Officer monitors the marking of registers and liaises with the Education Welfare Officer re attendance problems.
- C) The Pupil Welfare Officer liaises with parents re non-attendance and poor punctuality.
- D) The Pupil Welfare Officer liaises with the Health Board, Social Services and other support agencies.
- E) In the case of a pupil with special needs the VP, liaises with the Educational psychologist.
- F) The team will make home visits, if necessary.
- G) Oversees the arrangements for Parent/Teacher Meetings.
- H) Arranges enrolment for transfer pupils from the primary schools.
- I) Liases with DOS and Head of Year in managing class placement.
- J) Liaises with uniform suppliers and monitors the proper wearing of uniform.
- K) Deals with transfer in Years 09 - 12.

### **5.1.2            Role of Directors of Study**

- a) Liaising with the Senior Management Team, to advise staff on retrieval and presentation of analytical reports and to initiate monitoring and evaluation systems.
- b) To contribute to ensuring that all students are encouraged to develop highest expectations of themselves.
- c) To advise on implementation of programmes of personal and professional development of staff and co-operate in identifying and delivering school-based INSET.
- d) To contribute to the organisation of the House System and development of Reward Systems, culminating in the Annual Presentation of Awards.
- e) To advise Key personnel on all aspects of communication with external agencies, eg EWO, Ed. Psychologist.
- f) To contribute to the production of school booklets e.g. transition from one Key Stage to another.
- g) To administer the delivery of the Personal Education Programme/RPE programmes in their Key Stage.
- h) To monitor all aspects of attendance, to make referrals to the EWO as necessary and to liaise closely with parents regarding attendance concerns.

### **5.1.3 ROLE OF HEAD OF YEAR**

- A) The Heads of Year are responsible for the classes in their year in everything relating to conduct, behaviour, keeping of school rules, application to work, except where it has been specified that students should be referred to the Principal or the Vice Principal. They also act as Counsellors to the students in their year group. Their basic concern is for the personal development of the students.
- B) The Head of Year will work in collaboration with the form teachers/Tutors of their year, Heads of Departments and Director Of Studies and the Senior Leadership Team.
- C) They will adopt a policy of preventive discipline in an effort to minimise the need for corrective discipline as much as possible. This policy will be carried out in 3 ways:
  - 1. Clear cut simple procedures for specific situations;
  - 2. Periodical general inquiry into how a class is getting on with a view to praising satisfactory progress either in conduct or in application to work.
  - 3. Make recommendations for Awards in the House System.
  - 4. Liaise with the Vice Principal (Pastoral)
- D) The Head of Year will also apply corrective discipline in the case of girls referred to them by the Form Teacher.
- E) While the Head of Year will in general follow established procedures, they have the authority to depart from them in individual cases where in their judgement it is advisable to do so. They also have the authority to make recommendations to individual teachers or form teachers where these teachers are having special difficulty with particular pupils or groups of pupils.
- F) The Head of Year will conduct an assembly with her year group according to the timetable made out for this by the Principal.

#### 5.1.4 Role of the Form Teacher – Key Stage 3

- Morning/afternoon registrations are conducted formally. Registers should be **collected** from the staff room each morning before registration and returned by second break.

Registers should also be collected for **afternoon registration** and returned to the Referral Room.

- Form teachers/ tutors should be punctual for registration which begins at **8.50am**. The classroom door should remain open until **9.00am**. The door should then be closed. Pupils who arrive after 9.00 are deemed to be late and should then register late in the Referral room.
- Pupils should say prayers during registration allowing pupils the opportunity to pray with and for each other.
- Relevant notices/issues should be passed to the pupils regarding routines/organisation of the school.
- Lesson Monitor registration should be completed as **well as the hard copy in the register file**. This is your record if pupils are absent and acts as a reminder when collecting absence notes.
- Pupils should be encouraged and congratulated for their efforts through the School Awards. Successes should be acknowledged.
- Form teachers/ tutors should monitor the dynamics of the class in terms of relationships etc. and be alert to problems which may arise, keeping the Head of Year fully informed of any concerns.
- To ensure that pupils are fully aware of what is expected from them in terms of **attitude, behaviour, dress codes** etc. Form teachers/ tutors should regularly check uniform, ask pupils to have a school coat or blazer at all times and to remove any make-up and nail polish in line with the school Pastoral Care Policy. To report any serious concerns to the Head of House or Director of Studies. **To send home letters about uniform, make-up and jewellery as appropriate.**
- Following our Ladder of Referral Form teachers/ tutors should address concerns passed to them by subject teachers and, when necessary, pass these on to the Head of House or Director of Studies.
- Form teachers/ tutors should **regularly check with pupils that homework** is completed.
- Form teachers/ tutors should encourage pupils to monitor of attendance by recording details in Homework Dairies. To encourage the use of the KS3 Homework Dairy as a tool to record homework and coursework deadlines and as a source of useful information for pupils.
- On a monthly basis Form teachers/ tutors should **discuss attendance and punctuality concerns with individual pupils**. To use monthly audits to monitor attendance/punctuality of students and to encourage students to monitor their own attendance by recording details of absences and monthly attendance percentages in their homework diaries. Patterns of non-attendance or other concerns should be reported to the Director of Studies.
- Form teachers/ tutors should encourage good attendance and request absence notes for ALL absence. Form teachers/ tutors should **update codes** on Lesson Monitor register when absence notes are received.
- A **review of the progress** made by pupils, any concerns e.g. **red flags should be discussed**, so that registration can be a source of encouragement and support to pupils. When requested by the Director of Studies, **comments on Lesson Monitor** and school reports should be discussed with pupils, highlighting areas of concern and assisting pupils to set realistic targets for themselves.
- To foster a sense of 'collective identity' by encouraging pupils to be fully involved in class efforts e.g. Charitable initiatives such as Ajosepo, Catholics Caring, Lenten activities and whole school event

## Role of the Form Teacher – Key Stage 4

- Morning/afternoon registrations are conducted formally. Registers should be **collected** from the staff room each morning before registration and returned by second break. Registers should also be collected for **afternoon registration** and returned to the Referral Room.
- Form teachers/ tutors should be punctual for registration which begins at **8.50am**. The classroom door should remain open until **9.00am**. The door should then be closed. Pupils who arrive after 9.00 are deemed to be late and should then register late in the Referral room.
- Pupils should say prayers during registration allowing pupils the opportunity to pray with and for each other.
- Relevant notices/issues should be passed to the pupils regarding routines/organisation of the school.
- Lesson Monitor registration should be completed as **well as the hard copy in the register file**. This is your record if pupils are absent and acts as a reminder when collecting absence notes.
- Pupils should be encouraged and congratulated for their efforts through the School Awards. Successes should be acknowledged.
- Form teachers/ tutors should monitor the dynamics of the class in terms of relationships etc. and be alert to problems which may arise, keeping the Head of Year fully informed of any concerns.
- To ensure that pupils are fully aware of what is expected from them in terms of **attitude, behaviour, dress codes** etc. Form teachers/ tutors should regularly check uniform, ask pupils to have a school coat or blazer at all times and to remove any make-up and nail polish in line with the school Pastoral Care Policy. To report any serious concerns to the Head of House or Director of Studies. **To send home letters about uniform, make-up and jewellery as appropriate.**
- Following our Ladder of Referral Form teachers/ tutors should address concerns passed to them by subject teachers and, when necessary, pass these on to the Head of House or Director of Studies.
- Form teachers/ tutors should **regularly check with pupils that homework** is completed.
- Form teachers/ tutors should encourage pupils to monitor of attendance by recording details in Homework Dairies. To encourage the use of the KS4 Homework Dairy as a tool to record homework, controlled assessments and coursework deadlines and as a source of useful information for pupils.
- On a monthly basis Form teachers/ tutors should **discuss attendance and punctuality concerns with individual pupils**. To use monthly audits to monitor attendance/punctuality of students and to encourage students to monitor their own attendance by recording details of absences and monthly attendance percentages in their homework diaries. Patterns of non-attendance or other concerns should be reported to the Director of Studies.
- Form teachers/ tutors should encourage good attendance and request absence notes for ALL absence. Form teachers/ tutors should **update codes** on Lesson Monitor register when absence notes are received.
- A **review of the progress** made by pupils, any concerns e.g. **red flags should be discussed**, so that registration can be a source of encouragement and support to pupils. When requested by the Director of Studies, **comments on Lesson Monitor** and school reports should be discussed with pupils, highlighting areas of concern and assisting pupils to set realistic targets for themselves.
- To foster a sense of 'collective identity' by encouraging pupils to be fully involved in class efforts e.g. Charitable initiatives such as Ajosepo, Catholics Caring, Lenten activities and whole school events e.g. Sports Day.

## Role of the Form Teacher – Key Stage 5

- To conduct am and pm registration each day. Tutors should be punctual for registration which begins at 8.50am. The classroom door should be closed at 9am. Students arriving after 9am should be sent to the Referral Room to register. Please **do not mark these students present or late** as this will be done from Referral Room records. Registers should be collected from the staff room each morning before registration and returned there or directly to the Referral Room by the end of second break. Registers should be collected from the Referral Room for pm registration and returned there at the end of the day.
- To ensure that morning/afternoon registrations are conducted formally allowing pupils the opportunity to:
  - ❖ pray with and for each other
  - ❖ be kept informed of issues regarding routines/organisation of the school.
- To ensure that morning/afternoon registrations are conducted formally allowing the tutor to:
  - ❖ complete Lesson Monitor registration and also the hard copy of the register which is your record of absent pupils and acts as a reminder and record of absence notes required / submitted. Written notice of all absences is required.
  - ❖ update codes on Lesson Monitor as notes are received. If a student is entitled to EMA (or thinks they might be in the future), absence notes should be forwarded to the Study Supervisor.
- To ensure that pupils are fully aware of what is expected from them in terms of **attitude, behaviour, dress codes** etc. in line with the school's pastoral care policy. **Rules for KS3 and KS4 pupils are also applicable to KS5 students.** The Tutor should forward serious concerns to the HoH or Director of Studies. Letters re inappropriate uniform, jewellery or make-up (a set of these is to be found in each register) can be sent home via the Study Supervisor. Please record on Lesson Monitor that a letter has been sent home. Letters should be sent home if a student has to be corrected on 3 occasions for a uniform infraction.
- To address concerns passed to them by subject teachers through Lesson Monitor comments or the KS5 Cause for Concern white card and, when necessary, pass these on to the Head of House (pastoral concerns) or Director of Studies (academic / attendance and punctuality concerns). The Tutor is the first port of call on our school 'ladder of referral'.
- To use monthly audits to monitor attendance/punctuality of students and to encourage students to monitor their own attendance by recording details of absences and monthly attendance percentages in their homework diaries. Patterns of non-attendance or other concerns should be reported to the Director of Studies.
- To be involved in goal-setting with students at the beginning of the school year and the assessment of mid-term progress and school reports, highlighting areas of concern and assisting pupils to set realistic targets for themselves, especially with regard to the completion of coursework.
- To encourage the use of the KS5 Homework Dairy as a tool to record homework and coursework deadlines and as a source of useful information for students.
- To deliver the SE and Study Skills programmes
- To foster pupils' self-esteem and to encourage positive attitudes through the acknowledgement of success, promotion of the KS5 Award System and the fact that KS5 students are role-models for students in each of the other key stages in the school.
- To foster a sense of 'collective identity' by encouraging pupils to be fully



involved in class efforts: e.g. Charitable initiatives such as Christmas Hampers, Catholics Caring, Lenten activities and other whole school events.

- To be a source of support to students and available to them, should they have any particular concerns or difficulties.
- To monitor class dynamics in terms of student relationships and pass any concerns on to the HoH.

### **FORM TEACHERS' GENERAL DUTIES**

- A) To apply the general policy on school discipline to his/her Form class;
- B) To make sure that all the students in his/her form class are familiar with school rules and standards of conduct expected from them and to some extent at least understand their purposes.
- C) Maintain academic records and communicate with parents when required.
- D) To assist the Head of Year in his/her general inquiry into the progress of pupils in the class.
- E) To deal with pupils referred to him/her by subject teachers.
- F) To refer to the Head of Year any pupils who continue to be troublesome. A pupil referred regularly to the Form Teacher (approx 5 times) should be referred to the Head of Year.

### **5.1.5 ROLE OF THE CLASSROOM TEACHER.**

In the classroom situation the classroom teacher takes responsibility for providing a healthy learning environment. This involves careful preparation of classroom activities to suit different levels of achievement, and familiarity with school rules and procedures, thereby creating consistency in implementation. The Subject Teacher should be given and seek the advice and support of the Head of Department and use the hierarchical system of referral for persistent misdemeanours (F.T/H.O.Y./DOS/PW?VP)

#### **5.1.6 ROLE OF THE HEAD OF DEPARTMENT**

In the event of a behavioural problem arising in the classroom, the Head of Department may arrange to remove the pupil during the teaching period and supervise personally or place elsewhere within the Department until the pupil settles. This is done in the interest of the pupil and the other members of the class. Recurring incidences should be brought to the attention of the Form Teacher and Head of House. Heads of Dept. also liaise closely with Head of Year with regard to academic progress of pupils /reporting, and class placement.

#### **5.1.8. ROLE OF PUPIL WELFARE AUXILIARY (BASED IN REFERRAL ROOM)**

To Liaise with and assist the Vice Principal, Pupil Welfare Officer, Head of Year, Director of Studies, Learning Support Manager and Teaching Staff in matters relating to supervision, attendance, punctuality, health and any other welfare matters which have been referred in the course of the School Day.

#### **5.1.9. ROLE OF THE SCHOOL CHAPLAINS.**

Chaplains form an important link between school ,home and parish. Their presence in the school is a witness to the Catholic Ethos for pupils and teachers. They can act as a resource and support to the Rel. Ed. teacher and a source of guidance and help for pupils. Their main role is to contribute to the spiritual development of pupils and staff through Liturgical Services, Prayer and Spirituality, help with Retreats, Mass and the Sacraments, through developing relationships with the pupils, they will present the Church as caring and sympathetic towards its members.

### **STRUCTURE - PUPILS**

St. Genevieve s adopts a horizontal Pastoral System within which pupils are organised into Year Groups. Continuity of pupil care is ensured by Head of House moving up the school with their Year Groups. Continuity is further enhanced in the Key Stage 3 by Form Teachers also moving up the school with their Form Class (yr. 8-10). These teachers deliver Programmes of study in two subjects to their Form Class - Rel. Ed. and Per. Ed. ,and so are timetabled with their class for at least 3hrs./week as well as daily Worship and Registration. In the Key Stage 4 (yrs 11 and 12), pupils are organized into heterogeneous Tutor Groups taken by their allocated Tutor for a programme of Personal Education on alternate weeks. The Tutor also addresses the class daily at their Collective Worship and Reg.

### **5.2.1 STRUCTURE - THE AWARD SYSTEM**

Whilst the school has a clearly defined set of rules of conduct to which all pupils are expected to conform particular emphasis is laid on the provision of commendation and rewards. Praise is widely delivered, by teachers, in many informal situations because it is believed that this positive approach has a very important role to play in the development of pupil self-esteem.

A structured reward system operates throughout the school for each year group. It is designed as an incentive scheme whereby pupils performance improve in an attempt to gain marks for the class they are in. The aim is to highlight "good" performance rather than to punish "poor" performance hence only merit marks are awarded. All teachers play a major role in encouraging pupils to become involved in the spirit of the system. Merit marks may be awarded to individuals for achievements in particular subjects and for personal development. Class marks may be awarded by form teachers or Head of Year. Finally members of the Senior Leadership Team may award marks to individuals or to class groups. Those pupils to whom marks are awarded receive acclaim and recognition of their achievement in the class-room and in a more public manner at assemblies, which are held each month. Successes are also displayed on public notice boards. The school organises an annual prize distribution ceremonies for each Year Group as well as the School Annual Prize Giving ceremony. On this occasion examination certificates are awarded to successful candidates and pupils who have made significant contributions to the life of the school receive public commendation

## **PREFECTS**

The purpose of the Prefect System is to encourage self esteem and personal development by giving the girls opportunities to exercise responsibility. This process begins in the Key Stage 3 where younger pupils are given an opportunity to act as Form Captain.

