

# HOLY FAMILY PRIMARY AND NURSERY SCHOOL

## PASTORAL CARE POLICY

(Inclusive of child protection, positive behaviour, safe handling and complaints procedure)

### MISSION STATEMENT

"In partnership with parents, the Church and the wider community, we in Holy Family Primary and Nursery School will promote the spiritual, academic, emotional and physical development of all our pupils in an engaging secure Catholic environment."

### PASTORAL CARE - A POLICY STATEMENT

Pastoral care in Holy Family Primary and Nursery School will always be concerned with creating a caring, secure, Christian community in which every member feels valued, supported and happy. All staff will strive to provide an ethos in which fairness, tolerance, compassion and forgiveness will permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity will be sought and everyone will be encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and personal development of everyone in our school community will be of paramount importance to all staff.

In Holy Family Primary and Nursery School the pastoral care structures are based on a shared understanding of what it means to be a Catholic school. This shared understanding appreciates that:

- each person is unique and worthy of respect.
- pastoral care is for the entire school community and not just for those experiencing difficulties.
- each member of the school community has responsibility for the caring life of the school.
- pastoral care permeates the life of the school.
- pastoral care is not imposed but is a loving response to discerned needs.
- it avails of the support and expertise provided by statutory and voluntary bodies in the wider community.
- appropriate resources and training will be provided to ensure the effective implementation of the programme.

### OUR AIMS

1. We aim to develop within each child the necessary skills and attitudes to promote self-discipline, self-esteem, self-reliance and social awareness. We also aim to provide teachers with opportunities for professional development.
2. We aim to involve the whole adult school community - teachers, ancillary staff, chaplains and outside agencies in guiding and advising pupils, helping them realise their own worth and enhancing their self-esteem in a safe, positive environment.

### SKILLS TO BE DEVELOPED

1. Good communication at all levels.
2. Creativity of pupils and staff.
3. Confidence and self-esteem and self-reliance of pupils.
4. Team work among pupils and staff.

## **ATTITUDES AND VALUES TO BE DEVELOPED**

The attitudes and values to be developed across the curriculum and throughout the school will be self-respect, respect for others, respect for property, co-operation with others to ensure a safe, happy school environment for all, love of God and others, valuing the contributions of everyone towards the life of the school and acknowledging the effort and achievement of groups or individuals. The teaching staff will be encouraged to share their ideas, beliefs and values and all members of the school community will be committed to the school policies of Positive Behaviour, R.E., S.E.N., Child Protection and E.M.U./Cultural Heritage and RSE.

## **CO-ORDINATING OUR PROGRAMME**

At individual class level, information will be gathered in written form (brown envelope system), by the co-ordinator to help discern the needs of the children and staff in the area of pastoral care. The overall responsibility for the co-ordination of pastoral care will reside with the co-ordinator. The implementation of this policy is the responsibility of each member of staff and its effectiveness and implementation will be regularly monitored and reviewed. The co-ordinator of the programme will be facilitated by annual staff development associated with Pastoral Care.

## **RANGE OF ACTIVITIES**

Pastoral care is a shared responsibility for all staff and is promoted in all areas of teaching and learning and in all aspects of school life. The pastoral care ethos is made visible:

1. Through the whole curriculum.
2. Through the hidden curriculum - school ethos, pupil-teacher relationships, physical environment, partnership with parents in school life and through the implementation of a fair discipline policy.
3. Extra-curricular activities which include school clubs - football, swimming, computers, choir, feis competitions, involvement of children in links with the wider community, E.M.U. projects, school shows, comenius projects, educational trips, sports days.

## **SPECIAL EDUCATION NEEDS**

All pupils are entitled to a broad, balanced curriculum adapted to their needs. At Holy Family Primary and Nursery School we are committed to ensuring that staff have sufficient training in order to implement the Code of Practice and to ensure that children with special needs are identified early and that their needs are catered for within the school or if required with the help of external agencies.

## **CROSS-CURRICULAR THEMES**

All staff are committed to the effective delivery of the aims and content of the cross-curricular themes. These will be delivered fully and updated regularly so as to ensure all pupils have full access to the positive themes of E.M.U., Cultural Heritage, Health Education and I.C.T. The delivery of the themes will be supported by associated policies, lines of development or schemes of work and co-ordinators.

## **CROSS CURRICULARITY**

Many of the skills and attitudes emphasised under pastoral care, can be developed, enhanced and fostered through all subjects.

## **POSITIVE BEHAVIOUR**

Appropriate behaviour by all is a pre-requisite for effective teaching and learning. All staff will consistently implement and all pupils will be encouraged to adhere to the positive behaviour policy of the school.

## **POSITIVE BEHAVIOUR POLICY**

### **UNDERLYING PRINCIPLES**

1.1 The United Nations Declaration on the Rights of the Child asserts that :

"All actions should be in the best interests of the child".

It further declares that :

"Children have the right to :

- a. education aimed at developing personality, talents, preparing the child for an active adult life" and that the "administration of school discipline is to reflect the child's human dignity".
- b. "love, understanding and care"
- c. "protection from all forms of physical or mental violence".

1.2 We, the community of Holy Family Primary and Nursery School agree with these declarations and affirm that through the good practices outlined in our policy, we will always act in the best interests of our children.

