



SUMMARY OF POLICIES DEALING WITH CHILD PROTECTION

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Revised January 2021



PASTORAL CARE

MISSION STATEMENT

In St. Mary's Primary School we aim to create a caring community in which all pupils are encouraged to fulfil their spiritual, intellectual, physical, social, aesthetic and emotional potential.

Central to this aim is the recognition of the worth and value of every child, the fostering of Catholic values and the promotion of mutual understanding and respect for others.

We aim to establish a community wherein all pupils, staff and parents enjoy a sense of belonging and each has an important role to play in the success of that community.

The pastoral policy of St. Mary's includes all pupils, parents and staff involved in the life of the school.

GENERAL AIM OF OUR PASTORAL CARE POLICY

We aim to promote a caring school which values all who are part of it, creating an atmosphere of mutual respect in which the children feel secure and happy and all staff work together as a team, supportive of one another and sensitive to each other's needs.

Confidentiality

The spirit of confidentiality is of primary importance to those who work professionally with young people. However the children's order (N.I. 1995) makes it clear that the welfare of the young person is paramount and therefore staff in St Mary's primary School cannot guarantee confidentiality. Certain information requires legally and procedurally the involvement of outside agencies.

PROMOTING POSITIVE BEHAVIOUR
rights and responsibilities

RIGHTS	RESPONSIBILITIES
<p><u>Pupils have the rights to:</u> Be educated in a safe and stimulating environment. Be treated fairly, consistently and with respect. Work and play within clearly defined and fairly administrated codes of conduct. Be consulted about matters that affect them, and have their views listened to and, as far as possible, acted upon. Confidentiality.</p>	<p><u>To enjoy these pupils must:</u> Respect the rights of others and therefore not engage in bullying. Ensure they do not keep other pupils from being taught or from learning. Co-operate with teachers, assistants and with their peer, showing respect at all times. Abide by the school rules on discipline and acceptable behaviour. Accept ownership for their behaviour and learning.</p>
<p><u>Parents have the right to:</u> Have their children educated to the best possible standard. Have reasonable access to the school, and have their enquires and concerns dealt with sympathetically and efficiently. Be informed of their child's progress. Be informed about school rules and procedures. A broad, balanced and appropriate curriculum for their children. Be informed promptly if their child is ill or has an accident, or if the school has concerns about the child. Have their children protected while in the school environment. Be treated with courtesy and respect.</p>	<p><u>To enjoy these rights parents must:</u> Ensure their child attends school regularly, is equipped with the right books and equipment and support the school to the best of their ability. Be aware of school rules and procedures and adhere to them at all times. Attend planned meetings with teachers. Provide the school with all necessary background information about the child, including telling the school about any concerns they have about their child's medical needs or home circumstances. Ensure children are well enough to attend school. Be committed to the education of their children. Show respect to all within the school environment.</p>
<p><u>Staff have the right to:</u> Enjoy a stress-free and productive working environment. Work in an environment where common courtesies and social conventions are respected.</p>	<p><u>To enjoy these rights staff must:</u> Seek to create a positive stress-free learning environment for their pupils in which pupils get rewarded for positive behaviour and achievement. Behave in a professional manner at all times.</p>

<p>Express their views and contribute to policies which they are required to reflect in their work.</p> <p>Support and advice from senior colleagues and external bodies.</p> <p>Adequate and appropriate resources and accommodation.</p> <p>Be treated with respect by all with whom they come in contact e.g. pupils, parents and visitors.</p>	<p>Show interest and enthusiasm for the work in hand and in their pupils learning.</p> <p>Seek advice and/or help from colleagues.</p> <p>Identify and seek to meet the needs of their pupils and parents.</p> <p>Expect high standards and acknowledge effort and achievement in all areas of work.</p> <p>Treat pupils, parents and colleagues with respect.</p>
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REWARDS

In St. Mary's we apply a system of rewards, which are intended to be fair and effective for all our pupils. These rewards are intended to contribute to the ethos of the school and involve all teaching and non-teaching staff. They are aimed at promoting and reinforcing good behaviour and promoting self-esteem. They encourage each pupil to take responsibility for his/her actions and to have their efforts recognised and rewarded.