Sixth Form Prefects act as role models and are expected by good conduct, positive attitudes, general helpfulness and reliability to set an example to other students in the school.

The System operates as follows:

The Head Girls and Deputy Heads have overall responsibility for the prefects and report directly to the Key Stage 5 Director of Studies.

Sixth year form prefects play an active role in organising and promoting the House System. The year heads and assistant year heads work closely with the teacher year heads while the class prefects work with the form teachers. At parent teacher meetings the class prefects of the year group concerned assist the Assistant Vice Principal responsible in the organisation and conduct of the meeting.

Supervision Prefects have the important task of helping the teachers to keep good order at recreation times and at change of class. All the prefects are available to help out with various school functions and activities. A structured programme of peer support allows Year 13 and 14 pupils to support younger pupils both within the school and in local primary schools. This programme includes

- (a) A Buddy system - Sixth Form pupils supports younger pupils.
- (b) Peer Mediation - Sixth Form pupils interact with a particular class grouping.
- (c) Faith Friends - Sixth Form pupils help local primary school children prepare for First Communion and confirmation.

### **5.3. HOME/SCHOOL LINKS**

The establishment of positive links with parents is considered to be most important because they allow the parents to become active participants in promoting their child's education and maintaining high standards of behaviour.

Parents have a duty to ensure their child's regular attendance at school. They are also encouraged to keep in contact with the school and visit, by appointment, when they consider it appropriate.

When a pupil is offered a place in St Genevieve's, parents are invited to enrolment sessions when they meet the Principal, Vice Principal (Pastoral) responsible for liaison and the Head of Year (supported by the Pupil Welfare Officer). Relevant information relating to the pupil is recorded and parents are given basic information re uniform, starting dates etc. A Booklet is provided for further information about the school ethos, the timetable, curriculum, standard of behaviour acceptable to the school and advice about study programmes.

From this early stage parents are made aware of the important role they play in their daughter's education by facilitating easy communication with the school.

When the pupil is admitted to the school an undertaking is signed, indicating co-operation and acceptance of the schools discipline policy.

At the beginning of each school year the EA pamphlet 'Good Behaviour at School' is sent to all parents.

A Progress Report is sent to the parents at least once per year as required under the Education Reform Order.

A regular Parent/Teacher Meeting is arranged for each Year Group providing an opportunity for parents to meet Subject Teachers, Form Teacher, Head of Year and the Principal. If a parent does not attend these meetings the Head of Year may consider it necessary to arrange an interview at a later date.

At any time in the school year the Head of Year may invite the parent to the school to discuss the pupil's progress. Likewise parents are encouraged to contact the Head of House at any stage in the school year.

In exceptional circumstances the Vice Principal (Pastoral) responsible for liaison, with the Head of Year, may decide to make a home visit. The Principal makes an Annual Report to Parents.

## **ANNUAL PRIZE GIVINGS**

Parents are important guests at the Annual Prize-Givings.

Less formal occasions such as religious services, plays and concerts also provide opportunities for parents to become involved in the school life.

Parents are informed, by letter, of school holidays, Inset days, Term Test Timetables and any other change in school routine.

Sometimes other agencies such as the EWO and Health Visitor play important roles in strengthening School/Home links.

In the event of exclusion/suspension when the required standards of conduct are not met by the pupil, the parents are informed in writing and the pupil is regarded as being in the care of the parents from the end of the school day on which she is excluded/suspended. Parents will be invited to the school for interviews and their co-operation will be sought in resolving the situation.

Through effective communication a climate of trust and understanding is established between parents and teachers. They become confident in approaching each other should the need arise because they have established a mutually supportive relationship.

## **5.4 PROCESS**

The process of Pastoral Care is developed through two mutually supportive and inter-acting dimensions -

- (a) The Personal Education Programme delivered by Form Teachers
- and
- (b) Guidance and Counselling at individual level (Educational, Vocational and Personal)

## **6 RESOURCES**

### **INTERNAL**

The most valuable resource is seen as the dedicated professional staff who effect the policy and who share so willingly their expertise.

### **EXTERNAL**

Among the range of Agencies available to the school, the most regular support agencies include:

School Chaplains  
Health Visitor/School Nurse/School Doctor/School Dentist  
Youth Workers (BELB)  
Ed. Psychologist  
Social Worker(s)  
Peripatetic Teacher  
Careers Advisor  
Education Welfare Officer(s)  
Secondary School Support Service Personnel ie. Outreach Teacher and Youth Worker  
New Life Counselling  
School Counsellor – Sinead Mulholland  
PSNI  
Cancer Focus NI  
SHAHRP Personnell (Lisburn YMCA)

Speakers from a wide range of support agencies in this area are invited to address specific groups of pupils.

e.g. Aware Defeat Depression  
Samaritans  
Childline  
NICE  
Alcoholics Anonymous  
Eating Disorders NI  
Love for Life



## **7 MONITORING AND EVALUATION**

Initially the classroom teachers' observations are invaluable in assessing the effectiveness of the Pastoral Care and Discipline Policy.

Form Teachers/Tutors meet regularly with Head of Year and Director of Study to discuss progress and the presentation of the Personal Education Programme.

The Vice Principal (Pastoral) liaises with the Head of Year at arranged meetings and when requested.

The Vice Principal (Pastoral) advises and initiates monitoring and evaluation systems

Referrals to agencies, attendance at Parent/Teacher Meetings and statistics re attendance and punctuality etc. are recorded.

The Vice Principals works with the Learning Support Manager, Educational Psychologist and Education Welfare Officer to assess progress.

The Senior Leadership Team and Board of Governors monitor and review the policy.

Pupil reports are an important source of monitoring and evaluation. They also allow pupils and parents to comment on progress.

Progress Files allow pupils to become involved in self-evaluation.

The Parent/Teacher Meetings are important in facilitating an understanding between teachers and parents of mutual expectations and evaluating the extent to which they have been achieved.

Head of Year Reports are presented at regular meetings of the Principal and Senior Leadership Team with the Pastoral Team. The Head of Dept. Annual Report contributes significantly to decision-making in this area.

## **SPECIFIC AIMS OF PERSONAL EDUCATION**

To encourage the growth of positive self-image, self-discipline and healthy living.

To create an awareness of the balance between freedom and responsibility.

To develop sensitivity in inner-personal relationships by examining:

- (i) The roles in the family
- (ii) Relationships with friends
- (iii) Relationships with other members of the community.
  - The Disabled                      The Elderly
  - The Sick                              Other Religions and Cultures.

To encourage pupils to have respect for authority, property and the environment.

To develop

- (i) competence in social skills
- (ii) listening skills
- (iii) ability to empathise with others
- (iv) participation in group activities

through the teaching methods employed eg: Active Learning methods.

To examine the social and personal aspects of health hazards such as smoking, alcohol, drugs, aids etc.

To encourage pupils to make a positive contribution to the local and wider community by creating awareness of such organisations as:

- (i) The St Vincent de Paul Society
- (ii) The Legion of Mary
- (iii) The Samaritans
- (iv) The Citizens Advice Bureau
- (v) The Simon Community
- (vi) V.S.O.
- (vii) Corrymeela
- (viii) Irish and cross-cultural activities
- (ix) Catholic Caring
- (x) A.A.

The Relationships and Sexuality Policy includes details on the Personal development programme and the RPE programme for school

## APP.11

### UNIFORM

The uniform is to be worn at all times unless a specific exception has been made by the Vice Principal (Pastoral) responsible.

It has also to be worn for school functions or by individuals or groups representing the school at debates, festivals etc where this is thought to be appropriate by the teacher responsible.

A uniform check will be held at intervals for each year group.

In school the pupils may wear:

- (a) a watch
- (b) one signet ring or one cladagh ring
- (c) if ears are pierced - one stud (less than 1cm diameter) in the lobe of each ear. No other body piercings are permitted.

This rule is necessary for personal safety and to safeguard the students' property. A student wearing jewellery in school must be prepared to accept responsibility for the loss of it. Piercings (other than one stud in each ear) are not allowed in school on health and safety grounds. Pupils with studs or wearing piercing jewellery will be **excluded from class until they are removed**.

Only badges signifying duties or awards may be worn by students. No other badges should be worn.

Make-up is also forbidden, pupils who wear make-up to school will be asked to remove it using sensitive wipes. Nail varnish is not permitted, pupils will be asked to remove this using nail polish remover. Dyed/colour rinsed hair or other inappropriate hairstyles are not permitted.

Uniform for Year 08, 09, 10, 11 and 12 is as follows:

**COMPULSORY ITEMS** (all students **MUST** have these)

Tartan Skirt (special school tartan), white open necked blouse, royal blue pullover, (v-necked with school crest), school fleece, black shoes, navy tights. Each girl should have a regulation blazer and a fleece.

In the interests of safety and appearance, pupils should wear appropriate leather school shoes with heels no higher than 4 cms. Shoes with ankle buckles, boots or canvas shoes may not be worn. Pupils wearing incorrect footwear to school will be **excluded from class until appropriate footwear is brought to school** (unless there is a medical letter from the GP excusing school footwear).

### **PE Uniform (Compulsory)**

Navy tracksuit bottoms, P.E. trainers (no converse), white airtex t-shirt (available to order in school/ Truly Fare), navy hooded PE top with school crest (available to order in school). White sports socks..

PE and specialist department hoodies can only be worn during PE classes, extra-curricular activities and on sporting outings. Under no circumstances should any other coat be worn.

Track suit bottoms as a replacement for the school skirt, will only be permitted if accompanied by a doctor's letter specifying a medical complaint / injury which means that a school skirt cannot be worn.

Should a pupil arrive to school in track suit bottoms without the accompanying doctor's letter, they will not be allowed to attend classes and parents will be asked to bring their full uniform to school to ensure their daughter can continue with her education.

### **Sixth Form Uniform (Compulsory).**

Navy school skirt, blue open necked blouse, navy school blazer/school fleece with school crest, navy school jumper with school crest, black shoes, navy tights and school scarf. No student is allowed to wear high heels or sandals as they are not considered safe for school wear. Boots may not be worn.

Rules regarding make-up, jewellery and hairstyles also apply in Sixth Form.

All students should be encouraged to take a pride in their uniform and to present themselves for school well-groomed and neatly and cleanly dressed. This will hopefully help pupils to develop the ability to dress appropriately in particular situations.

## ATTENDANCE AND PUNCTUALITY

Pupils are to be in attendance in school from 9.00 am until 3.15 pm  
(Tuesdays 2.15 pm)

(a) School Attendance Registers – Lesson Monitor

These are marked morning and afternoon using Lesson Monitor

i) In the morning/afternoon by the Form Teacher/Tutor during registration

(b) Class Attendance Registers – Lesson Monitor

Each teacher keeps a record of her own subject classes using Lesson Monitor. Where the whole class or an organised group from the class is absent because of some activity a note is made of what the activity is.

On the day the pupil returns after an absence a dated note giving reason for her absence should be given to the Form Teacher/Tutor.

The Form Teacher/Tutor then updates the attendance on lesson monitor with the appropriate code for the absence. Absence notes are recorded (and stored) by the Form Teacher/Tutor

(c) Late-Comers

A pupil coming late must go to the Referral Room to be marked present, but late. Any note of explanation must be passed to her Form Teacher/Tutor. If she does not bring a note explaining why she is late, her name will be recorded for Detention on the following day.

(d) Behaviour Detention

If a subject teacher wishes to detain a pupil for reasons other than lateness, he/she should inform pupil and parents in writing using the appropriate letter, giving them at least 24 hours notice. The Head of Department should be informed of any detention given in his/her department and record this, in the appropriate manner.

(e) Permission to leave school during school hours.

No pupil is allowed to leave school without permission (including lunch and break time) unless:

- (i) she brings a note from her parent/guardian in the morning asking permission for her to do so,

- (ii) she has an appointment card showing an appointment at the hospital or the dentist,
- (iii) she is sick and is allowed home by the Assistant Vice-Principal on duty,
- (iv) permission to leave school will be recorded.

(e) Corridor routine and supervision.

At the change of class, teachers are on duty at strategic positions along corridors and on stairs. All teachers are expected to be at their classroom door at the change of class.

During lunch and break-time, pupils are supervised by teachers and assistants.

**APPLICATION TO WORK AND BEHAVIOUR IN CLASS -  
DAILY PROCEDURES**

Before Registration in the morning all the chairs in the classroom should be taken down off the desks. Teachers are asked not to teach a class in a classroom where some of the chairs are left up on the desks.

At the end of the last class of the day teachers are asked to see that the students put the chairs upside down on the desks to facilitate cleaning of the floor.

Students do not enter a classroom unless the teacher has arrived. A class arriving before a teacher, lines up and waits quietly for the teacher. The teacher sees the class into the classroom.

Whilst, generally, students are allowed to choose their own places, teachers are free to arrange where their students sit in the classrooms. Teachers should be aware however that some students need to sit near the front of the classroom either because of sight or hearing difficulties. Such students should ALWAYS be facilitated. Students should not be permitted to sit sideways in the chairs as they tend to use this as an excuse to distract students behind them or to interrupt or disrupt the class in some way. If a teacher tells the class to form groups so that some students have to turn around such an arrangement is organised by a teacher and so is under his or her control.

During class students may not speak out of turn, interrupt the teacher while he or she is speaking or speak while another pupil is asking or answering a question.

If a student needs to ask a question she must put up her hand and wait until the teacher gives her permission to do so.

Where students have been given books to use at home they must bring these books to school for class.

Students are to leave pens, pencils, biros etc on the desk unless they have been told by the teacher to write something. **IF THIS RULE IS OBEYED IT WILL ELIMINATE WRITING ON DESKS.**

As a matter of common courtesy chewing gum or eating in class and on the corridors is forbidden.

Each girl has a homework diary in which she records the work done in class and homework given.

ALL homework must be completed. Written homework to be handed up on a given day must be ready for that day.

A girl being sent out of a class by the teacher, or given permission to leave the room must be given the teacher's written permission. Girls asking permission to leave class to go to the toilets should only be allowed to do so one at a time and this should be the exception rather than the rule. All teachers should refer to the Toilet list as a reference.

No student is to behave in class in a manner that is disrespectful to the teacher or to others or in a manner that will disturb or keep back the teaching of the class. No student is to disregard the directions or instructions of the teacher.

At the end of the class students remain sitting while they put away their books. If changing rooms for the next class period they should stand **BEHIND THEIR CHAIRS**, ready to leave. When the teacher dismisses the class, the class thanks the teacher and they leave from their places row by row. The teacher stands outside the classroom door as they leave to see the class in good order down the corridor.

Students should always address teachers by their formal title - Mr, Mrs, Miss, Sister. Teachers should encourage kindly attitudes towards one another among the students and gentleness and dignity of manner in keeping with their age. Discourage rough play. Girls who join in rough play liable to be dangerous or in actual fighting are to be referred directly to their Form Teacher and Head of House.

**GIRLS WHO ARE SICK:** Girls who are sick are sent to the referral room. If it is considered necessary, parents will be contacted.

**SMOKING:** Smoking by the students during school hours is strictly forbidden and should be discouraged at all times on health education grounds. Electric cigarettes are strictly forbidden also.