### **AIMS**

1.3 The main aim of the whole school behaviour policy in Holy Family Primary and Nursery School is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents can fulfil its mission statement to promote the spiritual, social, emotional, academic and physical development of all our pupils. In order to achieve this we promote self-discipline, responsibility for an individual's actions and respect for others, their property and the environment.

1.4 Only in an orderly environment can effective learning take place. This orderly environment is effected when there is an appropriate balance between an individual's rights and respect for the rights of others.

To facilitate this balance it is essential that pupils, parents and school staff are aware of the contents of this policy and collectively promote it.

1.5 Therefore, when a child is admitted to Holy Family his/her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour Policy.

### **ROLES**

#### **THE ROLE OF SCHOOLS**

2.1 The Education Reform (Northern Ireland) Order 1989 required the Principal of all schools, in consultation with the Board of Governors, to establish, maintain and keep under review a discipline policy

and outlined the roles and responsibilities of those involved in the management of schools to develop and maintain such a policy. The Education (Northern Ireland) Order 1998 imposes new obligation. The responsibility for ensuring that policies to promote good behaviour and discipline on the part of pupils are pursued now rests with the Board of Governors. It is the responsibility of the Principal to ensure that these policies are carried out. This process should be an integral part of each school's development plan.

### **The School Discipline Policy:**

- should be based on a whole school approach;
- should be widely disseminated to and readily understood by staff, pupils and parents;
- should have clear stepped procedures for dealing with breaches of discipline;
- should be applied fairly and consistently if it is to be effective;
- should have effective links with the school's policies for special educational needs and pastoral care;
- should have effective links with the relevant external support agencies;
- should endorse appropriate use of suspension and expulsion.

### **THE ROLE OF PARENTS**

2.2 Parents have a major influence on their children's education. The parent is the child's first educator; home and family continue to be the most important influence on his or her development. Parents therefore have a most important role to play in relation to their children's learning. The term "parent" includes all those who have parental responsibility under the Children (NI) Order 1995.

It is a truism that discipline begins at home. What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour, and attitudes towards schooling. This places a large responsibility on parents and others involved in their upbringing. Family circumstances and values, and social factors in the community, are important factors in a child's development.

Parents have a legal responsibility to make sure that their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies on behaviour and discipline.

The school also has a responsibility to keep parents informed about their child's progress and to draw any issues of concern to parents' attention so that they can be involved in supporting necessary action. A good partnership between home and school reinforces learning at school. Conversely it should be acknowledged that a poor relationship between parent and school can be detrimental to a child's educational development.

Effective involvement of parents in education requires a sense of partnership which can be achieved by:

- creating an ethos in which parent, and school can work together through shared values and goals;
- good communication, which entails not only the interchange of information but also ways of ensuring good liaison;
- sharing responsibilities, in a way which recognises how the different roles and responsibilities of pupil, parent and school contribute towards effective partnership;
- the provision of support, which may be needed by some parents and families to fulfil their role in the educational partnership.

## POSITIVE BEHAVIOUR REINFORCEMENT

**3.1** In Holy Family Primary and Nursery School we aim to emphasise, encourage and highlight good behaviour. This is done through a variety of initiatives :

- a. "Pupil of the Month" scheme in Primary 2 - 7 classes in which one pupil is chosen per month by the class teacher under one of the following criteria :
  1. excellence in work / behaviour
  2. improvement in work / behaviour
  3. caring attitude towards others
- b. Praise / Incentives / Rewards given by class teachers on a daily/weekly or monthly basis to children who behave well.
- c. 'Good behaviour books' for children who are trying to improve their behaviour daily, in which only positive comments are written by the teacher/vice principal.
- d. 'Privilege time - usually up to 30 minutes per week ("Happy Half Hour") given by the teacher to all pupils who have built up "time points" by their good behaviour, during which time pupils may use a computer, play educational games, complete art or project work or similar.
- e. The timetabled presence of the principal, vice principals, teachers, assistants and supervisors at breaktime, lunchtime in corridors, eating areas or playgrounds, and at the school paths and exits at hometime.
- f. "Be a good example" - ask children staff and parents to model good behaviour for others. We try to "catch the children being good" and emphasise this good behaviour for others to imitate.
- g. Responsibilities for pupils who are improving their behaviour - encourage greater responsibility for own actions (e.g. lunchroom, milk duties and acting as messengers.)
- h. KS1 and KS2 House Systems (Cartoon characters/heroes and Harry Potter Houses) are used to encourage children to behave well and promote effort, excellence and a caring attitude towards others. Points are awarded to each of the 4 houses in each key stage on a weekly basis and totalled twice a year. A reward is given to the top two houses in February and June.

## CODE OF CONDUCT

**3.2** The Code of Conduct (see next page) is the behaviour expected of all pupils in the classroom, corridor, lunchroom, canteen, playground, within the school grounds and on the way to and from school. It is recognised that the majority of pupils in Holy Family Primary and Nursery School adhere to the Code of Conduct and are well behaved.