SANCTIONS

Sanctions are intended to encourage appropriate and acceptable behaviour in our pupils and as such we see the need for them to be both immediate and discreet. They will be applied consistently and fairly to all pupils, ensuring the self-esteem of the pupil is kept intact. Sanctions will, as necessary, take into account the age and degree of maturity of the pupil, any special needs he/she may have and any relevant information concerning the pupil.

The following sanctions will be used in St. Mary's:

1. A disapproving look.
2. Rule reminder.
3. Warning 1, 2, 3 & use of traffic lights as a visual reminder
4. Rearranging seating, move places. (For a short period) e.g. Concentration Station

By this stage there will have been continuous discussions with the child regarding his/her behaviour.

5. Removal of privileges at class level.
6. Concerns conveyed to principal.

7. Discussion with child regarding behaviour - cause of the problem etc, targets set to encourage positive behaviour.
8. Concerns conveyed to parents.
9. Personal Behaviour Plan or Home School Note Book drawn up and shared with all parties.
10. Review personal behaviour Plan (if applicable.)
11. If at this stage there is no significant improvement the pupil may be put on "**Rolling Report**" where they complete work assigned by the class teacher in another classroom on occasions when the pupil's behaviour is in danger of disrupting the learning of their peers (the pupil may return to class after a period of reflection and upon them giving an assurance that they will not repeat the behaviour. During time in another class pupils are expected to get on quietly with their work and not to engage with other pupils as this might be detrimental to their learning. Teachers should therefore ensure that work set is at an independent level and that pupils understand how to complete set tasks satisfactorily.
12. Referral to education Psychologist and advice sought from Behaviour Team. (Outside Agency involved)
13. BOG informed
14. Invoke suspension
15. Review support accessed from O/S agency
16. Invoke further suspension for repeat offence / behaviour
(Ensure that parents/ guardians and child are aware that the next stage of St Mary's Discipline Policy is Expulsion)
17. Expulsion

Withdrawal from sporting activities school teams/competitions should not normally be used as a sanction, unless the behaviour is directly related to this area i.e. occurs during PE or a school competition.

Where behaviour is persistently poor and there has been no effort of the part of the pupil to modify their behaviour the pupil may be excluded from school teams until there has been a modification.

Representing St Mary's is an honour and privilege which needs to be earned.

During Break and Lunchtime:

(It is important to note that supervisors will act in accordance with our policy and should enjoy the same respect as other members of staff)

1. **Time out for unacceptable behaviour.**
2. **If unacceptable behaviour is serious or persistent the pupil will have loss of playtime and asked to sit quietly on their own on a bench to reflect on their behaviour.**
3. **Principal will be informed and parents may be contacted if there is no improvement by the child concerned.**

Play at break and lunch time must be inclusive and non- aggressive. Whilst it may be difficult to eliminate competitiveness entirely, football, netball etc... should be for **enjoyment and fun**. St Mary's plays competitive games against other schools regularly and this provides an opportunity for our pupils to compete against others pupils.

Teasing and taunting other pupils regarding results of games / apparent lack of ability or skill is not permitted.

Our Supervisors are acting *in loco parentis* at break and lunch and pupils are reminded that they are to comply with their directions.

Whilst no behaviour plan can cover all aspects of a child's behaviour, in St Mary's we remind all our pupils that we are a Catholic school and we treat each other with care and respect.

Treat others the way in which you would like them to treat you.

***COVID -19 Addendum to Behavioural Policy**

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their class bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- ✚ Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.

- ✚ Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.

- ✚ If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- ✚ Anxiety; lack of confidence
- ✚ Challenging behaviour; fight or flight response
- ✚ Anger; shouting, crying
- ✚ Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will where deemed appropriate / beneficial undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response.

If necessary school will seek external support from other agencies such as Educational Psychologists.

***ADDENDUM ENDS**

Safeguarding

What is safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding children and child protection guidance and legislation applies to all children up to the age of 18

In Saint Mary's we will do this through:

- establishing, implementing and following good safeguarding policies and procedures including safe recruitment of all staff and volunteers
- ensuring all staff and volunteers are aware of and follow our safeguarding policies and procedures
- ensuring that all staff and volunteers receive child protection training at least annually.
- Establishing a safeguarding team in school comprising of the DT, DDT, Chair of Governors and Child Protection Governor.
- Convening at least termly meeting of the Safeguarding team who will report directly to the Governors on a termly basis
- Ensuring that DT & DDT receive regular training.