**TOILETS:** Pupils may go to the toilets at the change of class. Only pupils who seem genuinely ill or those who are on the official list for having a kidney complaint may be allowed out during class.

Students should be given instruction about not abusing the toilets and not using them as places of recreation. An appropriate sense of refinement, delicacy and consideration for others as well as concern for hygiene should be inculcated in the students.

## **CLASSROOM MANAGEMENT**



In keeping with the ethos of St Genevieve's our Positive Behaviour Policy aims to create a calm and caring environment where pupils feel valued and respected as individuals, understand the importance of respecting others and are encouraged to fulfil their intellectual, moral, emotional and spiritual potential.

We wish to create a community where effective teaching and learning take place and where everyone including staff, pupils and parents are aware of the importance of the part they play in ensuring this.

### **Aims**

- To create an environment where pupils feel safe and protected.
- To promote self-esteem, self-discipline and respect for the rules of the school among out pupils.
- To promote good behaviour and effect discipline procedures which are acknowledged and adhered to by all staff.
- To ensure a culture of fairness of approach in all instances.
- To encourage consistency of approach whether behaviour is appropriate or inappropriate.
- To provide guidelines for effective classroom management.
- To encourage and support pupils in establishing good practices for themselves in all aspects of their lives i.e. academic, attendance and punctuality so that they will be able to effectively take their place in society in the future.

## **RIGHTS AND RESPONSIBILITIES**

### **PUPILS**

<b><u>RIGHTS</u></b>	<b><u>RESPONSIBILITIES</u></b>
<ol style="list-style-type: none"><li>1. To be valued &amp; respected as members of the school community.</li><li>2. To experience a broad, balanced, differentiated curriculum.</li><li>3. To have any special needs they may have recognised.</li><li>4. To be treated fairly and with consistence</li><li>5. To have their views listened to, considered and, where possible, acted on.</li><li>6. To learn in a pleasant, well-managed safe environment.</li><li>7. To work within a clearly defined and fair code of conduct.</li><li>8. To develop &amp; extend their interests, talents &amp; abilities.</li></ol>	<ol style="list-style-type: none"><li>1. To respect the views, rights &amp; property of others</li><li>2. To attend school regularly, to arrive punctually &amp; to wear full school uniform.</li><li>3. To come to class on time, with homework completed &amp; ready to learn and to contribute.</li><li>4. To co-operate both with their teachers and their peers.</li><li>5. To work to the limit of their abilities / talents.</li><li>6. To accept and abide by the school rules.</li><li>7. To seek help if they do not understand or are have difficulties.</li><li>8. To aim to develop the skill of studying/working independently.</li></ol>

## **RIGHTS AND RESPONSIBILITIES**

### **STAFF**

<b><u>RIGHTS</u></b>	<b><u>RESPONSIBILITIES</u></b>
<ol style="list-style-type: none"><li>1. To be valued as members of the school community and to be treated with respect by pupils, colleagues and parents.</li><li>2. To express their views and to contribute to policies which they are required to reflect on in their work.</li><li>3. To have a safe, healthy environment in which to work.</li><li>4. To have reasonable opportunities for professional development.</li><li>5. To be assured of the support and advice of senior colleagues and relevant outside agencies.</li></ol>	<ol style="list-style-type: none"><li>1. To behave in a professional manner at all times.</li><li>2. To ensure that lessons are well prepared and that homework is regularly set and constructively assessed.</li><li>3. To provide a positive learning experience for pupils and to acknowledge both effort &amp; achievement.</li><li>4. To listen to pupils, value their contribution and to respect their views.</li><li>5. To be sympathetic, approachable and alert to pupils needs and / or difficulties.</li></ol>

## **RIGHTS AND RESPONSIBILITIES**

### **PARENTS**

<b><u>RIGHTS</u></b>	<b><u>RESPONSIBILITIES</u></b>
<ol style="list-style-type: none"><li>1. To have their child educated in a safe, well-managed environment which is conducive to effective learning.</li><li>2. To be informed about their child's well-being, progress and prospects.</li><li>3. To have their enquiries and concerns dealt with sympathetically, sensitively and efficiently.</li><li>4. To be informed of school rules, procedures &amp; policies.</li><li>5. To be involved in key decisions about their child's education.</li></ol>	<ol style="list-style-type: none"><li>1. To show an interest in their child's personal and academic progress.</li><li>3. To ensure that their child:<ul style="list-style-type: none"><li>- attends school regularly and brings written explanations of absences</li><li>- arrives punctually</li><li>- wears full school uniform</li><li>- comes properly equipped for lessons</li><li>- completes &amp; presents homework</li></ul></li><li>3. To be aware of school rules and procedures and to ensure that their child abides by them.</li><li>4. To attend planned meetings/interviews with teachers.</li><li>5. To provide the school with all necessary background/ medical information about their child and to advise the school of any significant change in circumstances which may affect her.</li></ol>

### **Desirable Behaviour in Pupils**

- Showing respect for the viewpoints and properties of others.
- Recognising that all pupils have a right to participate in lessons.
- Co-operating with teachers and peers during shared activities.
- Coming to school prepared and working to their full potential.
- Being courteous to all members of staff and to other pupils.

### **Undesirable behaviour in Pupils**

- Any form of disrespect for their peers, including being involved in any kind of bullying.
- Behaving inappropriately in class i.e. by calling out, interrupting others or being generally inattentive.
- Coming to school unprepared wither in terms of uniform, homework set or appropriate books/materials.
- Showing a disinterest in learning.
- Preventing others from learning.
- Being unwilling to accept the clearly defined rules/procedures of the school.
- Defacing or destroying another pupil's belongings or school property.
- Using abusive language to another pupil of teacher.
- Intimating aggression or aggressively towards another pupil or a teacher.

### **Recognition of Good Behaviour**

Such recognition is imbedded in the ethos of St Genevieve's. Their good behaviour is recognised both formally and informally by

- Praise both for good behaviour and for improvement.
- Positive written comments  
e.g. on pupils written work  
in Daybook  
in Homework Diary  
on Reports  
on Certificates awarded by the school  
in Letters to parents acknowledging improvements
- Display of pupils work.
- Monthly Class Behaviour Awards in Key Stage 3.

**BEHAVIOUR IN THE CLASSROOM****A**

To enable the teacher to teach effectively and pupils to concentrate and learn, pupils are required to:

- i) arrive punctually for class, with all the necessary books and pens etc.
- ii) present homework which they have completed neatly and to the best of their ability.
- iii) show an interest in classwork.
- iv) avoid any behaviour which is a distraction to other pupils and interferes with teaching.
- v) respect the right of all pupils to learn, bearing in mind that each pupil requires the support of the teacher in different ways. None should be selfish in demanding attention.

**B**

Pupils are encouraged to adopt a positive attitude and respect the authority of the classroom teacher by refraining from behaviour and speech which may undermine that authority. Pupils must:

- a) be well-mannered
- b) be obedient and co-operative
- c) recognise that correction and guidance are important parts of learning
- d) show maturity and initiative in different learning situations.

**C**

Keeping in mind the school ethos which is based on Christian principles which respect the dignity and well-being of every individual, pupils are required to:

- i) respect the rights of teachers and pupils
- ii) avoid behaviour which causes danger or injury to others or to themselves
- iii) avoid behaviour which causes indignity to others or to themselves
- iv) refrain from any practice which is damaging to their health
- v) show standards of conduct and quality of behaviour which provides good example for those around them.

To ensure that all pupils know what is acceptable, teachers will spend time at the beginning of each term informing pupils of the school's expectations in terms of behaviour and attitudes. At regular intervals during the school year e.g. class and year assemblies, Personal Education classes, pupils are reminded of these expectations

‘Our Rules’ and ‘Rights and Responsibilities’ posters are displayed in the Form Rooms. Personalised Digital Images are displayed in Years 8 - 10 classes to encourage appropriate behaviour patterns.

## **CLASSROOM MANAGEMENT**

### **FORMS OF BEHAVIOUR AND ATTITUDES WHICH ARE UNACCEPTABLE IN ST GENEVIEVE'S HIGH SCHOOL**

- A Any form of behaviour which interferes with teaching e.g.  
loud talking in class  
interruptions when the teacher is speaking  
speaking when the teacher is speaking (pupils know to raise hands if they wish to speak)  
singing, humming, whistling, chewing  
throwing things from one pupil to another  
taking others' belongings ie pencils, books etc  
kicking pupils who are seated in front  
answering out of turn  
conscious distraction of others through uncontrolled behaviour  
moving about the room when the class is supposed to be seated  
demanding inordinate use of the teacher's time  
coming frequently late  
forgetting books  
not doing homework  
complete inertia or indifference to work especially if this is arising from peer pressure  
running along corridors
- B Any attitudes which come under the following broad headings and which do not change after they have been pointed out to the pupils as unacceptable:  
conscious silent boldness which is designated to undermine authority  
undermining respect for the teacher by smart remarks  
dramatic appealing to the class against the teacher after correction  
a constant negative critical approach  
arguing against correction and while not only defiant is challenging the correction  
answering back  
giving cheeky insolent answers  
aggressive response to correction ie banging door, desk, books etc.
- C Any behaviour which comes under the following headings:  
deliberate defiance or outright refusal to do what is required  
leaving the classroom/school without permission  
bad language, rude remarks to pupils or staff

deliberate flaunting of school rules ie smoking  
fighting, violent or dangerous play, pushing and tripping which  
could be a risk to other pupils or members of staff.

Bullying or threatening other pupils

protracted disruptiveness of the type mentioned in 2 and 3, in  
spite of every effort on the part of teachers to bring about a  
change of attitude

pupils who exclude themselves by not conforming to the school  
rules ie.

- by not wearing the school uniform;

- by having extravagant hairstyles which are not acceptable;

- by not upholding the standards of conduct and quality of  
the school in their attitudes and behaviour;

- pupils who bring drugs, alcohol and solvents into school or

- who come to school having taken drugs, alcohol and solvents.



## LADDER OF REFERRAL

One of the specific aims of Personal Education is to encourage the growth of a positive self image, self discipline and healthy living among our pupils. In our Mission Statement we strive *‘to release the unending potential for improvement among ourselves and all members of the school community’*.

Sometimes we encounter pupils unwilling to co-operate with the teacher or adhere to rules in the classroom. In this event the following procedure is adopted, bearing in mind that no school rule is ‘written in stone’.

- Stage 1            The **teacher** in the classroom or on duty explains the seriousness of the disruption/misdemeanour to the pupil(s) concerned and employs appropriate sanctions.  
e.g.        Movement within classroom  
              Withdrawal of privileges  
              Break detention
- Stage 2            The teacher should record a ‘comment’ against the pupil’s name in Lesson Monitor  
              The formteacher/Tutor should follow up on any misbehaviour at this stage.  
              Incident Report including details of sanctions employed is completed.  
              (Cause for Concern / yellow card as appropriate).  
              **Head of Department** informed and course of action agreed.  
              e.g. Removal of pupil from class for an agreed period.  
              Formal after-school Behaviour Detention.  
              Cause for Concern/Yellow Card forwarded to relevant **Form Teacher / Tutor** who will decide on appropriate course of action.
- Stage 3            Where referral is necessary, **Head of Year/Director of Studies** will record/deal with incident(s)/ issue(s). Parents will be informed and pupil’s name will be placed on the Special Needs Register at Stage 1. Sanctions include Target Diary, Homework Club
- Stage 4            Where concerns persist, pupil will be interviewed by **Head of House** and relevant **Senior Teacher**. A Behaviour Plan will be drawn up with clearly defined, personalised targets. These will be drawn up in co-operation with pupil concerned. Parent(s) will also be interviewed by **Head of Year / Vice Principal (Pastoral)** and pupil’s name will be placed on Special Needs Register at Stage 2. Outreach Support Agencies may be involved.

The **Principal may** invoke a suspension warning/suspension to deal with the following or any other serious breach of discipline

- 1        Taking drugs or making drugs available to others in the school.
- 2        Vandalism/malicious damage to property.
- 3        Physical attack/threat to another student.
- 4        Physical attack/threat to teacher or another employee of the school.
- 5        Bullying.
- 6        Deliberate defiance which threatens the safety of other pupils undermining the right to be taught.
- 7        Continuing to leave class/school grounds without permission - having already been made aware of the dangers.
- 8        Smoking within school building or in school grounds.
- 9        Persistent infringement of school rules.

Moreover, should a pupil be involved in the above, the privilege of attending/participating in any school event inside or outside school may be withdrawn.

The B.O.G. may invoke expulsion following a period of suspension, according to the regulations and on the recommendations of the Principal.

**APP VII**

**DE LA SALLE COLLEGE/ST GENEVIEVE'S SIXTH FORM CONSORTIUM**

**CODE OF CONDUCT**

**General**

- 1.1 Sixth Form offers a unique experience. A student who freely chooses to return to the school after the age of compulsory schooling does so because he/she has decided upon a particular goal, the achievement of which requires certain qualifications which only result from a Sixth Form Course of Study. In choosing to return to school, the student indicates his/her acceptance of the School's Code of Conduct..
- 1.2 Sixth Form represents a transitory stage between school and further education or work. A student embarking on Sixth Form studies is expected to have developed a sense of maturity and responsibility.
- 1.3 At this stage the student has an important contribution to make to the life of the school community. He/she will relate to staff in more co-operative and adult manner. He/she is also expected to act as a role model for younger students of the school. The example, leadership and initiative of Sixth Formers are qualities which help to set the tone and atmosphere of the school. The following are some of the characteristics of a manner and responsible Sixth Form student:..

**Specific**

- 2.1 **AMBITION** A Sixth Form student should have a goal in life. The long term goal may be a particular career but in the short-term the goal should be related to the need to achieve the highest grades in whichever course of study is being followed. Academic excellence reflected in the development of one's potential to the fullest and maximisation of examination grades are important goals.
- 2.2 **DILIGENT** A diligent student always arrives punctually for school and class and is never absent from either without good cause. Pride in appearance reflect this diligent approach and manifests itself in adherence to the dress code of the school.
- 2.3 **COMMITTED** A committed student makes good use of class and study time. Work is always done to the highest standard and deadlines for presentation of work to teachers are always met. Daily home study is a regular of the Sixth Form students routine.
- 2.4 **INVOLVED** The sixth form student seeks ways to involve him/herself in the life of the school. This involvement not only contributes to the development of the school community but affords outlets to the student to develop his/her talents and also to gain experience which will be of value later in life.
- 2.5 **LEADERSHIP** The sixth form student actively develops his/her leadership

qualities by acting as role models for the younger students, encouraging language, manners, dress and behaviour which creates harmony, improves the image of the school and promotes the health and safety of all who comprise the school community.

- 2.6 **RESPONSIBILITY** The sixth form student strives to become a responsible member of the school and wider community. They also strive to become more aware of the philosophy of the school and the reasons behind those regulations aimed at maintaining good order in the school. They lend their full support to these.
- 2.7 **CO-OPERATIVE** A co-operative spirit rather than selfishness is characteristic of a sixth former. He/she has reached a stage in life where they are able to empathise with others and show tolerance and patience with others failings. They can also show acceptance of conflicting and opposing viewpoints yet still respect the views and dignity of others.
- 2.8 **CHRISTIAN VALUES** In keeping with the ethos of the school, the sixth form student is also expected to continue to develop his/her spiritual self. Honesty, integrity, peace, justice and concern for the poor feature highly. The development of these values will be manifest in the involvement of groups and individual sixth form students in actions to promote worthy causes, develop peer ministries and improve the prayer life of the school.

## **6<sup>th</sup> FORM CODE OF CONDUCT**

### ***Rationale***

Sixth Form offers a unique experience. A student who freely chooses to return to the school after the age of compulsory schooling does so because he/she has decided that his/her ultimate goal is the achievement of additional qualifications leading to further education or employment. In choosing to return to school, the student indicates his/her acceptance of the Sixth Form Code of Conduct.