**3.3** The staff of the school will make the pupil's school time as interesting and engaging as possible, matching work to their needs and making the pupils fully aware of the school's "Code of Conduct". In addition, it is vital to maintain good relationships where staff and pupils can admit mistakes, make apologies, show respect and be shown respect. In these ways the children will always be encouraged to behave well, following the good example of adults and other pupils in the school. Each child has a copy of this Code of Conduct and it is prominently displayed in each classroom and in the school corridor.

HOLY FAMILY PRIMARY AND NURSERY SCHOOL

CODE OF CONDUCT

**GOLDEN RULE**

**"TREAT OTHERS AS YOU YOURSELF WOULD LIKE TO BE TREATED AND TREAT PROPERTY WITH RESPECT"**

**THE CHILDREN IN OUR SCHOOL MUST:**

1. WALK CALMLY AT ALL TIMES WHEN MOVING THROUGHOUT THE SCHOOL. (CLASS LINES TO THE LEFT OF THE CORRIDOR OR PATH).
2. BE OBEDIENT AND HAVE RESPECT FOR ALL THE ADULTS IN THE SCHOOL.
3. TAKE GOOD CARE OF SCHOOL PROPERTY, PARTICULARLY BOOKS ISSUED TO THEM.
4. REPORT FOR CLASS PUNCTUALLY AND REMAIN WITHIN THE SCHOOL GROUNDS UNLESS AUTHORISED TO LEAVE.
5. HAVE A NOTE SIGNED BY A PARENT / GUARDIAN TO ACCOUNT FOR ANY ABSENCE FROM SCHOOL.
6. AT ALL TIMES, BEHAVE IN A MANNER WHICH WILL NOT CAUSE INJURY TO THEMSELVES OR OTHERS.
7. HAVE HOMEWORK COMPLETED, SIGNED AND HANDED IN ON TIME.
8. WEAR PROPER SCHOOL UNIFORM (P.E. GEAR MUST BE WORN ONLY DURING P.E. LESSONS).
9. WEAR ONLY JEWELLERY WHICH WILL NOT CAUSE INJURY TO THEMSELVES OR OTHERS.
10. FOLLOW THE CANTEEN / LUNCHROOM CODE, PLAYGROUND RULES AND CORRIDOR RULES.

**(Refer to Appendix 1)**

## CONSEQUENCES

- 4.1 The school's code places a greater emphasis on the positive than the negative so that children will seek approval rather than fear punishment. There will be times, however, when it will be necessary to impose consequences in order to maintain good order, discourage poor behaviour and encourage good behaviour.
- 4.2 The following stepped procedure will be used to show disapproval of unacceptable behaviours. The consequences should be appropriate.

At any stage the child may be referred to the Special Educational Needs Co-ordinator. The SENCO may refer the child on for further assessment by WELB Educational Psychologist.

This strategy will be used when it is felt that such intervention would be beneficial to the pupil.

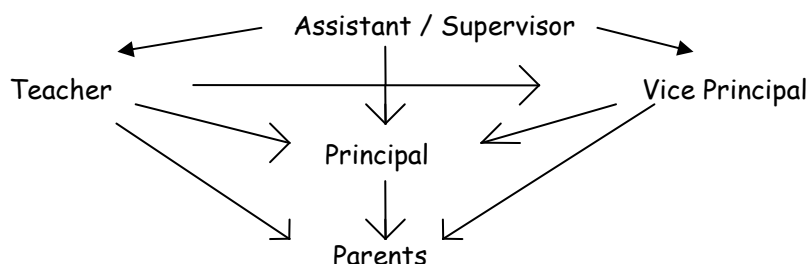
1. reasoning with the pupil
2. verbal reprimand (including advice on how to improve)
3. pupil is separated from group within the classroom temporarily
4. prescribing additional work / writing an apology to be countersigned by a parent
5. loss of privileges / playtime
6. keeping a good behaviour booklet
7. pupil is separated to partner teacher to complete work
8. parent invited to meet teacher
9. child is referred to the vice-principal
10. parents are invited to meet vice-principal with teacher present
11. child referred to principal
12. parents are invited to meet the principal with the vice principal present and may be requested to withdraw the pupil temporarily (half day)
13. temporary suspension
14. expulsion

More than one strategy may be required.

### Home-School Communication as a Strategy

Communication of a child's poor behaviour in school to his parents can be a very powerful strategy in rectifying misbehaviour. And so, it is vitally important that effective channels of communication are kept open between the teacher / school management and parents. Not only is it important that the child knows that his parents are being kept informed but that the teacher is made aware of the parents' actions to remedy the situation. Parents may be asked to countersign additional work or apology letters to facilitate this.

- 4.4 Strategies 1-8 are useful in sanctioning less serious misbehaviours. Where misbehaviour is serious or less serious but persistent, then the lines of referral are as follows :



and strategies 9 - 12 may be used then. It is the aspiration of all that there will be no requirement to use strategies 13 and 14.

### **Serious misbehaviours include:**

Violent conduct, bullying, theft, fighting, vandalism, truancy, serious verbal or written abuse, **and records of such incidents must be kept by the teacher.**

These misbehaviours require the immediate reporting by the vice principals or principal to the parents /guardians with the onus on the parents / guardians to ensure that the pupil complies with the school's Code of Conduct.

### **SUSPENSIONS AND EXPULSIONS**

4.5 Suspensions and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the C.C.M.S. "Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools" if the need arises.