CHILD PROTECTION

In St. Mary's Primary School, the care, welfare and safety of the children in our care is paramount. We recognise that we have a pastoral responsibility towards our pupils who have a fundamental right to be protected from harm i.e. all forms of physical or mental violence, injury or abuse, neglect or negligent or exploitation including sexual abuse by those looking after them.

We will take all reasonable steps to ensure that their welfare is safeguarded and their safety preserved.

In St. Mary's Primary School the designated teacher who has specific responsibility for child protection is class teacher, **Miss McAuley**. The Principal, **Mr Dorrian**, is the second designated teacher who will assume responsibility in the absence of Miss McAuley.

In St. Mary's Primary School:

- We will alert all staff to the signs of possible abuse
- When child abuse is suspected, it is the responsibility of the member of staff who is aware of the circumstances, to notify the designated teacher
- The designated teacher will ensure that the appropriate reporting and recording procedures are set in motion as quickly as possible
- Any clarification should be done carefully and sensitively - it is not the responsibility of the staff to undertake any investigation or to make extensive enquires of family or carers
- Ancillary staff should report any suspicions or concerns to the designated teacher
- Parents will be notified about procedures on a yearly basis
- Children will be advised what to do in school if they have any concerns about such matters
- At all times we will strive to place the welfare of the child foremost, whilst respecting the rights of parents, families, carers and members of staff.
- All visitors will report to the secretary or principal and sign the visitors' book.
- Visitors will be given the opportunity to read our visitors code of conduct.
- Visitors badges must be worn at all times whilst on the school premises.

Involving Children and Young People

Children and young people, in keeping with their age and abilities, should be supported to understand the extent and nature of their involvement in plans and decisions that affect them. Practitioners must take full account of the rights of the child or young person and

meaningfully engage them in decisions which contribute to meeting their needs, including their safeguarding needs.

Worry Box.

Pupils will be encouraged to talk about their feelings and discuss concerns with an adult in the first instance. However we recognise that this can at times be difficult and we encourage pupils to write / draw concerns and post in our school worry box. This will be reviewed weekly by the DT / DDT who will hold the keys in a safe place.

Identifying Abuse

All school staff, teaching and non - teaching are aware of their legal responsibility to discuss with the designated teacher or deputy designated teacher any concern which they have regarding a child of a safeguarding nature.

If any member of staff suspects or is concerned about abuse, they should complete a **NOTE OF CONCERN**. This should be handed to the DT or the DDT in her absence. Depending on the serious nature of the concern, the DT or DDT will in the first instance refer to the Child Protection Support Service (CPSS) at EA South Eastern Region to seek advice. (028 90 566434)

Records of concern will be discussed confidentially at each 6 weekly meeting of the Safeguarding Committee.

The safeguarding committee of St Mary's comprises of The Chairperson of the Governors, the Designated Child Protection Governor, Designated Teacher, Deputy Designated Teacher. The school SENCO may be co-opted at any time to partake in the safeguarding meeting whenever pupils on the SEN Register are in focus.

The ICT coordinator will be invited to regularly meetings to discuss and advise on E safety matters.

Children in Need

Article 17 of the Children Order defines a 'child in need'. Article 18 of the Children Order describes the general duty of the authority to provide services for children in need, their families and others.

Where a child has been assessed as being a 'child in need', there is a requirement to provide a range and level of personal social services appropriate to the child's needs. The child's needs and the fact that support and services are required to meet those needs should be fully discussed with those with parental responsibility for the child and their consent

obtained to enable professionals to share information and provide the appropriate support and services.

The DT / DDT in St Mary's will on advice refer children in need to Social services using the agreed Understanding the Needs of Children in Northern Ireland (UNOCINI) framework which is currently used to assess the child's needs and the most appropriate forms of intervention to meet identified needs of the child or young person.

The Concepts of Harm and Significant Harm

The Children Order defines 'harm' as ill-treatment or the impairment of health or development. The Order states that 'ill-treatment' includes sexual abuse, forms of ill-treatment which are physical and forms of ill-treatment which are not physical; 'health' means physical and / or mental health; and 'development' means physical, intellectual, emotional, social or behavioural development.