As Sixth Form represents the transition between school and further education or work, students embarking upon a Sixth Form course of study are expected to be mature and responsible. The leadership and initiative of Sixth Form Students are qualities which should help to set the tone and atmosphere of the school community.

### ***Expectations of 6<sup>th</sup> Formers***

- The Sixth Form Student wears the 6<sup>th</sup> Form uniform with pride and in an exemplary manner.
- The Sixth Form Student should have an excellent attendance record (above 90%) and always arrive punctually for school and class. He/she is never absent from either class or school without good cause.
- The Sixth Form Student is expected to be committed to their academic studies, using both class and study time profitably. Work should be completed to the highest standard and always be submitted on time.
- The Sixth Form Student should be hardworking and ambitious, setting out to achieve the highest standards and develop their potential to the full.
- Home study should be an integral part of the Sixth Form Student's daily routine.
- The Sixth Form Student should relate to staff in a co-operative manner, striving to be responsible members of the school and the wider community. Their maturity should be evident in the way they behave towards others and in their ability to accept different viewpoints and respect the opinions of others.
- The Sixth Form Student should seek ways to involve him/herself in the life of the school contributing not only to their own personal development but also to the development of the school community.
- The Sixth Form Student should promote Christian values and should take an interest in those less well off than themselves.

- The Sixth Form Student should be a leader within the school community acting as a role model for the younger students. He/she should be an ambassador for the school in all respects.

### **Summary of 6<sup>th</sup> Form Code of Conduct**

It is essential that Sixth Form Students are:

1. In school daily
2. Punctual
3. Committed
4. Hardworking
5. Co-operative
6. Responsible
7. Ambitious
8. Involved in the school community
9. Role models to younger students

They must also:

1. Wear their uniform with pride
2. Attend all time-tabled classes
3. Promote the school's Christian values

### ***Student Declaration***

I have read the Sixth Form Code of Conduct and I agree to abide by it.  
I am aware that my attendance, progress and conduct will be monitored regularly and that breaking the Sixth Form Code of Conduct may result in the loss of my sixth form place.

Signature of Sixth Form Student: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

Date: \_\_\_\_\_

### ***Parent Declaration***

I have read the Sixth Form Code of Conduct and I am aware that my son/daughter is bound by it. I agree that the attendance, progress and conduct of my son/daughter should be monitored regularly and realise that the breaking of the Sixth Form Code of Conduct may result in the loss of my son/daughter's sixth form place.

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUSPENSION**

**Suspension may take one of two forms:**

**(i) Temporary Exclusion**

**(ii) Formal Suspension**

**(i) Temporary Exclusion:**

A one-off situation can arise in a school which demands the immediate removal from the school of one or more pupils for a time to allow the tempers to cool or to serve as a warning of the seriousness and unacceptability of certain misbehaviour. Such an exclusion is not a formal process and must not exceed three days. Principals must inform the Chairman of the Board of Governors and the Education Welfare Officer. Parents must also be given, in writing, the reasons for the exclusion.

Should it be necessary to send the pupil home immediately, the pupil must be delivered by a member of staff into the care of his/her parent or guardian to whom the written statement mentioned above should be handed at the same time.

The Principal must keep a record of the circumstances associated with the case and report the matter at the next meeting of the Board of Governors. The exclusion should be for the shortest period compatible with the nature of the misbehaviour. Should it be considered necessary to exceed three days then the procedures for formal suspension will apply.

**(ii) Formal Suspension:**

- 1 A pupil may be suspended from the school only by the Principal.
- 2 An initial period of suspension may exceed five school days.
- 3 Where a pupil is suspended from a school, whether initially or by way of extension suspension, the Principal must immediately:-
  - (i) give written notification of the reasons for and the duration of the suspension to the parent/guardian of the pupil, to the Chairman of the Board of Governors, to the local Diocesan Office of the CCMS, and to the Education Authority;
  - (ii) inform the parent/guardian that their child shall be regarded by the school as being in their care from the end of the school day in which suspension takes place;
  - (iii) invite the parent/guardian to visit the school to discuss the pupil's behaviour.

- 4 The Principal shall ensure that all reasonable steps are taken to inform parents/guardians, in writing, of the suspension before the period of suspension commences, or at the time of the suspension.
- 5 The Principal must not extend an agreed period of suspension except with the prior approval of the Chairman of the Board of Governors and must in every case give written notification of the reason for the extension and the period of the extension to the parent/guardian, to the local Diocesan Office of the CCMS, and to the Education Authority.

## **EXPULSION**

- 1 No pupil shall be expelled from a school unless he/she has first served a period of suspension.
- 2 No pupil shall be expelled from a school otherwise than by the Board of Governors.
- 3 A pupil may be expelled from school only after consultation about his/her expulsion has taken place between the Principal, the parent/guardian of the pupil, a duly authorised officer of the CCMS, the Chairman of the Board of Governors of the school and the duly authorised representative of the Education and Library Board. These consultations shall include consideration of the future provision of suitable education for the pupil concerned. A refusal on the part of the pupil's parent/guardian to take part in such consultations shall not prevent a pupil from being expelled.
- 4 No pupil should be expelled from a Catholic maintained school until arrangements have been considered for a transfer to another Catholic maintained school.
- 5 The Principal, on behalf of the Board of Governors, shall, on completion of expulsion and relocation procedures, forthwith notify in writing particulars of the said expulsion and relocation to the parent/guardian of the child, to the Board of Governors, to the local Diocesan Office of the CCMS, and to Education Authority.
- 6 Should the pupil continue, after his relocation in another school, to display misconduct and fail to meet the minimum required standards of the receiving school, then the Principal and the Board of Governors of that school are entitled to invoke the provisions of this Scheme.
- 7 In particular cases, and on the recommendation of the appropriate agencies, a pupil may require to be relocated in a specialised unit. It is recommended that at the earliest sign of a pattern of misconduct or disruption developing recourse should be had to the Education Authority Welfare Officer, the Schools' Psychological Service, and/or the support services for children with emotional difficulties.
- 8 This scheme shall be subject to modification or amendment from time to time

by the CCMS as is deemed necessary or appropriate in the light of changing circumstances and/or experience.

**NOTE:**

**The expulsion of a pupil is the most serious disciplinary action that can be applied and should only be considered after all reasonable alternative sanctions have been tried.**

**Under the Parents' Charter, parents require to be told the reason for the suspension and must be consulted before a decision is taken to expel a pupil. The Department of Education intends to introduce an appeals procedure so that parents will be able to ask an independent tribunal to examine their child's case. The school will be required to produce written documentation, including any correspondence between the home and the school, showing the history of the serious misconduct and the steps taken by the school to remedy the situation over the period of the misconduct.**

**Notification of Pupil Suspension to Education and Library Board**  
(Please read Notes for Guidance before completing this form)



# 1 School Details

Name \_\_\_\_\_

Reference No

# 2 Pupil Details

Name \_\_\_\_\_

Key Stage 1  2  3  4

Admission/Roll Number \_\_\_\_\_

Gender Male  Female

(See Note 1)

Ethnicity

SEN Yes  No

(See Note 2)

If Yes State stage  
(See Note 3)

# 3 Suspension Details

Date Started \_\_\_\_\_

Length \_\_\_\_\_ Days

New  Continuation

# 4 Reason for Suspension (See Note

Exclusion

Code

- |   |             |                      |
|---|-------------|----------------------|
| • <b>Substance or alcohol abuse:</b> possessing, using or dealing in illegal drugs, solvents or alcohol on school premises                                | <b>ABSE</b> | <input type="text"/> |
| • <b>Bullying of pupil:</b> All forms whether physical, verbal, threats or other  | <b>BLPU</b> | <input type="text"/> |
| • <b>Physical attack on pupil:</b> (See Note 5) with or without a weapon, sexually motivated, fighting with another pupil                                 | <b>PHPU</b> | <input type="text"/> |
| • <b>Verbal abuse of pupil:</b> (See Note 5) of a personal nature including swearing and sexually explicit language                                       | <b>VLPU</b> | <input type="text"/> |
| • <b>Disruptive behaviour in class:</b> persistently occupies teacher time and/or distracts other pupils  | <b>DRPT</b> | <input type="text"/> |
| • <b>Persistent infringements of relatively minor school rules:</b> smoking, non co-operation with sanctions, disobedience of school rules and procedures | <b>INFG</b> | <input type="text"/> |
| • <b>Significant damage to property:</b> of school, staff or other pupils in school or outside school (see Note 6)  | <b>PRTY</b> | <input type="text"/> |
| • <b>Stealing:</b> from school, pupils, staff in school or outside school while in uniform  | <b>STLG</b> | <input type="text"/> |
| • <b>Verbal abuse of staff:</b> of a personal nature including swearing and sexually explicit language  | <b>VLSF</b> | <input type="text"/> |
| • <b>Physical attack on staff:</b> with or without a weapon sexually motivated  | <b>PHSF</b> | <input type="text"/> |

# 5 Authorisation (See Note 7)

Signed \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

**CODE OF CONDUCT FOR ALL STAFF (MAY 2017)**

The duty to safeguard and promote the welfare of the children in our care rests with all members of staff, teaching and non-teaching.

Implicit in this is the assumption that the conduct of school staff towards all pupils must be beyond reproach; decorum in both professional dress and manner should be observed at all times. The following advice is designed to reduce the risk of allegations being made against any member of staff. All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- Ensure that your relationships with pupils are appropriate to the age and gender of the pupils, taking care that your conduct does not give rise to comment or speculation; professional boundaries should be maintained at all times. Should a child touch you or talk to you in a sexually inappropriate way record what happened and tell the designated teacher.
- Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is unacceptable and could get the child into difficulty but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child's fault.
- Be aware of the dangers which may arise from private interviews with pupils. These should always be conducted in a room with visual access or with the door open or in a room or area which is likely to be frequented by other people. Teachers should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
- Teachers should not normally need to be alone with a pupil. One to one situations with pupils should be agreed with senior management and/or parents/carers. If the need for one-to-one teaching or counselling arises the door of the classroom should be open at all times.
- All staff should not demonstrate behaviours that may be perceived as emotional abuse or construed as verbal bullying i.e. sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students, or making severe or persistent negative comment particularly when directed consistently at a single pupil or a small group of pupils. The use of humour should be sensitive and controlled.  
All staff should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- Be aware that should you have to physically restrain a child for any reason your actions could be misinterpreted as assault. In such circumstances no more than minimum force necessary should be used in line with our school 'Use of Reasonable

Force' guidance. Should you feel that your actions have been misconstrued, a written report of the incident should be submitted immediately to the Principal.

- Be particularly vigilant when in a residential setting where the atmosphere may be more informal. Never, under any circumstances, take a child/children to your room.
- At no time should a pupil (who is not a relative of the teachers') be invited to a teacher's home socially.
- All staff are advised to declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form is available should you wish to do so.
- Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.
- Teachers should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgment in making a response. Teachers should be aware that some social contacts, especially where these are not common knowledge can be misconstrued as being in part a grooming process.
- Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology. Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Adults should not share any personal information with a pupil. If a teacher is contacting a pupil via email they should only be in relation to school issues and teachers should always use the C2k email address and never a personal email address. Teachers are advised never to use their personal mobile when contacting pupils or parents, unless the need to do so is agreed with senior management and parents/carers.

- Staff are advised not to recommend to a pupil or to her parents any activity outside the school at which the teacher will not be present. Such proposals must always be discussed with Senior Management.
- Many areas of the curriculum can include or raise subject matter which is of a sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified. Responding to pupils' questions will require all staff to display careful judgment. Staff may wish to take guidance from senior management.
- The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal). Never keep suspicions of abuse or inappropriate behaviour by a colleague or other individual to yourself. It is essential that this is reported to the designated teacher/Principal. Staff have a duty to pass information on without delay.
- The school's DT is Mrs Nadine Carr and the DDTs are Mrs Siobhan Kelly and Mrs Caroline Vize
- Should an allegation be made to you against a member of staff record the details and report the matter immediately to the designated teacher/Principal. The allegation should not be brought to the attention of the member of staff by you.
- There are supervision arrangements throughout the entire school day. The pupils under your supervision and care should never be out of your sight. Staff need to be punctual for class/duties and must ensure that pupils are not released from class before the bell.  
For example: Teachers on Corridor Duty need to be in place at 8.45am.  
Teachers with registration groups need to be in the classroom at 8.45 am and 3.05 pm (2.05pm on Tuesday)  
Teachers on Break/Lunch Duty need to be in place as these begin.
- Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. Confidential information about a pupil should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.
- Gifts should be given to pupils in line with our School Awards. On occasion teachers may wish to reward a group of pupils or an individual pupil, these pupils should be awarded for example to support positive behaviour or to recognise a particular achievement. In such circumstances this should be recorded and discussed and approved by SMT. Teachers may wish to acknowledge specific occasions and may consider it appropriate to give a pupil a small personal gift of insignificant value. This should be agreed in advance with the Principal, SMT and the parent or carer and the

action recorded. Any gifts should be given openly. Teachers need to be aware that the giving of gifts can be misinterpreted by others to be a 'bribe' or 'grooming'

- All work with pupils and parents should, wherever possible, be undertaken in school. There are however occasions, in response to a specific situation where it is necessary to make a home visit. These visits should not be made alone and you should always be accompanied by a member of the senior management.
- It is not advisable for teachers to transport pupils in their private vehicles. If this need does arise e.g. out of school activity, teachers should be confident that their car is roadworthy and appropriately insured in order for such an activity to take place. Parents/carers and the Principal should be in full agreement with these arrangements prior to transportation. There are occasions when teachers (with specific duties) are asked to transport pupils as part of their duties; in these situations teachers should again ensure that their car is roadworthy and appropriately insured. Such circumstances must always be recorded and be agreed with senior management and parents/carers. It is inappropriate for teachers to offer lifts to pupils outside normal working duties, unless this has been brought to the attention of senior management and has been agreed with parents/carers.
- Pupils should only be allowed to leave the school unaccompanied upon receipt of a written request from a parent. In all other circumstances they will only be permitted to leave in the company of a parent or an adult designated by the parent. All adults collecting pupils from school during the school day must report to reception who will make contact with the Referral Room personnel.
- It is not appropriate for teachers to take photographs of pupils for their personal use.
- It is not appropriate for teachers to use electric cigarettes while in school. It is against the law for teachers to smoke in the school building.
- All staff must dress in a manner that is appropriate to a professional role and promoting a professional image. Staff should at all times be dressed appropriately for the planned activities of the day.

All staff should be familiar with the full Pastoral Care Policy, a copy of which has been distributed to all teachers.

Issues relating to this Policy will be addressed as part of the annual Staff Development Programme

#### Pupils Leaving School during the School Day Unaccompanied

Pupils will only be allowed to leave unaccompanied upon receipt of a written request from a parent. In all other instances they will only be permitted to leave in the company of a parent or an adult designated by the parent.

All adults collecting pupils for school during the school day must report to school Receptionist who will liaise with Referral Room Personnel.

Referral Room Personnel - pupils who report ill

Pupils should speak to their teacher if they are feeling unwell and with permission report to the Referral Room. If a pupil has an accident while at school they should alert the nearest teacher and report(with assistance if required) to the Referral room. This procedure is outlined in the Induction booklets and in the pupil homework diary.

- 1 Ring parent and ask that they be collected **Do not arrange a taxi** on behalf of parents.
- 2 If parents are sending a taxi ask that they
  - (a) advise the taxi driver that he must come into the school to collect the pupil
  - (b) he must be able to give some personal detail about the pupil eg. Date of Birth.