### **EMOTIONAL AND BEHAVIOURAL DIFFICULTIES AND THE CODE OF PRACTICE ON THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS**

5.1 A child who is identified as having emotional and behaviour difficulties is, in the first instance, referred to the school's Special Educational Needs Co-ordinator who will assess his type and level of difficulty. If she finds the child to be in need of statutory assessment he will be referred to the Educational Psychologist who will make recommendations as to how the school should proceed. This may include drawing up a contract between the school and the child to promote specific behaviours.

5.2 The school may call on the W.E.L.B. for support through :

- the Curriculum Advisory and Support Service
- the Educational Psychology Service
- the Education Welfare Service
- the Youth Service
- the Support Service for Child Protection
- the Behaviour Support Team
- the Outreach Service
- Education Guidance Centres
- Pupil Referral Units
- Alternative Education Provision
- Provision specified in statements of special educational needs.

### **PROFESSIONAL DEVELOPMENT**

6.1 The development of the school's Positive Behaviour Policy is continually ongoing, and opportunities to attend professional development courses regarding issues connected with the policy will be afforded to teachers, assistants and supervisors as they become available from external agencies and / or are developed from within the school.

6.2 Since the development of communication skills at all levels is so vital to the success of promoting positive behaviour, development in the skills of organisation of "Circle Time" will be a priority for all staff members. Until such times as this can be introduced Core Skills have been identified and listed in Appendix 2.

## **THE USE OF SAFE HANDLING TO RESTRAIN OR CONTROL PUPILS**

7.1 Holy Family Primary School acts, on the guidance received from D.E.N.I. in Circular 1999/9 and 1999/10 (Pastoral Care in Schools: Child Protection), under Article 4 of the Education (Northern Ireland) Order 1998.

This authorises teachers and non-teaching staff specifically authorised by the Principal to use safe handling to restrain or control pupils in the following circumstances:

to prevent a pupil from :

- committing an offence
- causing personal injury to, or damage to the property of any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.

"Safe handling should only be used as a last resort and only after other strategies have proved ineffective." When safe handling has been used, a written report on the appropriate proforma must be supplied to the principal that day. In his absence the report should be forwarded to Mrs C Donaghy (Vice Principal).

The Vice Principal KS2 has been designated as the member of staff to provide training and guidance on the use of safe handling (when he has so been trained).

Photocopies of D.E.N.I.'s guidance can be made available by applying to the Principal.

## **MOBILE PHONES**

Many parents view their child's use of a mobile phone as an aid to their personal safety and as a method of instant communication. Staff in Holy Family accept and respect these as valid opinions. We must also be aware of other issues that may arise due to the use of mobile phones in school ie disruption of lessons when phones ring, pupils distractibility sending and receiving text messages and the issue also of videos and photographs being taken without pupils' or teachers' permission for a variety of purposes. Unfortunately also mobile phone technology provides another avenue for bullying among pupils. All of these issues must be addressed for the benefit of pupils, staff and consideration of parental wishes.

Accordingly, in Holy Family we will expect all pupils' mobile phones to remain switched off during the day. (Parents are free as always to contact their child via the school office at any time). If a pupil does not comply with this rule, his phone will be confiscated and returned upon request of the parent at the school office.

An anti-bullying code for mobile phones has been adopted by our school and is Appendix ? in our anti-bullying policy. A copy will be distributed to all Key Stage 2 pupils and discussed in class.

## **KEEPING SAFE ONLINE**

In Holy Family we have a school Internet policy to encourage responsible Internet use. To complement this, Appendix 4, "Kids Rules for Online Safety", has been developed after liaising with ICT co-ordinator. This will be discussed with Key Stage 2 pupils, displayed in the computer suite and near all workstations.

## **POLICY REVIEW**

Review of this policy document is continuous in the light of guidance and advice from statutory bodies and legal requirements. It will be updated as required. Responsibility for this lies with the Vice-Principal K.S.2. in consultation with principal, staff, parents and the Board of Governors.

## **PROMOTING AND SUSTAINING GOOD BEHAVIOUR**

- a. New Legislation came into effect in August 1998
  - New duty on Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school level.
- b. This new legislation was placed on Governors when the scheme of management of the school was amended.
- c. New legislation means that Governors have to :
  - o Have a written statement of general principles in respect of discipline and review this regularly. The principal must take this into account when he determines the school discipline policy.
  - o Procedural steps in the preparation and revision to the statement
- d. Governors need to consult the principal and the parents before revising or making its statement of principles.
- e. Governors are required to consider any advice on discipline received from the Department, W.E.L.B. or C.C.M.S.
- f. If Governors delegate responsibility to the principal for determining particular matters relating to discipline they are required to notify the principal of such matters and to give the principal guidance.
- g. New legislation means principals must :
  - o Act within the current written statement
  - o Have regard to any guidance given to him by Board of Governors on specific matters.
  - o Prepare a written statement of the measures he has determined to secure good behaviour and to ensure parents of registered pupils have a copy and that copies are available for inspection at the school.

## **BULLYING**

The aim of our pastoral care policy is to create a community in which all staff and pupils feel safe, valued, supported and happy. Bullying is an activity which flows contrary to this stated aim. Accordingly it will be dealt with firmly and consistently by all staff in line with our policy on bullying.