There is no absolute definition of '**significant harm**', as this will be assessed on a case by case basis. Article 50(3) of the Children Order states that "where the question of whether harm suffered by a child is significant impacts on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child".

A Child

The Children Order defines a 'child' as a person under the age of 18.

Child in Need of Protection

A child in need of protection is a child who is at risk of, or likely to suffer, significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm.

Child Abuse

Types of Abuse

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation (including Sexual Exploitation)

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

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

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

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

We teach pupils how to make positive choices and informed decisions in their relationships, so that they can protect themselves from sexual exploitation. Staff can also encourage young people to disclose any worries that they have about the safety of other pupils.

Promoting positive relationships is good practice that we already embed into the curriculum, and child sexual exploitation may be discussed in both PHSE and with RSE. This can also be linked to other topics such as e-safety, bullying and teenage relationship abuse.

Key messages about healthy relationships can be taught to all ages using age appropriate language. For younger children teachers can discuss topics such as friendships, appropriate touch, keeping safe and letting them know who to talk to if they need help.

Domestic Violence

Where we have concern about domestic violence it will be reported to the relevant agency.

Purpose of Procedures

In our school we are aware of the sensitive and difficult nature of the whole area of child abuse. Our procedures for dealing with suspected child abuse is therefore designed to -

1. Offer the greatest possible amount of protection to vulnerable children
2. Encourage staff to exercise their professional responsibilities towards children within an effective and legally secure framework.

However, all school staff must be recognise that, in order to protect children from abuse, neglect and exploitation, a proper balance must be struck between protecting children and respecting the rights and needs of parents and families.

Procedures for reporting suspecting child abuse

The Designated Teacher/Deputy Designated Teacher

The ultimate responsibility lies with the Board of Governors and the Principal. The Designated Teacher for child protection is **Miss McAuley**. In her absence, the Deputy Designated Teacher, **Mr Dorrian** will assume responsibility for child protection matters.

The Designated Teacher has responsibility for:

- Ensuring that all teaching and ancillary staff whether full time, part time or temporary are aware of the Board's procedures.
- Co-ordinating action by staff in cases of suspected child abuse and reporting to appropriate Social Services Officer and the Board's Designated Officer.
- Ensuring that staff and the school's Education Welfare Officer are kept aware of children 'looked after' or on the Child protection register.

The Curriculum

In our school we are aware of the sensitive and difficult nature of child abuse. Within elements of curriculum, however, we endeavour to support pupils in considering their physical and emotional well-being and to manage their general interests and personal relationships. We are implementing the Personal Development, Citizenship, and the RSE Programme (The Wonder of My Being) in a progression throughout the school as appropriate to age and ability

Procedures to be followed where a complaint is made about possible abuse against a member of staff.

If a complaint about possible abuse is made against a member of staff, it should be referred directly to the Principal / Designated Teacher by the person to whom it was made.

The Principal / Designated Teacher may need to seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information.

If a complaint has definitely been made, the Principal will:

- Inform the designated teacher who will initiate the record of complaint
- Keep the chairperson of the Board of Governors informed and decide on one of the following: -
 - a) The allegation is apparently without substance and no further action is necessary
 - b) An immediate referral to Social Services of the Police is warranted
 - c) The allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.
- Consult CCMS to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action

Complaint against the Principal

Where a member of staff receives a complaint concerning the Principal, the above procedures will be followed save that the role set out for the Principal will be exercised by the Chairperson of the Board of Governors. The Employing Authority will be consulted immediately in such a case.

Every allegation of misconduct will be treated seriously and the above procedures followed.

Voluntary action within the school

All parents coming in to the school on a regular basis to help out in a voluntary capacity will be required to complete an application form, consenting to a criminal records check to be carried out.

(Access NI)

CCMS will be forwarded completed forms and will request criminal records checks on our behalf.

Information on how to make a complaint about possible child abuse.

If you wish to make known to staff any concerns you may have concerning the safety of your (or another) child you should do the following:



Talk to the class teacher



If you are still concerned, talk to the Designated teacher for child protection, Miss McAuley or to the Principal Mr Dorrian, who is The Deputy Designated Teacher



If you are still concerned you can talk or write to the chairman of the Board of Governors, **Mr Brendan McCarthy . (028 42738574)**



At any time I can talk to **PSNI Central referral Unit Tel: 02890259299 or 101 x30299**

Social services (Gateway Team)

0300 1000 300



**Out of Hours Emergency Service (after 5pm each evening at weekends, and public/bank holidays)
028 95049999**

Intimate Care Policy

Toileting incident

Children may have "**toileting accident**" while at school. Should a child need to change the following procedures will be carried out.