Pupils must never be allowed to wait at reception. They must be supervised in the Referral Room until collected.

Only Referral Room Personnel/Members of the Pastoral Team may make arrangements for pupils to be collected.

## **PROCEDURES FOR DEALING WITH THE USE OR SUSPECTED USE OF DRUGS**

The term "drugs" encompasses a wide range of substances, ranging from those that are legal but whose sale is restricted (eg. tobacco, alcohol) to prescribed drugs.

### **1     Tobacco**

In the event of a teacher finding a pupil smoking in school:-

- a)     The pupil will be reported to the Head of Year
- b)     Parents will be interviewed and informed of school rules relating to health
- c)     Parents will be asked to guarantee that this practice will not occur again.

### **2     Alcohol**

In the event of a pupil consuming alcohol in school or attending school under the influence of alcohol:-

- a)     The pupil will be removed from class
- b)     The Principal will be informed
- c)     Parents will be contacted and asked to care for the pupil at home
- d)     An appointment will be made with the Head of House for the parents and pupils to discuss the problem.
- e)     Support agencies will be engaged if necessary.

### **3     Illegal Drugs**

In the event of illegal drug misuse being suspected or identified:

- a)     The Principal will be informed by the designated teacher (Mrs N Carr)
- b)     Parents will be notified immediately and instructed to keep the pupil at home until medical advice has been sought or suspected misuse has been investigated
- c)     The Board of Governors, CCMS, EA- Belfast Region, (designated officer) will be informed of the situation
- d)     Support agencies will be engaged where necessary
- e)     Local P.S.N.I. Drug Squad personnel will be contacted.

## **DISCOVERY OF SUBSTANCES SUSPECTED OF BEING HARMFUL, ILLEGAL OR DESERVING OF INVESTIGATION**

- 1     In the presence of a witness record -  
      (a) Place       (b) Date       (c) Time.  
      (Do not leave the substance in its location whilst you enlist the help of a witness).
- 2     Record the nature of the substance including size and appearance.  
      (Do not investigate the nature of the substance). The witness should countersign recordings.
- 3     In the presence of the Principal place the substance in an envelope or suitable container and seal. The Principal, the teacher who discovered the substance - and when possible the witness - will sign across the seal and date the package.

Owing to risk of infection, all equipment must be handled by adults with the utmost care. Such materials will be placed in a secure and rigid container to await collection by Drugs Squad.

- 4     An official report will be completed including  
      (a) Date       (b) Time       (c) Location       (d) Circumstances  
      of the finding.
- 5     The Principal will inform:  
      (a)     Parents  
      (b)     Board of Governors  
      (c)     C.C.M.S. and EA.  
      (d)     P.S.N.I. Drug Squad.
- 6     The Principal will investigate any further action considered appropriate.



## PROCEDURES FOR DEALING WITH SICK/INJURED PUPILS

- 1 If a subject teacher considers a pupil to be too uncomfortable to continue the lesson, the pupil is sent to the referral Room where the Pupil Care Auxiliary/Pupil Welfare Officer can assess the situation.
- 2 The Pupil Care Auxiliary/Teacher Welfare Officer may decide to contact parents or guardians to advise of sickness. Parents are asked to collect/arrange collection of the sick pupil from school. The pupil will remain in school if no one can be contacted.
- 3 In event of Injury to Limb, the subject teacher should
  - (i) ensure pupil comfort/give emergency first aid, and if necessary
  - (ii) alert the Pupil Welfare Auxiliary.

The Pupil Welfare Auxiliary should

- (i) Inform the parent/guardian and advise that they should accompany the pupil to hospital.
- (iii) If the parent/guardian is not immediately available, a senior member of staff should accompany the pupil to hospital until the parent/guardian is contacted.

Serious Injury to Limb may warrant the assistance of an ambulance.

The Pupil Welfare Auxiliary should:

- (i) Ring for an ambulance,
- (ii) Contact parent/guardian and inform of circumstances and hospital to which the pupil is referred,
- (iii) Arrange for someone to meet the ambulance on arrival at school and direct to the location,
- (iv) Make details of:  
Name, Address, Date of Birth, Doctor and Medical Condition available to person accompanying the pupil to hospital,
- (v) Inform Principal,
- (vi) Accident report Forms should be completed by person supervising at the time of the accident.

- 4 In the event of:
- (i) COLLAPSE
  - (ii) **ASTHMATIC ATTACK**
  - (iii) **EPILEPTIC ATTACK**

The Subject Teacher should stay with the pupil but immediately inform the Pupil Welfare Auxiliary of:

Name of Pupil  
Location  
Circumstances

The Pupil Welfare Auxiliary should:

- (i) Alert a First Aider if necessary \*
- (ii) Dial 999 for Ambulance
- (iii) Inform the Assistant Vice-Principal (Pastoral)
- (iv) Inform parents of circumstances, including hospital to which pupil is being transferred (if known at the time)
- (v) Make details of:  
Name, Address, Date of Birth, Doctor and Medical Condition  
available to person accompanying the pupil to hospital,
- (vi) Arrange for someone to meet the ambulance on arrival at school and direct to the location
- (vii) Inform the Principal.

\*In an emergency only Emergency First Aid may be used as outlined in guidelines provided by EA.

**Our named “First Aider” is Mrs Dolores Brady**

## **PROCEDURES FOR DEALING WITH ASTHMATIC PUPILS**

- 1 A Register of Asthmatic Pupils is kept.
- 2 Parents of Asthmatic children are:
  - i) advised of procedures for dealing with asthmatics;
  - ii) asked to give written permission for Ventolin/Spacer to be used if their daughter should show signs of distress during an attack and her own medication is not available.
- 3 Pupils are advised to carry a Reliever Inhaler with them at all times.  
(If necessary a spare inhaler can be retained by the Pupil Welfare Auxiliary).
- 4 If a pupil has an asthmatic attack:
  - i) She is advised to use her inhaler or her spare inhaler or emergency salbutamol inhaler.
  - ii) Parents are informed.

If a pupil appears to be in further distress, the Pupil Welfare Auxiliary will follow Emergency Procedure:

- j) Use emergency Ventolin/Spacer -  
(following 1/10/14 'The Human Medicines (Amendment) (No. 2) Regulations 2014)
- ii) Dial 999 for Ambulance
- iii) Alert a First Aider if necessary
- iv) Inform the Assistant Vice-Principal (Pastoral)
- v) Inform Parents of circumstances
- vi) Make details of Name, Address, Date of Birth, Doctor and Medical Condition available to person accompanying the pupil to hospital
- vii) Arrange for someone to meet the ambulance on arrival at school and direct to location
- viii) Inform Principal.

## **PROCEDURES FOR DEALING WITH EPILEPTIC PUPILS**

- 1 A Register of Epileptic Pupils is kept.
- 2 Teachers are aware of the pupils who have epilepsy.
- 2 If a pupil appears to be 'absent' inform the Pupil Welfare Auxiliary who will follow Emergency Procedure:
  - i) Dial 999 for Ambulance
  - iii) Alert a First Aider if necessary
  - iv) Inform the Assistant Vice-Principal (Pastoral)
  - v) Inform Parents of circumstances
  - vi) Make details of Name, Address, Date of Birth, Doctor and Medical Condition available to person accompanying the pupil to hospital
  - vii) Arrange for someone to meet the ambulance on arrival at school and direct to location
  - viii) Inform Principal.

## **PROCEDURES FOR THE ADMINISTRATION OF MEDICINES (PRESCRIBED AND NON-PRESCRIBED).**

Parents are advised during enrolment and yearly by letter that whilst it is, of course, always preferable that medication is not taken in school, we are aware that, during some medical treatments, pupils are required to take prescribed medicines during the school day.

**Parents should keep their daughter at home if acutely unwell or infectious.**

- As parents are responsible for the administration of medicine, we would advise that a pupil who is required to take medication at lunch-time should either make arrangements for a parent to come to the school to administer the medication. If this is not possible, then the smallest dose required should be brought to school and left in the Referral Room with the person on duty, **in a secure, labelled container as originally dispensed.**

- 1 Pupil's Name and Class
- 2 Name of Medication
- 3 Dosage
- 4 Frequency of Administration
- 5 Date of dispensing
- 6 Storage requirements (if important)
- 7 Expiry date
- 4 Parental Signature

- Prescribed medication will not be accepted in school without complete written and signed instructions from the parent.
- Staff will not give a non prescribed medicine to a child unless there is a specific prior written permission from the parents. While it is hoped that the above procedure is an appropriate response to pupils' needs, you are advised that:

**The school will not accept items of medication in unlabelled containers.**

**IN NORMAL CIRCUMSTANCES, NO MEMBER OF STAFF CAN TAKE RESPONSIBILITY FOR ADMINISTERING A MEDICATION IN SCHOOL. IT MUST BE SELF-ADMINISTERED. HOWEVER, WHERE A PUPIL HAS A SERIOUS MEDICAL CONDITION, A MEMBER OF STAFF WILL, IN AN EMERGENCY, ADMINISTER THE APPROPRIATE MEDICINE.**

**WE WILL SYMPATEHTICALLY ADDRESS EACH REQUEST FROM PARENTS FOR MEDICATION TO BE ADMINISTERED TO THEIR CHILD AT SCHOOL.**

- Medication will be kept in a secure place, out of the reach of pupils. All medication to be administered in school will be kept in a locked cupboard. **All staff will know where to quickly obtain keys to the medicine cupboard** in the event that a pupil might need medicine in an emergency.
- The school will keep records of pupil medication given to pupils during the school day including time/ date.

- It is the parents' responsibility to renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date.
- School staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Date expired medicines or those no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.
- For each pupil with long term or complex medication needs, the school will ensure that a Medication Plan is drawn up, in conjunction with the appropriate health professionals.

Asthmatic pupils may carry a Ventolin Inhaler with them. Parents of these pupils will have signed a form giving school personnel permission to use a Spacer/Ventolin in case of an emergency. No other form of Asthma medication should be carried in school.

- All staff will be made aware of the procedures to be followed in the event of an emergency.

Should a pupil become seriously injured during the school day, we will call for an ambulance to take her to hospital and will contact parent(s) so that they may accompany her. Should they not be immediately available a member of staff will travel in the ambulance.

We are advised that:

**A MEMBER OF STAFF MAY NOT DRIVE A PUPIL EITHER TO HOME OR TO HOSPITAL WHATEVER THE CIRCUMSTANCE.**

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## **IN AN EMERGENCY**

### **REQUEST FOR AN AMBULANCE**

Dial 999, ask for ambulance and be ready with following information.

- 1 School telephone number. **90925670**
- 2 School name, address and postcode. **“Trench House”, 87 Stewartstown Road, Belfast BT11 9JP**
- 3 Give exact location in the school (insert brief description)
- 4 Give your name.
- 5 Give brief description of pupil’s symptoms.
- 6 Inform Ambulance Control of the best entrance and state that the crew will be met and taken to.

### **SPEAK CLEARLY AND SLOWLY**

## **PROCEDURES FOR REPORTING AND RECORDING OF INFECTIOUS DISEASES**

**Parents should keep their daughter at home if acutely unwell or has an infectious disease.**

Parents are responsible for alerting the school if their daughter has contracted an infectious disease.

- Referral room staff should follow the guidance displayed on the wall in the referral room regarding the protocols to follow for specific infectious diseases.
- Referral room staff/ Pupil Welfare Officer will ring the ‘Child Protection Duty Room’ on 02890553994 to seek clarification where necessary.

- Staff should follow the recommendations on the grid regarding attendance at school.
- Where there is a possibility or a confirmed case of an infectious disease the referral room staff should complete the record book on infectious diseases and report this to Health Protection.

## **PROCEDURES FOR YOUNG CARERS**

In our school community we have a number of children who act as Young Carers at home. These students have taken on adult responsibilities at home, caring for a parent or parents who are either temporarily or permanently incapable of fulfilling their duties as a parent.

A young Carer may have responsibility for younger siblings, for shopping, cleaning, cooking, washing, ironing etc. and these additional duties are added to their school day. Obviously this encroaches on their time for study and it also impinges on their social life as a young person.

These young people are very special, devoted children and it is very difficult to imagine how time consuming and tiring their duties can be.

We, in school, are not always aware of these children but we endeavour to trace them through the pastoral system. The form teacher/tutor should inform the Year Head of any child acting in this capacity. The Head of Year will in turn inform the Vice-Principal for Pastoral Care (Mrs S Kelly) and the information will then be passed to the SENCO / Learning Support Manager for inclusion on our Special Needs Register.

All of these students are entitled to extra time in public examinations and they should also be given, as necessary, extra time to complete assignments.

Caring for pupils who are pregnant. In keeping with the ethos and values of the school, pupils who become pregnant are supported as follows.

- (1) Issues regarding pupils general well-being and provisions for her ongoing education are discussed with pupil and parent(s).
- (2) Period of leave from full-time schooling is agreed.
- (3) School Nurse liaises with hospital schools re. Home Tuition.
- (4) Hospital schools tutors liaise with teachers via Vice-Principal (Pastoral).
- (5) Where applicable, provision is made for pupil to take examinations in school in a setting which best meets her needs.



## **PROCEDURES FOR THE CARE AND SUPPORT OF PUPILS WHO BECOME PREGNANT.**

In keeping with the ethos and values of the school, pupils who become pregnant are supported as follows:

- (1) In the initial stages, issues regarding the pupil's general well-being and provisions for her on-going education are discussed with her and her parent(s). She will be assured that she is welcome to remain at school and that support is available. Useful information and contact are given to parents and pupil.
- (2) A referral is made to the relevant education board. Arrangements for the provision of home tuition for the pupil during her proposed period of absence from school are made.

This period of leave is agreed on an individual basis in accordance with the particular wishes and needs of the pupil.

- (3) Following agreement with the pupil and her parent(s) and on a 'need to know' basis, teachers are advised of the pupil's pregnancy.
- (4) The Head of Year liaises with pupil's, teachers taking account particularly of field trips, physical activities. Advice will be sought re inoculations.
- (5) In preparation for her agreed period of home tuition, hospital school tutors liaise with the pupil's teachers via the Vice-Principal (pastoral). If necessary and where available, a laptop computer will be made available to the pupil during this period of home tuition.
- (6) Education and Welfare Officer will be notified so that the pupil may receive support and guidance from the relevant Education and Welfare Officer (SAM Project).
- (7) Where applicable, provision will be made for the pupil to take examinations in school in a setting which best meets her needs.
- (8) Following the birth of her baby, the pupil may return to school and resume her her studies when she feels able to do so. Should she express a wish not to return to the school environment she will be advised, through the Education and Welfare Service, of the SAM Project (School Aged Mother) as a means of continuing her education.
- (9) Following the birth of her baby, the pupil is welcome to return to school provided that her doctor has confirmed that she is well enough.

- (10) School personnel will liaise with Sams Education and Welfare Officer re continued support for pupils.