## **ANTI-BULLYING POLICY**

### **Rationale**

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

Attitudes and practices can contribute to bullying, to lower levels of confidence, self esteem and lack of achievement.

The Holy Family Policy endorses the views of C.C.M.S., W.E.L.B. and D.E.N.I., promotes the aims of the Kidscape Programme and takes account of the requirements of current child protection legislation.

## **Aims**

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school Positive Behaviour Policy.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- Inform and educate parents and children about bullying on-line or on mobile phone and how to cope with this.

## **Achieving Aims**

All action relating to curricular issues underpins the belief in valuing people as individuals and their right to a bully-free environment.

The stated aims will be further achieved through the school's policies and programmes already in practice.

## **Staff Responsibilities**

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate as fully as possible.
- To take appropriate action, or to refer the matter to a member of the School Management Team for further action.
- To record and inform parents of bullying incidents.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying incidents.
- To promote open management styles which facilitate communication and consultation throughout the school community.
- To foster by example the values we as a school are committed to and seek to encourage.
- To promote the use of interventions which are least intrusive and most effective.
- To monitor the extent to which the above are being carried out by :-
  - (a) Regular discussions between management, staff, pupils and parents.
  - (b) Recording incidents of bullying in a discipline file.
  - (c) To retain records for monitoring purposes.

It is the responsibility of all staff to ensure that this policy is implemented.

This Anti-Bullying Policy will be reviewed regularly and revised as necessary, in the ongoing process of school development planning. Responsibility for this review lies with the Vice-Principal (KS2) in consultation with principal, staff and parents. The date of the next review is February 2008.

## **HEALTH EDUCATION AND RSE**

For our pupils to acquire the skills and attitudes stated in our aims, it is essential that they have access to a relevant and modern curriculum that is fit for the purpose and delivered in a manner which is fully cognisant of the audience and the individuals. All matters pertaining to health education, including drugs education and sex education will be delivered in line with the respective policies (see Health Education Policy, RSE Policy). To assist and support parents of girls in P6/P7 the pastoral care co-ordinator will send a letter out annually to parents to reassure them that help is at hand in school and to encourage them to discuss menstruation

with their daughters. A simple information leaflet is also enclosed to support this. Towards the end of the year, the pastoral care co-ordinator will give a short talk on menstruation to all P7 girls. Parents are informed by letter and asked to opt out their daughters if they do not wish them to attend.

## **PARENTS, COMMUNITY AND OUTSIDE AGENCIES**

Holy Family Primary School recognises the paramount role that parents play in their children's lives. We appreciate the pastoral care arrangements will be more focused and effective if there is a strong link with parents. We will continually strive to ensure that such links are fostered and strengthened so as to ensure the best for every child. In order to foster these links, parents will have many opportunities to become involved in the life of the school.

Parents are always made welcome in our school:

- a. Prior to their child commencing school, parents will be invited to attend a meeting to give them an insight into the school's aims, enable them to meet their child's teacher and visit his/her classroom to see the environment in which their child will be learning.
- b. Parents will be invited to twice yearly parent/teacher meetings to discuss their children's progress. In addition reports outlining progress will be issued in June. Parents will be invited on other occasions to discuss issues/initiatives which are developing.
- c. Parents will always have the opportunity to discuss problems with the class teacher by requesting a meeting.
- d. Parents will receive a monthly newsletter keeping them informed about the life of the school.
- e. Parents will be expected to participate fully in our Religious Education Programme by assisting pupils with set homework and attending various meetings and services in preparation for their children's First Confession, First Communion and Confirmation.
- f. Parents will have the opportunity to be involved in the life of the school by helping on school trips, library organisation as parent volunteers etc.
- g. The school website will provide relevant data for parents and also contain school policies.

## **ACCOMMODATION**

The school premises will be maintained, developed and utilised so that the needs of the school community are effectively met.

The school is fully supportive of the 'Extended Schools Agenda' and will endeavour to facilitate the use of premises outside of school hours for appropriate activities.

## **CHILD PROTECTION**

The safety of each and every child is of paramount importance to all staff at Holy Family Primary and Nursery School. We will continually strive to ensure that the children in our care are safe at all times. In order to help us achieve this consistently, we follow our Child Protection Policy.

## HOLY FAMILY PRIMARY and NURSERY SCHOOL CHILD PROTECTION POLICY

Holy Family Primary and Nursery School Child Protection Programme will support each child's development in ways which will foster his/her security, confidence and independence. Our policy is of paramount importance in ensuring the well-being of each child and therefore will be an intrinsic part of all aspects of the curriculum.

### OUR AIMS

1. To enhance:
  - self-esteem
  - self confidence
  - assertiveness
  - communication skills
  - personal safetyby developing appropriate skills to make reasoned, informed choices, judgements and decisions.
2. As part of a statutory discipline policy to have a whole-school policy against bullying.
3. To ensure Holy Family Primary and Nursery School staff are well -informed about Child Protection issues and review the situation regularly and frequently in terms of staff development.
4. To ensure that staff are informed about school procedures for reporting concerns as outlined in W.E.L.B. Guidelines/C.C.M.S. Guidelines and D.E.N.I. Document - Pastoral Care in Schools: Child Protection.  
  