1. One staff member informs the other about the incident.
2. Cover for their temporary absence must be arranged
3. The parent will be informed and either the parent or teacher and classroom assistant will only assist in changing the child if necessary. Record all incidents.
4. The child will change in the toilet cubicle - door left ajar so the child can access assistance if necessary.

Care should be taken by staff involved in changing a child to avert their gaze whilst a child may be changing independently.

Should the incident be more than wetting parents / carers should be contacted immediately.

The parents / careers should be contacted in order of priority as is held centrally on the SIMS. net system until contact has been established. Leaving a message / voice mail is not acceptable.

The child will only be changed if the parents cannot be contacted or there is going to be an unacceptable delay in parents/ carer coming to the school (as discussed with the parents/carers)

If they are not contactable the child will be changed as above and parents informed.

Menstruation

Menstruation will be dealt with sensitively and sanitary products are freely available in the P7 girls toilets. A sanitary bin is also provided.

Parents should inform a member of staff if their daughter has begun menstruation and a female member of staff will provide reassurance and a point of contact for the child and or parent, should support ever be required.

Induction of New Staff

On appointment, all staff will be made aware of our Child protection procedures.

In-Service Training and Support

Our designated teacher, Miss McAuley, will attend appropriate in-service training on child abuse on an annual basis. This policy will be kept under review and updated in accordance with the changing needs of the schools. Our Deputy Designated Teacher is Mr Dorrian. Child protection training for staff at least every 2 years will be provided. However if any new initiatives/changes will be delivered to staff as required.

Liability for Staff

Any teacher or other member of staff who complies with Board procedures in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances, where he/she has acted in good faith, will receive the full support of the Board and will not be legally or financially liable.

Vetting of all staff paid/unpaid

On appointment, all staff will be vetted using ACCESS NI and following SEELB regulations. Volunteers will also be vetted in line with ACCESS NI.

Substitute Teacher

Our school will employ only substitute teacher registered on the Northern Ireland Substitute Teacher Register (www.nistr.org.uk) DE 2006/7

Board of Governors

At present, Mr Brendan McCarthy and Ms Maura Gilmore of our Board of Governors have been trained in Child Protection and along with the DT and DDT form the child protection team, which will meet at least termly, but more often if necessary.

Strand 1 training will be delivered annually to all governors.

Bullying Policy

In St. Mary's Primary School we believe all members of the School community have a right to work in a secure and caring environment. Each member of the community has the responsibility to contribute to the protection and maintenance of such an environment.

This community is completely opposed to any form of bullying and will not tolerate it.

Definition

Bullying also constitutes a form of abuse by another child or young person, although it would not normally trigger the child protection procedures. Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him- or herself. It can take many forms, but the main types are

- Physical (e.g. hitting, kicking, theft);

- Verbal (e.g. threats or name-calling, including sectarian, homophobic or racist name-calling);

- Indirect (e.g. spreading rumours, excluding someone from social groups).

Aims of this policy

- To promote self discipline and proper regard for authority among pupils
- To encourage good behaviour and respect for others and to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils
- To ensure pupils' standard of behaviour is acceptable
- To regulate pupils' conduct

Responsibilities of our teacher and staff

The staff will:

- Demonstrate, by example, the high standards of personal and social behaviour that we expect from our pupils.
- Foster self esteem, self respect and respect for others in our pupils.
- Be alert to the signs of bullying.
- Deal with observed instances of bullying promptly and effectively.
- Discuss bullying and its effect with our pupils.

- Obtain witness accounts if possible.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Follow up any complaint by a parent about bullying, reporting back promptly and fully on the action being taken.
- Report suspected cases of bullying to the designated teacher for child protection.
- Inform other staff, i.e. assistants, about any reported incidences.
- Seek an apology from the bully.