### **PROCEDURES FOR RESOLVING ISSUES BETWEEN TEACHERS AND PUPILS IN SCHOOL**

*Issues can sometimes occur between teachers and pupils e.g. Pupils may misinterpret what a teacher may have said in the classroom or a pupil may have difficulty understanding a subject etc. In these incidents Heads of Year are often spoken to by pupils in their year group.*

#### **Non-Serious Incident**

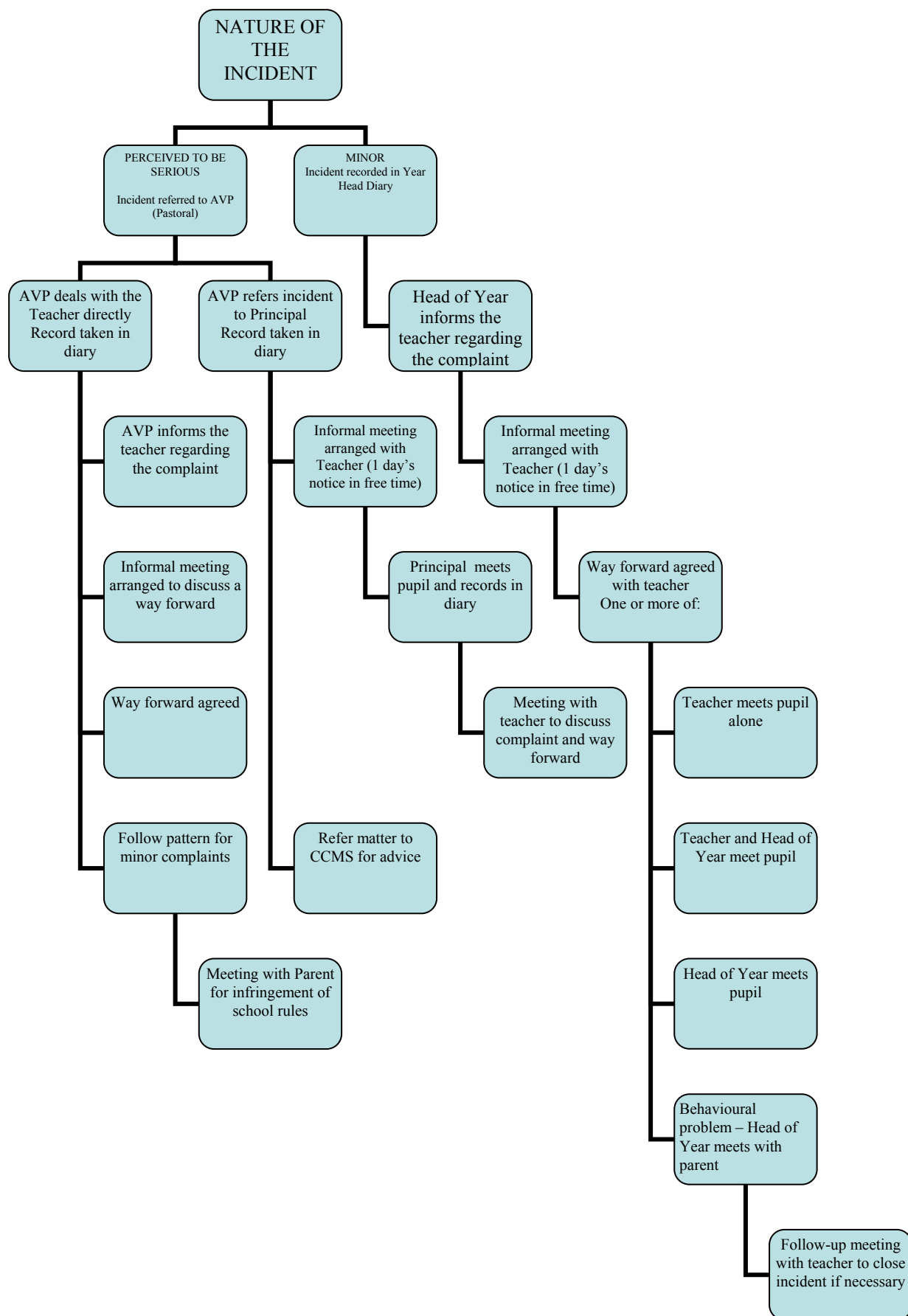
- 1 (a) When non-serious issues arise and a pupil has spoken to the Head of Year, the Head of Year may listen to the pupil's concern (or a parent bringing the issue on their daughter's behalf) , taking a note in his/her diary.
- (b) The Head of Year should then speak informally to the teacher involved explaining that a child has raised an issue. The Head of Year invites the teacher to meet. This should be at a prior arranged time convenient for the teacher, and not when the teacher is in the care of pupils (in a classroom or otherwise). At this informal meeting the Head of Year should explain the nature of the pupil's issue and together the Head of Year and the teacher should endeavour to resolve the issue.

#### **Serious Incident**

All serious incidents involving teachers will be referred to the Principal

- 1 (a) When serious issues arise and a pupil has spoken to the Head of Year concern (or a parent bringing the issue on their daughter's behalf) about a teacher, the Head of Year should seek advice from the Vice Principal (Pastoral) who may then pass the issue on to the Principal, or another member of the Senior Management team (if VP/Principal is unavailable). The VP or Principal will take a note of the issue in her diary. The Principal may advise the VP to deal with the issue and the teacher directly.
  - (b) Vice Principal (Pastoral) should speak to the teacher involved. This should be at an appropriate time in the school day, and not when the teacher is in the care of pupils (in a classroom or otherwise). At this meeting the Principal or Vice Principal (Pastoral) will explain the nature of the pupil's issue. The teacher and VP will agree a way forward to resolve the issue.
  - (c) Vice Principal (Pastoral) will if necessary speak to the pupil again when the situation has been clarified by the teacher. Parents may also need to inform parents of the ongoing issue and that the school is working to resolve this.
- 2 (a) If the issue is of a very serious nature (misconduct/disciplinary) the Principal will speak to the teacher taking note of the meeting. This should be at an agreed time with the teacher and the meeting should be arranged to give the teacher at least 1 teaching day notice before the meeting is scheduled. The teacher will be advised that a union rep or trusted colleague is welcome to attend the meeting also. Procedures followed will be consistent with CCMS advise and Union guidelines.
  - (b) Depending on the nature of the complaint, a resolution meeting may involve the pupil and the teacher only or the Principal and the pupil only or may on occasion include all parties. The discussions will be about a resolution to the original issue.
- 3 (a) The Principal or Vice Principal (Pastoral) will jointly monitor the pupil following the resolution meeting to ensure things have settled down.  
If the issue involves a parental complaint, parents of those involved will be informed of the outcome of the issue as appropriate.

- 4 The procedure involving the Principal will be adhered to in the matter of parental complaints about a teacher.



## **PROCEDURES FOR RESOLVING ISSUES BETWEEN NON-TEACHING STAFF AND PUPILS IN SCHOOL**

*Issues can sometimes occur between a member of staff and pupils e.g. Pupils may misinterpret what a member of staff may have said or a pupil may have difficulty understanding an issue etc. In these incidents Heads of Year are often spoken to by pupils in their year group.*

### **Non-Serious Incident**

- 1 (a) When non-serious issues arise and a pupil has spoken to the Head of Year, the Head of Year may listen to the pupil's concern, taking a note in his/her diary.
- (b) The Head of Year should then speak informally to the EA officer (Mrs G McConville) explaining that a child has raised an issue. The EA officer along with the Year Head invites the member of staff to meet. This should be at a prior arranged time convenient for the member of staff, and not when the member of staff is in the care of pupils (in a classroom or otherwise on duty). At this informal meeting the Head of Year should explain the nature of the pupil's issue and together the EA officer, Head of Year and the member of staff should endeavour to resolve the issue.

### **Serious Incident**

All serious incidents involving member of staff will be referred to the Principal

- 1 (a) When serious issues arise and a pupil has spoken to the Head of Year about a non-teaching member of staff, the Head of Year should seek advice from the Vice Principal (Pastoral) who may then pass the issue on to the Principal, or another member of the Senior Management team (if VP/Principal is unavailable). The VP or Principal will take a note of the issue in her diary. The Principal may advise the VP to deal with the issue and the member of staff directly.
  - (b) Vice Principal (Pastoral) should speak to the EA officer. This should be at an appropriate time in the school day. At this meeting the Principal or Vice Principal (Pastoral) will explain the nature of the pupil's issue. The EA officer and VP will agree a way forward to resolve the issue.
  - (c) Vice Principal (Pastoral) will if necessary speak to the pupil again when the situation has been clarified by the member of staff. Parents may also need to inform parents of the ongoing issue and that the school is working to resolve this.
- 
- 2 (a) If the issue is of a very serious nature (misconduct/disciplinary) the Principal will speak to the member of staff taking note of the meeting with the EA officer present. This should be at an agreed time with the member of staff and the meeting should be arranged to give the member of staff at least 1 days notice before the meeting is scheduled. The member of staff will be advised that a union rep or trusted colleague is welcome to attend the meeting also. Procedures followed will be consistent with EA advice and Union guidelines.
  - (b) Depending on the nature of the complaint, a resolution meeting may involve the pupil and the member of staff only or the Principal and the pupil only or may on occasion include all parties. The discussions will be about a resolution to the original issue.
- 
- 3 (a) The Principal or Vice Principal (Pastoral) will jointly monitor the pupil following the resolution meeting to ensure things have settled down.  
If the issue involves a parental complaint, parents of those involved will be informed of the outcome of the issue as appropriate.
- 
- 4 The procedure involving the Principal will be adhered to in the matter of parental complaints about a member of staff.

## **XIII**

## **PROCEDURES FOR MANAGING A CRITICAL INCIDENT E.G. DEATH OF A PUPIL**

### **Refer to full ‘Critical Incident Policy’**

In the event of a critical incident the following immediate procedures will be enacted

- (1) Confirmation of the facts will be obtained either by personal contact by the Principal with the deceased pupil’s family or with the local clergy.
- (2) Contact will be made by Vice-Principal (Pastoral) with Health Professionals who are already involved with the school i.e. School Psychologists and counsellors. In particular, specific support will be arranged for vulnerable pupils such as close friends or relations. Support of school Chaplains will also be requested.
- (3) An urgent briefing of all staff will be arranged as promptly as possible to inform them of what has happened, what has been done and what is planned.
- (4) Heads of Year will visit classes as a means of talking to pupils in small groups about what has happened. This will also be done as promptly as possible.
- (5) A letter will be sent to all parents advising them that their children will need to be supported throughout the crisis and outlining how the school will provide support.
- (6) Meetings will be arranged as necessary with staff during the crisis period.
- (7) Arrangements will be made as to which pupils/members of staff should represent the school at the funeral.

### **MEDIA**

Only the Principal or, when necessary, a representative from an external agency will act as spokesperson(s). In order to protect the privacy of the family, staff and pupils will be strongly discouraged from talking to the media about the death.

### **AFTER A CRISIS**

“What is clear is that the ethos and organisation of the school is as important as any professional interventions; the attitudes of staff and the way the school as a whole responds to the incident will be critical in determining the pupils’ responses”. (The Challenge Confronted: The Health of a Nation).

The Senior Management team will review and evaluate the effectiveness of the procedures and structures employed.

- (a) The first three weeks following an incident are a time of great vulnerability for staff and pupils. Vigilance by staff and counselling for pupils and staff should help to minimise the risks.
- (b) During the three months after this crucial period, sensitivity must be exercised by all staff, particularly the Pastoral team, who have regular contact with pupils closely associated with the deceased pupil.

## **FAMILY CONTACT**

Personal possessions of the deceased pupil will be passed to her parents by appropriate staff member(s). Should the parents wish to have mementoes of their child's involvement in the life of the school these will, of course, be provided.

## **PUPILS**

As only the pupil's closest friends will have represented the school at the funeral, a religious service celebrating her life will be held in the school. Her parents, family, teachers and Year Group will be invited to this. On subsequent anniversaries, smaller, more intimate services will be held for her closest friends.

Counselling, either on an individual or group basis will be made available through the school Psychologist.

## **STAFF**

Staff will be afforded opportunities as individuals or in groups to discuss their reactions to what has happened, to assess the climate of the school and to share their findings on the monitoring of vulnerable pupils. This will be facilitated through the Pastoral Team, School Psychologist, CCMS Welfare Service, School Chaplains and priest responsible for teacher welfare.

## **PUPILS AT RISK**

The school's Personal and Social Education Programme will take account of pupils' reactions to the tragedy. However all teachers will be asked to be alert to pupils who may be at particular risk. Concerns re. any of the following forms of behaviour should be reported to the relevant Heads of House:

- Prolonged reaction to the bereavement
- A pre-disposition to over-reaction
- Difficult in expressing negative emotions
- Outbursts of unexplained anger
- Expressions of suicidal feelings to peers
- Prolonged periods of withdrawal
- Signs of depression or withdrawal.

**See full 'Critical Incident Policy' for details of agreed procedures**

## **APP XIV INITIATIVES WITHIN SCHOOL**

Buddy System (pupils trained by Personnel from Childline & Behaviour Unit (B.E.L.B))

Peer Mentoring Programme - Year 14 pupils work with Key Stage 3 pupils.

Faith Friends - Sixth Form pupils work with P. 7 pupils in local primary school who are preparing for "First Communion" and "Confirmation".

Behaviour Award forms part of Key Stage 3 House System.

Personal Development and Attendance Awards form part of Key Stage 4 House System.

Digital images (personalised) re. appropriate behaviour patterns displayed in classrooms. Celebrating Success noticeboards in foyer and at pupils' entrance. (Regularly updated).

Newsheets produced by and for Years 11 and 12 pupils.

Individual support for pupils from SPSS teacher.

Group support for pupils from SPSS - Outreach Teacher and Youth Worker.

Induction programme for Year 8 pupils as they join the school community.

Induction programme for Year 10 pupils in anticipation of the transition to Key Stage 4.

Social Skills Programme - Year 11 tutor groups.

New Life Counselling – available one morning per week in Cuinne Cara.

SM Counselling - available four either morning or afternoon sessions per week in Cuinne Cara

Group support for pupils who have experienced bereavement from SM Counselling

Love for Life programmes in place for Year 9 and 13

HYPE Personal Development programme in place for Year 11, 13 & 14 pupils (ending June 2013).

Link Centre Personal Development Group Work

Seasons for Growth – Cloona Child Contact Services

PSNI – Attendance at assemblies/ SE classes e.g, highlighting road safety, firework safety, sage use of social media and technologies/ online safety.



## **APP XV      HEALTH AND SEX EDUCATION**

As a Catholic school, St. Genevieve's High School seeks to help each pupil develop as a whole person with regard for the dignity and worth of herself and others and the sanctity of human life.

The school recognises the parents as the primary educators in the area of sex education. As partners, the school provides a programme of Health and Sex Education. Several teachers contribute to its delivery. Close liaison between these teachers (Home Economics, P.E. Science and Religion) and Form Teachers is seen as essential in ensuring the effectiveness of this very important aspect of education. Contributions are made by other concerned and qualified professionals, such as the School Chaplain, clergy giving Retreats and School Nurse and The Love For Life team.

The delivery of all aspects of the programme is strongly influenced by the Christian Living philosophy so that factual knowledge is not presented in isolation from the moral context.

The Relationships and Sexuality Policy includes details on the personal Education programme and the RPE programme.

## **DRUGS AWARENESS TRAINING PROGRAMME: Year 10**

**School support Youth Worker – Ms Angela mcKeown and colleagues, West Belfast Area Project Team - EA.**

Programme outline

Icebreaker: What do you know about drugs?

Brainstorm in groups

Confidentiality - Policy anyone mentioning use in or on school premises

My duty to report-talk about “a friend” etc child abuse also no confidentiality

Feedback from groups, individual handout follows one person from each group to present feedback .

Some points can and will be drawn out eg, classes of drugs “L” “ACID” processed magic mushrooms dangers eg, relationships, medical use etc.

(1) What encourages young people to use drugs?

(2) What would discourage or stop young people from using drugs?

Feedback-person per group to stand up and read out groups’ thoughts.

### **Possible issues to be discussed may be:-**

Relationship problems

Self confidence

Self image

Pressures? What sort

Dangers? Experience of dangers

Peer pressure and self confidence will be expressed in later sessions.

When are young people under pressure?

## **HOW DO YOU FEEL?**

What did the characters in the video do that might embarrass them later?

Is this situation real to life? If so how?

Who were positive or good role models in the video?

How much, if any, influence did they have?