To ensure staff are aware of the Code of Conduct as outlined in D.E.N.I. Pastoral Care in Schools: Child Protection.
5. To ensure that all staff are full aware of their duty/responsibility to report any concerns they may have about pupils.
6. To provide a model for effective communication between children, teachers, parents and other adults working with children in Holy Family Primary and Nursery School.
7. To promote co-operation with statutory agencies in the multi-agency response to Child Protection (to include Education Welfare Service, Social Services, PSNI, Health Service).

### OUR OBJECTIVES

1. That staff are aware of types and indications of child abuse.

The NSPCC categorises abuse as follows:

- **PHYSICAL** - where a child is physically hurt, injured or killed. This may involve hitting, injured or killed. This may involve hitting, shaking, burning, biting, poisoning, giving inappropriate drugs or alcohol, suffocating or drowning.  
This type of abuse may be the easiest to spot though often plausible explanations need to be related to the child's age and development.

- SEXUAL - where an adult seeks sexual gratification by using children. Physical injuries/signs are often not present with sexual abuse. More likely this will be manifested in behavioural and/or psychological problems.
- NEGLECT - where parents fail to meet the basic essential needs of the child - food, clothes, warmth medical care or leave the child alone and unsupervised. A child who is neglected may have low self-esteem and destructive tendencies and often due to hid circumstances his/her health may be impaired.
- EMOTIONAL - where children are harmed by constant lack of love and affection, threats, verbal abuse. All abuse involves emotional abuse. Slow development, over-reaction to mistakes, continual self-deprecation and self-harm may all be indicators of emotional abuse.

2. That the child's welfare will always be paramount.

3. That the child has a right to be heard, to be listened to and to be taken seriously.

### **MEANS BY WHICH POLICY WILL BE PUT INTO EFFECT**

1. By providing a secure environment within our school and classrooms in which everyone is valued as a member of Holy Family Primary and Nursery School Community.
2. By allowing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, safety, acceptance and tolerance e.g. Circle Time.
- 3 By identifying a range of appropriate adults to whom children can turn to share concerns and discuss problems - class teacher, classroom assistants, vice-principals and principal.
4. By integrating the key concepts of child protection within the existing curriculum, school discipline and E.M.U. and R.S.E. policies and by developing awareness and personal safety skills based on the Kidscape programme (and other resources.)
5. By monitoring children's welfare and physical, emotional, social, intellectual and behavioural development.
6. By raising staff awareness of types/indicators of child abuse/neglect, the appropriate response to the child, knowledge of procedures for reporting concerns and their statutory responsibility.
7. By informing staff about the importance of appropriate record keeping and report writing. By providing guidelines about the need to make a clear distinction between factual reporting and professional opinion.
8. By informing parents clearly about the school's child protection policy on an annual basis in writing.
9. By establishing regular links with other agencies in order to promote co-operation and best practice in protecting children.
10. New staff (permanent and temporary over one month) and volunteers will be required to agree to a criminal records check. The uptake of a criminal records check will be decided annually at the beginning of each academic year by the Child Protection teacher, Senior Management Team and the Principal.

### **TEACHING STRATEGIES**

The strategies used will vary depending on the topic, the class, the individuals and resources.

## **CROSS CURRICULAR LINKS**

Key concepts of child protection may be linked to existing curricular areas e.g. English, Science, R.E., P.E., Health Education, E.M.U. and R.S.E.

## **PROCEDURES TO BE FOLLOWED IN RESPECT OF A COMPLAINT ABOUT POSSIBLE ABUSE**

It is important that all staff are aware of the procedures to be followed in the event of concerns being raised in respect of child protection. The procedures for various situations are outlined in appendix 3. Staff will be made aware of these regularly, at least annually.

## **NEW STAFF/VOLUNTEERS**

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity. Accordingly as part of our recruitment process of either paid or voluntary worker, a new employee will be requested to agree to a criminal records check. In addition prior to appointment to voluntary posts, volunteers will be required to complete an application form, inclusive of a criminal records check form (see appendix 3).

## **STAFF DEVELOPMENT**

All staff will have opportunities to attend relevant courses and to benefit from information brought to them by the designated teacher or other staff members. All staff will be updated annually on matters pertaining to this document.

## **ROLE OF DESIGNATED TEACHER**

The designated teacher is Mrs. Catherine Donaghy (Vice-Principal). In her absence the designated teacher is Mr. Garry Matthewson (Principal). It is the designated teacher's responsibility to:

- Develop a Child Protection Policy.
- Bring the guidelines to the attention of all who work in the school.
- Make new staff, on appointment, aware of the school policy, procedures and guidelines.
- Inform relevant staff about children in their care who are on the Child Protection Register, while maintaining as much confidentiality as possible at all times.
- Liaise with the principal when a case or suspected case of child abuse occurs.
- After consultation with the principal, contact the relevant social services personnel about a case or suspected case of child abuse.
- Attend training courses in Child Protection and regularly organise similar training for colleagues.
- Be familiar with C.C.M.S., W.E.L.B. Guidelines, D.E.N.I. Pastoral Care in Schools - Child Protection document.