Responsibilities of our pupils

We expect the pupils to:

- Not suffer in silence if they should become the victim of bullying.
- Refrain from becoming involved in any form of bullying.
- Report to a member of staff any witnessed or suspected instances of bullying.
- Intervene to protect the pupil who is being bullied by reporting the incident to an adult.

Responsibility of our parents

We ask our parents to support us by:

- Advising their children to report any incidents of bullying to their teacher, an assistant, the Principal or the designated teacher.
- Watch for any signs of their child being bullied.
- Reassure the child that something can and will be done to stop the bullying.
- Inform the school of any suspected bullying.
- Advise their child not to retaliate to any form of bullying.
- Co-operate with the school in matters of bullying whether their child is the victim or the perpetrator.

In St. Mary's Primary School we believe it is the responsibility of all involved in the school community to work together to combat and eradicate bullying in our school.

Strategies for dealing with incidents of bullying.

- Pupils accused of bullying will be interviewed by the class teacher, designated teacher or Principal
- The victim and any witness will also be interviewed separately
- Bully and victim will be interviewed together unless the victim is unwilling to allow this to happen
- Both parties will be made aware of the effects of bullying and will be reminded of the school policy on bullying
- Circle time may be used to address the situation
- In the event of the bullying been proven, the bully will be given a verbal warning and the incident recorded
- Further bullying will result in the parents being informed of reported incidents
- An interview with parents will be arranged. The bully will also be present
- Parents of both the bully and the victim will be informed of any sanctions taken
- If the complaint is not dealt with satisfactory, parents will be referred to the procedures for general complaints

DRUGS

In St. Mary's we believe that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we strive to promote their personal and social well - being. Drug misuse undermines this and hinders the development of our pupils. This policy forms an integral part of our existing health education and pastoral and complements these policies.

RATIONALE

We recognise that young people in today's society are exposed to the risks associated with the drug culture which exists.

St. Mary's wishes to promote the development of the "whole child" which encompasses physical, mental, emotional, social and environmental health, by equipping our pupils with the knowledge, skills, attitude and values to handle their lives effectively in the present and prepare for adulthood.

Drug education therefore forms an integral part of our curriculum.

AIMS

- To promote positive attitudes towards personal health
- To develop self-discipline and self-respect
- To build pupils' self-esteem
- To inform pupils of the effects of drug abuse, and the risks involved
- To develop knowledge and understanding of themselves and others as individuals

DRUGS EDUCATION IN CONTEXT

" The purpose of a Drug Education Programme, is to provide opportunities for young people to acquire knowledge, understanding and skills which enable them to consider the effects of drugs and other substances on themselves and on others. It enables them to make informed and responsible decisions about the use of such substances within the context of a healthy lifestyle" (DENI Misuse of Drugs - 1996)

The programme of education is integrated within the Health education programme of study. A life skills approach to drugs prevention is essential within the programme, pupils are taught about raising self-esteem, self confidence and assertiveness to prepare them for making informed decisions about drug use, the main focus being on knowledge, social skills, attitude and values. In addition to the drugs education provided within the curriculum, the school offers support for pupils to explore their own attitudes and values. This is generally done through the pastoral system within the school and the pupils are informed that confidentiality cannot always be guaranteed.

THE RANGE OF SUBSTANCES

' A drug is any substance which, when taken, has the effect of altering the way a person behaves, feels or thinks. As well as everyday substances such as tea and coffee, drugs include:

- Alcohol and tobacco
- " Over the counter medicines"(e.g. paracetamol)
- Prescribed drugs (antibiotics and tranquillisers)
- Volatile substances (glues and aerosols)
- Illegal drugs (cannabis and ecstasy)

PROCEDURES FOR HANDLING AND REPORTING INCIDENTS

A suspected drug related incident is described as:

- Suspect drugs found on the school premises
- A pupil suspected of being in possession of drugs
- A pupil found to be in possession of drugs
- A pupil suspected of being under the influence of drugs

When an incident occurs the staff will:

- Make the situation safe
- Send for support
- Administer first aid if necessary
- If an illegal drug is found it should be secured in a safe place until dealt with by the police.
- Report the incident to the designated teacher

Staff are not permitted to search pupils' clothing or possessions. However, it is acceptable to ask the pupils to empty their pockets and schoolbags. Staff may search school property such as lockers or desks.