Self confidence

What makes you feel confident? Maybe small groups achievements. Hand out questionnaire and discussion.

### **Assertiveness**

How to cope with Peer pressure or make yourself more confident. How to communicate better - not about getting your own way but relating **better** to others.

Pressure - walk away, ignore “Sticks and Stones”.

Aggressive - angry, violent, slag them back, hurt back.

Assertive -     respect yourself and others  
                    state your case  
                    believe in yourself  
                    feel confident.

What assertiveness is and the things to do to assist this skill.

Put downs

How do people put you down? What do they do?

No feedback

Ask each person to ring or circle the statements that relate to yourself.

Thoughts - feelings.

Evaluation feedback - handouts.

Assertive body language

What would I do?

To identify the difference between passive, assertive and aggressive behaviour.

To consider a range of responses to specified situations.

To practice assertive ways of responding in situations.

### **A relationship must be?**

To examine priorities within relationships.

To commence priority setting about relationships.

### **Evaluation**

This process continues to be ongoing, with direct feedback following each session to Mrs S Kelly. The participants will be requested to complete a overall evaluation form.

**ALCOHOL AWARENESS TRAINING PROGRAMME**  
**West Belfast Area Project Team - EA.**

On going from Year 10.

Programme Outline:

Alcohol Fact or Fiction.

Effects of alcohol (short term)

Effects of alcohol relative to relative to other substances.

Making choices.

Health factors.

Effects of alcohol (long term)

Interviews with adult relatives (include feedback)

Reducing alcohol – related harm.

Media messages.

Real life scenarios.

Line debate.

Evaluation.

## **ANTI- BULLYING PROGRAME: YEAR 8**

### **West Belfast Area Project.**

#### **Year 8**

- 1. Introduction**
- 2. “Getting to know you”**

Exercise to be done in pairs, write down your partner’s answers.

Feedback answers to whole class.

Outcome:

Through discussion pupils become aware that if differences aren’t accepted, individuals can be picked on.

Highlight that everyone has different likes, dislikes and hobbies. It is this, which makes us more interesting to each other.

#### **3. “Being picked on” - class discussion**

Discuss a time when you think someone picked on you because you were different.

How did you feel?

#### **4. “Picking on someone else” - class discussion**

Discuss a time when you think you picked on someone else.

How did you feel?

How do you think they felt?

## **USE OF MOBILE PHONES BY PUPILS**

### **Refer to full 'Mobile Phone Policy'**

Pupils are allowed to carry mobile phones for use in an emergency on the way to and from school. However, they do not have permission to use them during the school day and they must be switched off at all times, including break-time and lunchtime.

Should a pupil have her mobile phone out of her bag during the school day, it will be taken from her and placed in the school safe to be collected by a parent or other responsible adult.

In order to collect the phone, a letter will be sent home. A copy of the letter will be both posted and delivered home by the pupil. The following day this letter must be presented at reception and the phone will be returned.

These measures are necessary in the interests of child protection. We apologise for any inconvenience this may cause.

In the case of an emergency during school hours, your daughter should go to the referral room or speak to the nearest member of staff.

## **XV111      PROCEDURES FOR MANAGING COUNSELLING IN SCHOOL**

The emotional health and mental well being of the pupils in our school is paramount and a key factor in contributing to their achievements. Therefore it is important that counselling services are appropriately developed, monitored and evaluated in school.

In school our Pastoral Team made up of the Vice Principal (Pastoral), Directors of Studies, Heads of House and Form Teachers provide counselling, support and advice to the pupils in their care on a daily basis. To support the pupils further we have two other services in place: SM Counselling and Family Works Counselling.

### SM Counselling and Family Works Counselling

In these cases the counselling provided is on a more formal basis. SM Counselling is available in school am or pm Monday – Thursday. New Life Counselling is available each Friday morning. All counselling takes place in Cuianne Cara.

### Referral Procedure

There are several ways that pupils who are willing to engage in counselling can be referred for counselling:

- Parental/carer request
- Social Services request in the care of a ‘Looked After Child’
- Pupil request with parental permission
- Self-referral with no parental permission

When working with pupils aged 11-18 years we will in most cases liaise closely with parents and seek parental permission for counselling; however it is not always essential to have parental consent as a young person may consent to having counselling using the ‘fraser guidelines’ formally referred to as ‘gillick competence’.

*“Parental rights yields to the child’s rights to make his own decisions when he reaches sufficient understanding and intelligence to be capable of making up his own mind on the matter requiring attention.”*

(Gillick versus West Norfolk Wiebech authority. House of Lords 1985 All England Report)

*“Young people requiring counselling who have sufficient understanding and intelligence do not have to consult their parents, nor does the counsellor have to inform parents that counselling has taken place.”*

(Legal judgement referenced in Mabey, J and Sorenson, B (1995) Counselling for Young People Open University Press)

In all instances the welfare of the young person remains our paramount concern. Therefore parents are made aware that counselling is available in St. Genevieve’s. Parents or carers are welcome to let the school know if they do not wish their daughter to have counselling.

Key factors to be considered in the assessment of Fraser/Gillick Competency are:

- Maturity of the pupil.

- Sufficient intelligence and understanding to enable her to understand what is being proposed, i.e. counselling.
- Sufficient intelligence and understanding of the consequences of her actions.
- What would happen if she did not get help regarding a possible deterioration in her mental health?

### Confidentiality Policy

Good practice dictates that at the beginning of a counselling relationship the pupil and the counsellor will enter into a contract. This clearly sets out what boundaries exist in the context of school-based counselling. The young person will not be offered levels of confidentiality that cannot be kept. Pupils who receive counselling in school are provided with a clear explanation of the issues around information sharing and confidentiality. Confidentiality should be respected at all times, however there are specific circumstances under which counsellors will need to break confidentiality and share information without consent.

*“If there is evidence that the child is suffering or at risk of suffering from significant harm or there is reasonable cause to believe that a child may be suffering or at risk of significant harm”.*

Therefore if there are concerns about safe guarding the pupil who is under going counselling, the disclosures should be passed immediately by the counsellor to the **Designated Teacher for Child Protection**.

**The Principal and Designated Teacher** will be advised by the appropriate Education Authorities and will co-operate with other statutory agencies i.e. Social Services and the Police. If there are concerns that the child may be at risk the school is obliged to make a referral to Social Services. Written records will be maintained at all stages of the referral process and will be made available to the above agencies.

Any information given to a counsellor will be treated sensitively. Where there are concerns about the possibility of abuse the case will be referred to the appropriate authorities. The Board of Governors will be informed of any referral to such Authorities.



**Refer to full ‘E Safety Policy’, the ‘Child Protection Policy’ and ‘the ‘Mobile Phone Policy’**

In line with DENI guidance we take E. safety very seriously. In school pupils have access to the internet as part of normal classroom activity. In order to protect pupils from danger we are assisted by C2k filtering of internet access. Reference should be made to our E Safety Policy and our ICT Policy for full details.

The following categories of material cannot be accessed through school.

1. **adult:** content containing sexually explicit images, video or text, the depiction of actual or realistic sexual activity;
2. **violence:** content containing graphically violent images, video or text;
3. **hate material:** content which promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds;
4. **illegal drug taking and the promotion of illegal drug use:** content relating to the use or promotion of illegal drugs or misuse of prescription drugs;
5. **criminal skill/activity:** content relating to the promotion of criminal and other activities;
6. **gambling:** content relating to the use of online gambling websites or information relating to the promotion of gambling and gambling advice.

**C2k defines three types of access:**

<b>GREEN</b>	– accessible to all users in schools;
<b>AMBER</b>	– accessible to schools’ selected groups of users;
<b>RED</b>	– not accessible to any user.

Teachers ensure that any resources or materials downloaded by teachers, pupils or parents from outside C2k are suitable for use in the classroom.

When pupils join the school they and their parent(s) are requested to sign the following agreement to ensure responsible use of the internet.

## INTERNET AND EMAIL

### Rules for Responsible Internet Use

The school computer system provides Internet access to students and staff. This set of rules will help protect students, staff and the school by clearly stating what is acceptable and what is not.

1. Pupils should not use the Internet without the permission of a teacher and only through their own authorised account and password, which must not be given to any other person
2. Our Internet service is ‘filtered’ to remove illegal or controversial web sites but not all such sites are filtered. Just because a site is not filtered, you should not assume that you are allowed to visit it. School computer and Internet use must be appropriate to the student’s education or to staff professional activity. Copyright and intellectual property rights must be respected.
3. Each user is responsible for whatever web sites are visited while he/she is logged on. All Internet usage is logged.
4. Users are responsible for e-mails they send and for contacts made. Sending abusive messages (“flaming”) is banned. Sending insulting or obscene messages could be considered bullying. Anonymous messages and chain letters must not be sent.
5. You must not download programs (EXE files) because installing unauthorised software on the school network could damage the network.
6. Pupils at St Genevieve’s are not allowed to buy anything on the Internet. Use for personal financial gain, gambling, political purposes or advertising is forbidden.
7. Pupils are NOT PERMITTED to enter chat rooms of any description. Doing so will be regarded as a serious breach of school rules.
8. Don’t reveal your real identity to a stranger. Don’t assume that people are who they claim to be. Speak to a teacher if you are concerned about anyone or anything.

**Irresponsible use will result in the loss of network access. Additional action may be taken in line with existing school policy**

### **Parent and Pupil Agreement**

I have read and understood the school rules for responsible Internet use and give permission for my daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet particularly where pupils will fully try to breach school policy. I agree that the school is not liable for any damages arising from the use of Internet facilities.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pupil's Signature: \_\_\_\_\_ Form Class: \_\_\_\_\_

Date: \_\_\_\_\_

Ref: DECircular 2011/22 'Internet Safety' and DE Circular 2016/27 'Online Safety'

### **HANDLING COMPLAINTS IN CATHOLIC MAINTAINED SCHOOLS**

## **COMPLAINTS PROCEDURE – ST GENEVIEVE’S HIGH SCHOOL**

### **Complaints Procedure – Policy Statement**

At St Genevieve’s we are committed to listening about our service. We will use this information, wherever possible, to help maintain and improve our service. We encourage and welcome all comments and views, both positive and negative.

This policy is designed to establish a clear mechanism for the resolution of complaints which can be verbal, written, taped or E-mailed. Our comments / complaints policy is outlined below.

### **Aims**

Our Complaints Procedure aims to:

- provide an efficient and thorough system through which issues are effectively addressed
- facilitate the school in providing the best possible service for its pupils and the local community
- provide a simple, speedy and accessible service that respects confidentiality
- be courteous and respectful
- address issues arising from complaints in a fair and honest manner within the timescales set out
- treat individuals and groups with openness, equality and inclusiveness
- keep people informed of progress and the final outcome of the issues raised
- be simple, easily accessible and easy to use.

These procedures do not replace or supplement other established procedures and/or appeals mechanisms in such areas as Child Protection, Special Education, Admissions, Suspensions and Expulsions etc.

In addition, where it becomes evident at an early stage that the nature of your complaint may give rise to future disciplinary action, these procedures will be set aside in favour of other established Disciplinary Procedures.

We are not able to deal with anonymous complaints and therefore these procedures do not provide for a resolution of anonymous complaints except for the referral of child protection concerns to the appropriate Child Protection Procedures and Guidelines.

## **What to Expect under these Procedures**

### **Your rights as a person making a complaint**

In dealing with your complaint we will ensure that you receive:

- fair treatment;
- courtesy;
- a timely response;
- accurate advice;
- respect for your privacy – concerns will be treated as confidentially as possible allowing for the possibility that we may have to consult with other appropriate Agencies about your complaint;
- reasons for our decisions.

Where there are grounds to your complaint we will acknowledge this and address the issues you have raised. Similarly, we will ensure that you are clearly advised where we believe that there are no grounds to your complaint.

### **Your Responsibilities as a person making a complaint**

In raising an issue we would expect that you:

- raise issues in a timely manner;
- treat our staff as professionals, in a non-threatening manner and with respect and courtesy;
- provide accurate and concise information in relation to the issue you raise;
- use these procedures fully and to engage in them at the appropriate levels.

In addition, we would expect that you have reasonable grounds for making a complaint and are not seeking to invoke these or other procedures as a means of dealing with issues that are more appropriately dealt with in other ways.

### **Making a Complaint**

Communication with the school regarding issues of concern are initially made by contacting the Head of Year or if appropriate the SENCO. Every attempt will be made to deal with your concern. This is an informal process and the procedure is laid detailed in the Pastoral Care Policy.

#### **Stage 1 - Informal - Speaking with the Principal**

If your complaint remains unresolved you should arrange a meeting with the Principal to discuss the issue with him/her. You should let the Principal know in advance the nature of your concerns so that he/she can prepare for the meeting.

In some circumstances the Principal will not be able to deal effectively with your concerns immediately and he/she will require some time over which to investigate and prepare a proper response. If further time is required you will be told of this.

#### **Stage 2 – Formal - Writing to the Principal**

Sometimes it will not be possible for you to have your complaint resolved at source through the informal routes proposed at Stage 1 or indeed it might be more appropriate to initiate the

procedures at this stage. Your written complaint should be as concise as possible and address specifically the issue or issues that are of immediate concern to you.

You will receive a written acknowledgement of your letter within 10 working days. This will confirm that your letter has been received, and either;

- Provide a response to the issues you raised;
- or,**
- Indicate that your concerns are being fully investigated and the timeframe - a maximum of 20 working days from the date on which your letter was received - against which you can expect a response to be issued.

### **Stage 3 - Formal – In writing to Governor Sub-Committee**

If you still believe that your complaint has not been dealt with in a satisfactory manner, or in a case where you decide to raise an issue at this level, you may write to the Chairperson of Board of Governors. The Chairperson will be responsible for bringing your complaint to a Governors' Sub-Committee, which will investigate and respond to your complaint. Your written complaint should be as concise as possible and address specifically the issue or issues that are of immediate concern to you.

However, where it is evident that the nature of your complaint may give rise to future disciplinary action, these procedures will be set aside in favour of other established Disciplinary Procedures which may subsequently involve Governors at another level.

You will receive a written acknowledgement of your letter within 10 working days. This will confirm that your letter has been received, and;

- Provide a response to the issues you raised;
- or,**
- Indicate that your concerns are being fully investigated and the timeframe – a maximum of 25 working days from the date on which your written complaint was received - against which you can expect a response to be issued;
- or,**

- Indicate a date, time and place for you to attend a meeting with this Sub-Committee at which your concerns will be discussed in full. If this meeting is required, it will take place within 20 working days from the date on which your written complaint was received and you should expect a written response within a further 10 working days of the meeting having been held.

### **Appeals Process – Full Board of Governors**

Finally, if you still believe that your complaint has not been addressed you may write to the Chairperson of Board of Governors requesting that you be allowed to meet with the full Board of Governors to appeal the outcomes. The Chairperson will be responsible for ensuring that you are invited to the next suitable scheduled meeting of Governors where your appeal will be heard. Your written request should be as concise as possible and set out specifically the grounds for your Appeal.

Again, where it is evident that the nature of your complaint may give rise to future disciplinary action, these procedures will be set aside in favour of other established Disciplinary Procedures which may subsequently involve Governors at another level.

You will receive a written acknowledgement of your letter within 10 working days. This will confirm that your letter has been received and provide you with the date and time of the meeting at which you will have an opportunity to discuss your concerns. Since this process is consultative in nature and not adversarial, a complainant will not have the right to be accompanied or represented by any other person, unless it is deemed appropriate by the Board of Governors. This meeting will normally take place within 30 working days of your Appeal request having been received.

Following this meeting, and within 10 working days of that meeting, you should expect a final written response. This will indicate the Governors' findings, their recommendations and the reasons supporting their decisions.