## **USE OF SAFE HANDLING TO RESTRAIN OR CONTROL PUPILS**

In order to ensure all pupils are safe from physical danger, there may be occasions when a member of staff has to use safe handling to restrain or control a pupil. Safe handling should only be used as a last resort and only under the following circumstances to prevent a pupil:

- (a) Committing an offence.
- (b) Causing personal injury to or damage to the property of any person including the pupil himself.

- (c) Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise.

In such circumstances the member of staff should only use such safe handling as is reasonable and generally only after the other strategies have been ineffective. When safe handling has been used, a written report on the appropriate proforma must be supplied to the principal on that day. In his absence the report should be forwarded to Mrs. C. Donaghy (vice-principal).

## **REPORTING AND RECORD KEEPING IN HOLY FAMILY PRIMARY and NURSERY SCHOOL**

Record keeping is a vital aspect of our Child Protection policy. All staff are aware of the need to make contemporaneous notes regarding any matter pertaining to this issue. Such records should be forwarded to the designated teacher as soon as possible after information was disclosed or the teacher noticed something. There are two forms available to staff for reporting.

1. Serious incidents or allegations which may initiate formal referral procedures - dealt with by designated teacher or principal in her absence.
2. Less serious concerns a teacher may have about a child e.g. poor punctuality, personal hygiene problems, etc. These matters may be resolved with support from the designated teacher and with parental involvement.

## **RESOURCES**

- Holy Family Child Protection Policy.
- W.E.L.B.'s Child Protection Guidelines.
- C.C.M.S. Guidance on Child Protection.
- D.E.N.I. Document - Pastoral Care in Schools.
- Kidscape materials: Kidscape Manual - KS1 and KS2
  - Cosmo and Dibs Video - Be Safe, Be Happy (KS1)
  - Be Smart, Be Safe (KS2)
  - Kidscape introductory video.
- The Willow St. Kids: Beat the Bullies. Anti bullying posters. Kidscape leaflets.

## **OTHER PROCEDURES**

- When a child becomes ill at school:

The child will be made as comfortable as possible and parents or a named relative will be contacted. If the situation is deemed serious and a parent/relative cannot be contacted, the school will contact the child's doctor to seek guidance or depending on the seriousness of the situation an ambulance may also be called. Any member of staff will stay with the child until parents arrive.

- Long term illness at home or in hospital:

Regular contact will be maintained with parents and when appropriate, work will be sent home. Where absence may be long term, the availability of home tuition will be ascertained. Whole school attendance will be monitored on a monthly basis by the pastoral care co-ordinator. Cases of poor attendance will be discussed with parents to support pupils' improved attendance. Where this does not happen a formal referral may be made to EWO.

- Infectious disease:

If a child attends with an infectious disease, parents will be contacted by the principal and informed of the exclusion period. Parents should at all times inform the school about infectious disease.

- Head lice:

In the event of a case of head lice, the parents of the pupil concerned will be informed immediately and appropriate advice given. The school nurse may be contacted and informed if infection persists. Some resources are available in school, which may be used as a simple hygiene lesson.

- Toilet accidents:

The school maintains a small supply of clothes whereby a child can be changed and made comfortable.

- Trauma (death, separation, divorce)

Teachers will be sensitive to the needs of pupils at such times and make appropriate allowances for families affected by such events. The pastoral care co-ordinator will provide support and guidance for the class teacher when dealing with such situations.

## **COMPLAINTS PROCEDURE**

At Holy Family Primary and Nursery School we attempt to ensure that complaints do not arise by ensuring good lines of communication are maintained internally within the school and externally with parents and various outside agencies.

It is our firm belief at Holy Family Primary and Nursery School that all partners in the education of all our children have the development of the child as their chief goal. Accordingly as all partners, school, parents/guardians, church and outside agencies start from this premise, we believe that all issues can be addressed via clear communication and open dialogue.

The lines of communication are many and varied but the key elements are:

- A teacher can inform parents of any concerns or difficulties via a written communication to parents.
- A parent or teacher can request a parental interview at any time during the school year to address any issues. This interview will be arranged as soon as possible.
- There will be two formal parent/teacher interviews each year to discuss pupil progress and other issues. One in the first term and one in the second or third term.
- An appointment to meet the Principal can be arranged.
- Parents will be informed of school events and procedures via regular written communication.
- Parents will receive a monthly school newsletter.
- Parents will receive a variety of curriculum information material on a regular basis.
- The school website will provide relevant information for parents.

However, if an issue arises in relation to an individual child the procedure to be followed is:

1. Arrange a parent/teacher interview which can attempt to resolve the matter. If the matter is still unresolved:
2. Arrange a parent/principal interview which can resolve the matter. If the matter is still unresolved:
3. The matter can be dealt with at Board of Governor level by placing the issue in writing and addressing the correspondence to the Secretary of the Board of Governors, c/o Holy Family Primary and Nursery School, Aileach Road, Derry.

If the complaint is in relation to a curricular matter it may then be referred to the Western Education and Library Board.

Copies of this complaints procedure will be available from the school office on request.

Under no circumstances should a parent approach a teacher directly to address an issue without first arranging an appointment. This ensures that there is no interruption to class lessons and all matters can be allocated appropriate time.

## **RESOURCES**

An inventory of available resources will be made accessible to teachers. Teachers' suggestions will be taken on board with regard to resourcing the school with appropriate pastoral care materials on health/life issues which impact on children.