When an incident is suspected the following steps will be taken:

1. Incident reported to the designated teacher.
2. Incident then reported to the Principal
3. Police contacted
4. Parents contacted and made aware of incident
5. Incident recorded by member of staff and the designated teacher
6. Record of Action filled out
7. One copy sent to SEELB Drugs Officer and one retained for school's confidential file
8. BOG informed

CONFIDENTIALITY

When a pupil discloses to a teacher that he or she is taking drugs the teacher should make it clear that he/she can offer no guarantee of confidentiality. However the teacher may advise the pupil of other sources of confidential information or advice.

The spirit of confidentiality is of primary importance to those who work professionally with young people. However the legal requirements of drugs legislation will mean that in certain circumstances there will be a change in the convention of confidentiality. The children's order (N.I. 1995) makes it clear that the welfare of the young person is paramount and therefore confidentiality must be included.

DRUGS EDUCATION IS A WHOLE STAFF ISSUE

In St. Mary's the staff are regularly updated on changes in the curriculum and changes to policy, which have an effect on their delivery of the curriculum. Where possible staff will receive in service training on drugs issues. It is the responsibility of the classroom teacher to include drug education in other subject areas if it forms part of the N.I. Curriculum and to spend an adequate amount of time delivering drugs education.

LINKS WITH PARENTS, THE COMMUNITY AND THE POLICE

We make use of PSNI and other voluntary agencies when appropriate as well as our formal Religion programme which deals with the moral aspect of substance abuse.

Parents play a vital role in the prevention of drugs misuse. They have been involved in the planning of the school drugs policy and they should be fully involved in the education of their child. This is especially so with the drugs education so with the drugs homework tasks and discuss drug issues with their child whenever possible. Parents are also made aware of the school's procedures for dealing with drug related incidents through this policy.

The school endeavours to work closely with the local community to help reduce the number of drug related incidents.

PROCEDURES FOR HANDLING ALCOHOL MISUSE

Pupils are not permitted to bring alcohol onto the premises. Anyone breaking this rule will be referred to the principal directly.

PROCEDURES FOR HANDLING TABACCO MISUSE

The school is a restricted environment with no one being permitted to smoke on the school premises or grounds.

Adults breaking the rule will be advised by the other members of staff.

Pupils breaking this rule will be referred to the principal directly.

Signs prohibiting smoking are displayed at the school gates.

THE MANAGEMENT OF PRESCRIBED MEDICINES

If a pupil needs a prescribed medicine in school, the following guidelines will be adhered to:
Parents are obligated to REQUEST IN WRITING. This request which must be given directly to the teacher.

This only applies to occasional medicines such as prescribed antibiotics.

A parent / guardian must deliver the medicine to the school and make contact with a teacher.

NORMALLY A CHILD SHOULD TAKE NO MEDICATION ONTO THE PREMISES.

The medicine should be clearly labelled i.e. child's name, dosage, time required.

Medicine must be handed to the child's teacher. **Children are not permitted to keep medicine in their classroom or schoolbag.**

The medicine will be stored securely in the classroom.

Medicines will only be administered by the Principal, or class teacher'

THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols in to school. This includes tippex fluid, tippex thinners, glue, marker pens and spray deodorants. Pupils are permitted to bring felt pens to school.

All members of staff are responsible for the safe storage and usage of solvents in their class. Where possible they should be stored in a cupboard when not in use.

The caretakers and cleaners should also ensure that solvents they use are kept in a secure place.

Internet Acceptable Use Policy

Introduction

The Internet Acceptable Use Policy is part of the ICT Policy and relates to other policies including those for behaviour, for personal, social and health education (PSHE).

The policy has been written by the ICT co-ordinator. It has been agreed by the staff.

How will Internet access be authorised?

At Key Stage 1, access to the internet will be by adult demonstration with occasional directly supervised access to specific, approved on-line materials.

At Key Stage 2, access to the Internet will be supervised at all times. Parents will be informed that pupils will be provided with supervised Internet access.

Parents will be asked to sign and return a consent form. Please see the sample form later in this document.

How will the risks be assessed?

In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of the Internet content, it is not possible to guarantee that unsuitable material will never appear on the school computer. The school cannot accept liability for the material accessed, or any consequences of Internet access.

Methods to identify, assess and minimise risks will be reviewed regularly. The principal will ensure that the Internet Acceptable Use Policy is implemented and compliance with the policy monitored.