## **Record Keeping**

The School Principal shall maintain a record of all correspondence, conversations and meetings concerning your complaint. These records shall be held confidentially in the school and shall be kept apart from pupil records. All such records will be destroyed five years after the date of the last correspondence on the issue.

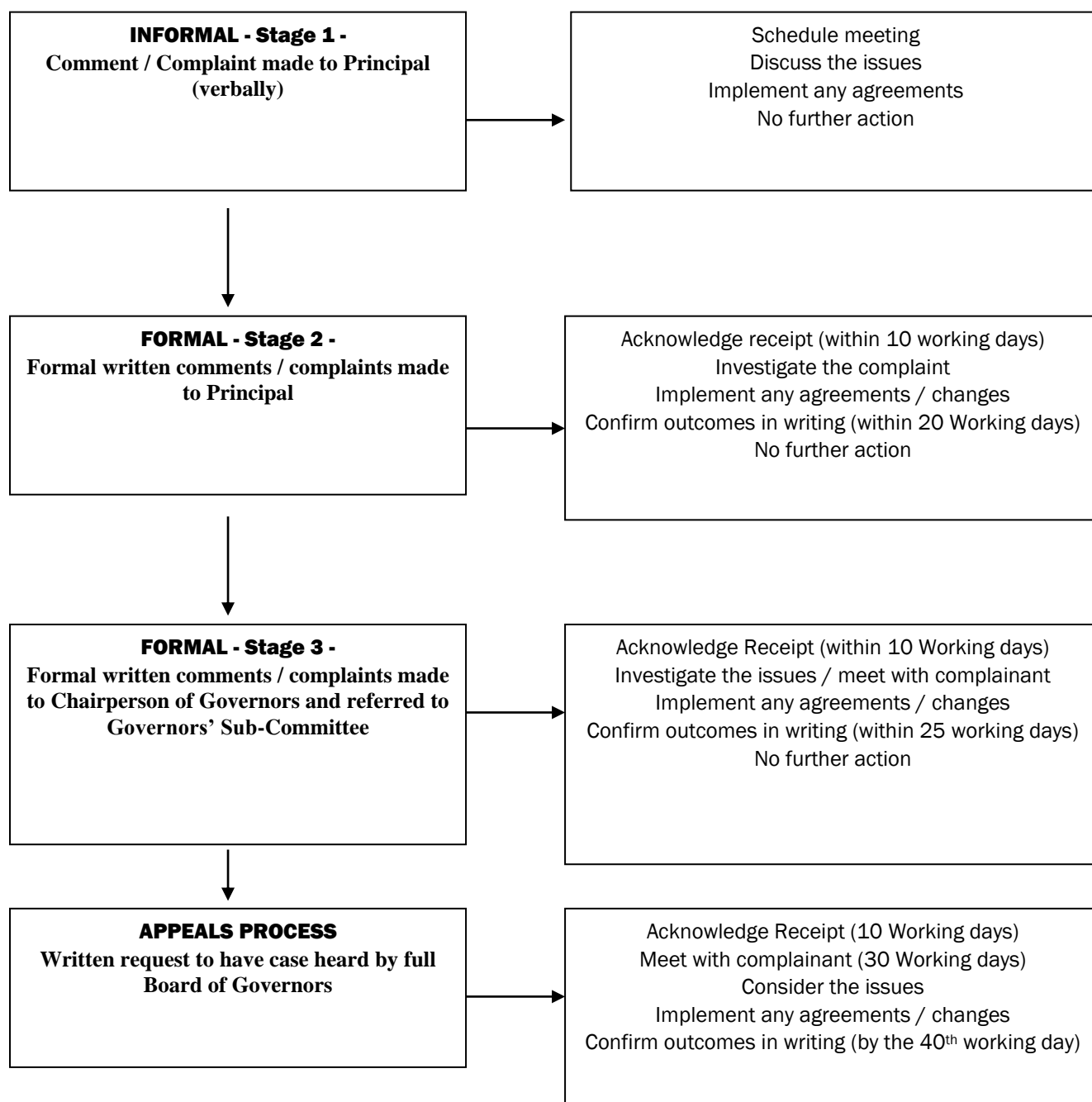
Our responses will be in plain English and we will attempt to address all the points and issues raised.

If you do not respond within a reasonable time to the outcome of an investigation into your comment / complaint we will assume that you are satisfied and do not require us to take further action.

This procedure does not provide a role for any other statutory or non-statutory body.

## HANDLING COMPLAINTS IN CATHOLIC MAINTAINED SCHOOLS

### FLOW CHART



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HM Government “The Vetting and Barring Scheme Guidance” October 2009 Independent Safeguarding Authority

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CCMS Circular 2011/14 Policy Statement on Tackling Violence and Abusive Behaviour against Teachers

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DENI Circular 99/10 “Guidance for schools on Child Protection and Procedures”

DENI Circular 03/13 “Guidance for schools on the Welfare and Protection of Pupils Education and Libraries (NI) Order 2003

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*Specific Articles of Legislation:*

Article 17      Duty to Safeguard and Promote the Welfare of Pupils.

Article 18      Child Protection Measures

Article 19 School Discipline: Measures to Prevent Bullying.

DENI Circular 2006/06: “Recruitment of people to work with children and young people in an educational setting”

DENI Circular 2006/07: “Guidance for schools on the employment of substitute teachers”

DENI Circular 2006/8: “Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels”

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DENI Circular 2013/25 “eSafety Guidance”

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J Duffy SEELB Psychology “Anger Management”

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L Monaghan “The Class Tutor”

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G Beals “Drinking” (photocopiable)

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DE Circular 1995/09 Suspension and Exclusion Regulations

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DE Circular 2011/25 Education of Suspended Pupils

BELB Guidance 2002 – Guidance on Risk Assessment and Management of Pupils with Severe Challenging Behaviour

Regional Policy Framework on the use of Reasonable Force/Safe Handling 2004

DE/ DHSSPS “Supporting Pupils with Medication Needs” February 2008

DE/DHSSPS “Guidance for Use of Emergency Salbutamol Inhalers in Schools. 9<sup>th</sup> February 2015

## DRUG ABUSE - CROSS-CURRICULAR APPROACH

TIME	SUBJECT/AREA OF CURRICULUM	CONTENT
Year 8	Personal Education	<p>INSYNC: (a) To investigate the effects of legal/illegal substances and the consequences/uses of misuse.            (b) Define what a drug is and clarify existing knowledge/attitudes.            (c) Explore what motives people to use drugs.  <u>Teaching Activity 1 So what do I think about drugs?</u>            This activity will give the pupils an opportunity to become more aware of preconceptions and ideas relating to drugs and drug use and start moving towards a more factual knowledge base.</p> <p><u>Teaching Activity 2 What Effects Do Drugs Have?</u>            This activity uses a Power Point to categorise drugs and explain their effects on the mind and body.            Insync file page 10.4 Activity 2.1 &amp; 2.2. (Key Stage 3).</p>
Year 8 - 14	Personal Education	(i) Instil a sense of personal worth (ii) Develop a personal lifestyle, appreciate life and respect the world in which she lives.
Year 8 - 14	Pastoral Care System	(i) Offers guidance and counselling (ii) Facilitates support that outside agencies can offer. Inhouse counsellor – available four days per week in Cuinne Cara. New Life Counselling – available one morning per week in Cuinne Cara.

Year 9	Personal Education	<p>“Awareness of Dangers of Smoking Programme” – BELB, West Belfast Area Project</p> <p>INSYNC: To investigate the effects of legal/illegal substances and the risks/consequences of their misuse.</p> <ul style="list-style-type: none"> <li>- Drugs and You; page 10.2 – 10.3 in the Year 9 Insync file to complete this activity.</li> <li>- What Do You Know about Smoking? page 10.4 – 10.5 in the Year 9 Insync file to complete this activity.</li> <li>-What Do You Know About Alcohol? page 10.6 – 10.9 in the Year 9 Insync file to complete this activity.</li> <li>- What Do You Know About Drugs?page 10.10 – 10.11 in the Year 9 Insync file to complete this activity.</li> </ul>
Year 9	Science	(i) Food and Digestion - Healthy Lifestyle Avoidance of alcohol, smoking and drugs.
Year 10	Personal Education	<p>Substance Abuse</p> <p>“Awareness of Dangers of Taking Drugs” – BELB, West Belfast Area Project</p> <p>Activity 1: The Craving For Drugs</p> <p>Insync Year 10 Theme 10 To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.</p> <ul style="list-style-type: none"> <li>- Review the four main categories of drugs</li> </ul> <p>Match drugs to each category and consider how dangerous each drug is.</p> <p>Practical demonstration of how drugs work on the brain.</p> <ul style="list-style-type: none"> <li>- Counting The Cost, Create ‘expert’ groups on the impact of alcohol, nicotine and cannabis on the individual, family and community.</li> <li>- What Could Happen To Me?Explore reasons why people drink alcohol.</li> </ul>
Year 10	Science	(i) Reproduction - Harmful effects of alcohol, smoking and drugs on unborn child.
Year 10	Religion - The New Christian Way Series 3	A Time to Live examines human life is sacred.
Year 10	P.E.	Dangers of performance enhancing drugs.
Years 8-10	Technology	Danger of certain substances/safety procedures.
Year 11	Science	<p>Processes of Life</p> <p>Effects of</p> <ul style="list-style-type: none"> <li>(a) Drugs on the nervous system</li> <li>(b) Smoking on the respiratory system</li> <li>(c) Alcohol on the liver</li> </ul>



Year 11/12	Learning for Life and Work - PHSE	(a) Explores reasons and consequences of risk taking behaviour e.g. drink/driving, passive smoking, crime. (b) Allows opportunities to develop a knowledge of legal/illegal substances and their effects (alcohol, tobacco, volatile substances, magic mushrooms, poppers OTC). Health Risks (physical, social & emotional). Legislation.
Year 11	HYPE Health Education Programme	The HYPE team has been invited to work alongside St. Genevieve's to develop and deliver a Relationship and Sexual Health Education Programme.  4 week programme (1 hour/week) Issues covered include: Introduction Relationships STIs Personal Development/Personal Safety Drugs/Alcohol/Delaying sex saying no Evaluation
Year 12, 13, 14	BTEC Health and Social Care	(ii) BTEC Health and Social Care - health risks (Unit 2)
Years 13 + 14	Personal Education	Issues - Deadly habits
KS 3 + KS 4	English	Media and Advertising
Years 13 + 14	Media Studies (GCSE / A Level)	Representations of young people and youth culture

**APP 1 V CROSS CURRICULAR IMPUT/OUTSIDE AGENCY SUPPORT TOWARDS SEX EDUCATION IN KEY STAGE 3/4**

### CROSS CURRICULAR IMPUT/OUTSIDE AGENCY SUPPORT TOWARDS SEX EDUCATION IN KEY STAGE 3/4

[illegible]

	<p>To understand the concept of physical and emotional boundaries;</p> <p>To identify and set appropriate boundaries for different relationships;</p>	<p>Activity 1: Is This Okay For Me? Consider what is acceptable behaviour in different relationships. Class discussion on 'good touch', 'bad touch' and personal boundaries. Dating- Reflect on reasons to have a boy/girl friend. Class discussion on risks associated with dating. How Should I Deal With It? Consider aggressive, passive and assertive behaviour. Teenage Pregnancy - Quiz to clarify misunderstandings around conception and contraception.</p>	Yr10
Science	<p>Reproduction</p> <ol style="list-style-type: none"> <li>1 Life cycles &amp; ageing</li> <li>2 Making new life</li> <li>3 Maturity</li> <li>4 Human reproductive system</li> <li>5 A Love Story</li> <li>6 Pregnancy</li> <li>7 Embryo growth &amp; birth</li> </ol>	<p>Consider - moral emotional - physical aspects of sex education.</p> <p>Group work</p> <p>Discussion</p>	<p>Yr 10</p> <p>3 wks</p> <p>9 hrs</p>
Love for Life Programme	<p><b>I Zone Programme</b></p> <p>The value and uniqueness of each individual</p> <p>Managing change</p> <p>Identifying influences on young people</p> <p>Target setting for pupils</p> <p>Strategies for dealing with pressure</p> <p>Positive relationships and conflict resolution</p> <p>How to say no with confidence</p> <p>Topics are covered sensitively to meet the needs of our pupils and reflect our Catholic ethos.</p>	<p>Presentation</p> <p>Discussion</p> <p>Group Work (developing working with others)</p> <p>Questioning (developing thinking skills, problem solving and decision making)</p> <p>Plenary</p> <p>(Supporting the NI curriculum)</p> <p>InSync themes addressed</p> <p>Theme 1: Health and the Whole Person</p> <p>Theme 2: Feelings and emotions</p> <p>Theme 3: Managing influences and making decisions</p> <p>Theme 4: Self Concept</p> <p>Theme 5: Managing change</p> <p>Theme 6: Morals, values and beliefs</p> <p>Theme 8: Safety and managing risk</p> <p>Theme 9: Relationships and Sexuality</p> <p>Theme 10: Drug Awareness</p>	<p>Yr 9</p> <p>3hrs</p>

**Contribution of other outside agencies**

School Nurse: Year 8 presentation on 'Growing Up' to form classes. Issues addressed include: Growing Up, Body Change, Menstruation, and Personal Hygiene.

**CROSS CURRICULAR INPUT/OUTSIDE AGENCY SUPPORT TOWARDS SEX EDUCATION IN KEY STAGE 4**

SUBJECT	CONTENT	APPROACH	TIME
GCSE Science	Human reproduction 1 General principles of reproduction.  2 Sexual reproduction in human beings.	Group work Discussion groups	Yr 12  2 hours  6 hours
P.E.	Puberty - body changes adolescence  Male & female anatomy applied to sports  Hormone changes	Handouts Discussions  Charts	Yrs 11 & 12 / 1 hr  2 hrs  1 hr
Learning for Life & Work - PSHE	Understanding good qualities in ourselves and others. Importance of informed choices. Peer Pressure Implications of teenage pregnancy. Rights & Responsibilities	Group work Discussions Role-play	Yr 11 4 hrs
Personal Education/ Tutor	Understanding concept of disease. Consider myths and misinformation re. AIDS. Factual information to examine attitudes and values.	Group work Discussion Role-play	Yr 12 3 hours
The HYPE Team (Health for All Through Peer Education)	Body and Puberty Relationships Sexually Transmitted Infections (STI's) Personal Safety – Drugs and Alcohol	A multi-disciplinary approach, which uses Peer Educators working along side health professionals to deliver Relationship and Sexual Health Education.	Yr 11 (4 week)

Belfast Health & Social Care Trust	Evaluation		
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### CROSS CURRICULAR INPUT TOWARDS SEX EDUCATION IN KEY STAGE 5

SUBJECT	CONTENT	APPROACH	TIME
The HYPE Team (Health for All Through Peer Education) Belfast Health & Social Care Trust	Sexual Awareness Relationships Sexually Transmitted Infections (STI's) Personal Safety – Drugs and Alcohol Role of Alcohol & Drugs in unwanted pregnancies Sexual assault Evaluation	A multi-disciplinary approach, which uses Peer Educators working along side health professionals to deliver Relationship and Sexual Health Education.	Yr 13 & 14 (2 hr.)
Love for Life Programme	<b>Dating &amp; Mating Programme</b> Building upon the prior learning from the previous Love for Life programme. Encourages pupils to be aware of pressures that they face and to make informed and healthy choices for themselves. Influences of: Media Healthy and unhealthy qualities of relationships Pregnancy STI's Risk taking Behaviour	Presentation Discussion Group Work Questioning	Yr 13 3hrs

#### LOG OF REVIEWS OF POLICY:

September 2012

September 2013

January 2014

May 2015

26/5/16

December 2016