## **REVIEW**

This pastoral care policy, inclusive of our child protection, anti-bullying and positive behaviour policies will be kept under review. The date for the next review is January 2008. Responsibility for the overall review of the policy lies with Mrs. C. Donaghy (KS1 Vice Principal).

## APPENDIX 1

### PLAYGROUND PROCEDURE / RULES

1. PLAY SAFELY / BE AWARE OF OTHERS
2. KEEP OFF GRASS
3. GET PERMISSION TO LEAVE THE PLAYGROUND
4. FOLLOW DIRECTIONS GIVEN BY SUPERVISORS AND TEACHERS
5. FOLLOW LINE-UP PROCEDURE  
WHISTLE - FREEZE - WHISTLE - LINE UP QUICKLY AND QUIETLY

### CANTEEN / LUNCHROOM RULES

1. ENTER AND LEAVE CANTEEN OR LUNCHROOM CALMLY
2. SHOW GOOD TABLE MANNERS
3. REMAIN CALM WHEN EATING
4. FOLLOW DIRECTIONS GIVEN BY SUPERVISORS AND TEACHERS

### CORRIDOR / PATH RULES

1. WALK CALMLY ON THE LEFT-HAND SIDE
2. BE COURTEOUS AND WELL-MANNERED

## APPENDIX 2

### CORE SKILLS FOR REINFORCEMENT OF POSITIVE BEHAVIOUR

1. Identifying appropriate behaviour.  
These are your rules. Refer to them constantly.
2. Targeting rules.  
Tell pupils in advance what you expect. Set them up to succeed.
3. Modelling behaviour.  
Show the pupils what you want. Eliminate 'second-guessing'.
4. Praise appropriate behaviour.  
Catch pupils being good and reinforce / reward them.
5. Use positive language.  
It is more likely to elicit the desired response.
6. Use humour not sarcasm.  
Humour builds relationships. Sarcasm humiliates and attacks self-esteem.
7. 2 : 1 rule.  
Find 2 pupils behaving appropriately. Praise them. Then talk to the pupil who isn't behaving appropriately.
8. 20 second rule.  
When reprimanding or punishing, 20 seconds is enough.
9. Tactical withdrawal.  
Defuse the situation and deal with it later. This is not a back-down.
- 10 Calmness.  
Do not lose your temper. Calmness helps adults and children alike.

**PASTORAL CARE IN SCHOOLS  
CHILD PROTECTION**

**APPENDIX 3**

SPECIMEN FORM FOR REQUESTING A CRIMINAL RECORDS CHECK  
EDUCATION AND LIBRARY BOARDS/CCMS

**IN CONFIDENCE**

<p><b>To</b> The Chief Constable Criminal Records Office Police Service Northern Ireland Brooklyn Knock Road BELFAST BT5 6LE</p>	<p><b>From</b> _____ _____ _____ _____ <b>Tel No</b> _____ <b>Ref No</b> _____ <b>Date</b> _____</p>
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Under the provisions of Circular 1990/28 it is requested that a check for any record of convictions, cautions or bind-over orders be carried out in respect of the undernoted, who will have substantial access to children in the capacity of \_\_\_\_\_ at \_\_\_\_\_.

*COMPLETE IN BLOCK CAPITALS*

Mr/Mrs/Miss/Dr (Delete as appropriate)	Date of Birth				
Surname	Place of Birth				
Christian Names					
Maiden Name	Previous surnames				
Address	Previous address				
	(Within the last 5 years)				
Any other identifying particulars					
Convictions/cautions declared	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px;">Yes</td> <td style="width: 20px;"></td> <td style="width: 20px;">No</td> <td style="width: 20px;"></td> </tr> </table>	Yes		No	
Yes		No			

I am satisfied that the particulars given above are accurate and that the above-named person has given written permission for the check to be made and is aware that any spent convictions will be disclosed.

I further declare that any information given will be treated in strict confidence and used only in accordance with the Circular.

SIGNED \_\_\_\_\_ POSITION \_\_\_\_\_

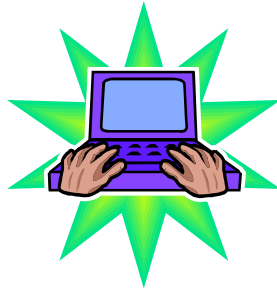
Name in Capitals \_\_\_\_\_  
(Nominated Officer/Deputy Nominated Officer)

**TO BE COMPLETED BY POLICE AND WHOLE FORM RETURNED**

No trace on the details supplied	The subject may be identical with the person whose record of convictions is attached
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Signed \_\_\_\_\_ Rank \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 4



### **KIDS' RULES FOR ONLINE SAFETY**

1. I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' permission.
2. I will tell my parents right away if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
4. I will never send a person my picture or anything else without first checking with my parents.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away so that they can contact the service provider.
6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
7. I will not give out my Internet password to anyone (even my best friends) other than my parents.
8. I will always show respect for other people in a chat room. I know whatever I write can be copied and sent on to lots of other people including my parents and my school.
9. If someone online makes me feel uncomfortable or scared, I will leave the chat room, switch off the computer and tell a responsible adult.
10. I will not open email attachments from people I don't know.