How will filtering be managed?

The school will work in partnership with C2K to ensure systems to protect pupils are reviewed and improved.

If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator. Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

How will the policy be introduced to pupils?

Rules for Internet access will be posted near all computer systems. Pupils will be informed that Internet use will be monitored. Instruction in responsible and safe use should precede Internet access.

How will staff be consulted?

All staff must accept the terms of the 'Responsible Internet Use' statement before using any Internet resource in school. All staff including teachers, supply staff. Classroom

assistants and support staff will be provided with the School Internet Policy, and its importance explained. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. The monitoring of Internet use is a sensitive matter. Staff who operates monitoring procedures should be supervised by senior management.

Staff development in the safe and responsible Internet use and on school Internet policy will be provided as required.

Rules for responsible use of the Internet will be posted in the staffroom.

How will complaints regarding Internet use be handled?

Responsibility for handling incidents will be delegated to a senior member of staff.

Any complaint about staff misuse must be referred to the principal.

Pupils and parents will be informed of the complaints procedure.

Sanctions available include:

- interview by Principal;
- informing parents or carers;
- Removal of Internet or computer access for a period, which could prevent access to school work held on the system and deny access to the curriculum.

How will parents' support be enlisted?

Parents' attention will be drawn to the School Internet Policy in newsletters, the school brochure and on the school Web site.

Internet issues will be handled sensitively to inform parents without undue alarm.

A partnership approach with parents will be encouraged. This could include demonstrations, practical sessions and suggestions for safe Internet use at home.

Parents/carers of children will be required to sign an acceptable use policy on behalf of the child.

Responsible Internet Use

Rules for Staff and Pupils

The school computer system provides Internet access to pupils and staff. This Responsible Internet Use statement will help protect pupils, staff and the school by clearly stating what is acceptable and what is not.

Access must only be made via the user's authorised account and password, which must not be given to any other person.

School computer and Internet use must be appropriate to the pupil's education or to staff professional activity. Copyright and intellectual property rights must be respected. Users are responsible for e-mail they send and for contacts made. E-mail should be written carefully and politely. As messages may be forwarded, e-mail is best regarded as public property. Anonymous messages and chain letters must not be sent.

The use of public chat rooms is not allowed. The school ICT system may not be used for private purposes, unless the principal has given permission for that use.

Use for personal financial gain, gambling, political purposes or advertising is forbidden.

The security of ICT systems must not be compromised. Whether owned by the school or by other organisations or individuals. Data storage devices may be used only in accordance with the Internet Acceptable Use Policy. Irresponsible use may result in the loss of Internet access.

Responsible Internet Use for KS2 pupils

We use the school computers and Internet connection for learning.

These rules will help us to be fair to others and keep everyone safe.

- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- On a network, I will use only my own login, or class login and password, which I will keep secret.
- I will not look at or delete other people's files.
- I will not bring floppy discs or other data storage devices into school without permission.
- I will only e-mail people I know, or my teacher has approved
- The messages I send will be polite and sensible.
- When sending e-mail, I will not give my home address or phone number, or arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- I see anything I am unhappy with or receive messages I do not like, I will tell a teacher immediately.
- I know that the school may check my computer files and may monitor the Internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

COVID 19 Addendum REMOTE LEARNING

As a result of COVID 19 we have had to adapt to provide remote learning activities. As a result, our pupils will be accessing the internet a lot more than might previously been the case. A full copy of the remote learning policy is available on our website.

Online safety is paramount if there is anything you are concerned about please contact the school immediately.

Pupils should:

- ✓ Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- ✓ Only access the material shared by their teacher and will ask for parental permission to use any other technology.

Parents should:

- ✓ Monitor pupils online engagement and interaction.

- ✓ Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Seesaw/Google Classroom.
- ✓ Know they can continue to contact their class teacher as normal through the Seesaw/Google Classroom App or by contacting the school office, if they require support of any kind.

Teachers should:

- ✓ Only use seesaw / Google Classroom to engage with pupils.
- ✓ Be mindful of not meeting pupils alone on any online platforms, If there is a specific issue to discuss with a child a parent / guardian should be present also.

Useful links

Please click on either link

[Internet matters](#)

[Think You Know](#)