PASTORAL CARE POLICIES

A Guide for Parents
2018

Introduction

This guide sets out the main elements of St Joseph's provision for the pastoral care of the children. We are committed to ensuring the holistic development of the children and to that end, we strive to create a positive ethos in our school.

Our work is focused on developing each child spiritually, intellectually, morally, physically and emotionally. The teachers work continuously to assist each child to achieve their full potential. Efforts are made to build up the children's self esteem and to create an atmosphere of tolerance and respect for others. Alongside the academic work, there are a host of activities ongoing in the school that are designed to lead the children to a fuller development as individuals. All staff strive to create an environment that is conducive to learning.

The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching therefore, promoting positive behaviour is an important element of the school's work. The Behaviour Management policy and the Anti Bullying policy set out the strategies used to encourage good behaviour.

This guide sets out the main elements of the pastoral dimension in St Joseph's and we hope that parents and guardians will find it useful. The educational process is a partnership between home and school and we depend upon the support of the parents in our efforts to provide a safe environment for all of the children.

The full texts of the policies referred to in this guide are available on the school website www.stjosephscarryduff.com. Alternatively, parents may view a copy of any of these policies on request.

Mission Statement

In our school we aim to develop for our children:

- An awareness of their unique talents, skills, abilities and the confidence to attain their full potential through a deeper understanding of a broad and balanced curriculum.

- A love of lifelong learning, whereby children are motivated by the joy of developing their knowledge and skills.

- Independence, an active engagement in and ownership of their learning, involving them in discussions and decisions on school life.

- A lively and enquiring mind, the ability to question, make connections in their learning, show initiative, to embrace new challenges and take informed decisions.

- A respect for our school community which develops self discipline, courtesy, empathy and tolerance fostering an appreciation of the achievements and aspirations of others

- An inclusive ethos which builds a deeper understanding and respect of physical, cultural and racial differences within the school community and the wider world.

- An awareness of responsibilities for the environment and how our actions impact upon it.

- An understanding of the importance of making healthy lifestyle choices.

- An effective partnership and good relationships with parents and the wider community.

Aims of the Pastoral Care System,

- To promote the physical, academic, social, moral and spiritual development of all pupils.

- To establish and maintain secure personal relationships.

- To provide an environment that will enable each pupil to develop self-esteem and a positive self-image.

- To develop within our pupils a sense of self respect and a willingness to understand, respect and tolerate the views of others.

- To create within our school a caring, Catholic community where good behaviour, self discipline and a proper regard for authority are cultivated.

- To encourage regular attendance and punctuality.

- To assist pupils who experience problems.

- To promote positive relationships and effective communication within the school environment and with parents.

- To help pupils develop a pride in their work.

- To encourage pupils to make a positive contribution to school life and the wider community.

Synopsis of the Behaviour Management Policy

Rationale

The Behaviour Management policy is an important element in promoting 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 one another's needs. Through this policy, respect for people and property is encouraged, self-discipline is promoted and positive models of behaviour are celebrated. A mutually supportive partnership between parents and teachers is also encouraged.

Action to promote appropriate behaviour should begin in the classroom and be fair and consistent throughout the school. Appropriate behaviour is that conduct which assists the school to fulfil its primary function, namely, the full development of the potential of all its pupils. Inappropriate behaviour is conduct that prevents this, either when an individual prevents his/her own development by their conduct or disrupts the development process for other members of the school community.
It follows therefore, that acceptable behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for the school environment.

This policy is designed specifically to promote and reward acceptable behaviour.

Aims of the Policy

- to develop within each child a sense of self-discipline and a responsibility for their own actions
- to empower the children as responsible learners by valuing independence and choice
- to create a warm and welcoming environment which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place
- to develop co-operation during work and play
- to establish a set of rules and routines which will be supported consistently by all members of the school community
- to work in partnership with parents as the main educators of their child
- to provide a curriculum matched to the needs of the individual child

- to promote good behaviour by praise and presenting positive models

Code of Conduct

The main aim of this policy is to encourage self-discipline through the creation of an ordered school community that is based on Christian principles and values. It is important to discuss and agree a clear code of conduct with the children. It is essential that the children understand the rationale behind the class charters and routines. At the beginning of each school term the code of conduct and routines will be discussed and reinforced again. The following code of conduct has been devised through consultation with the children.

Work

- We come to school ready for our work
- We do our best work
- We arrive on time for our lessons
- We present homework neatly and on time
- 'Work talk is soft talk'
- We work productively when collaborating with others
- We stop, look and listen

a. stop what we are doing
b. look at our teacher
c. listen carefully

- We take turns to speak and listen carefully to what other children in the class are saying
- We move independently to get the necessary equipment
- We ask for help by putting our hand up
- We keep our books and school bags clean and tidy

Care

- We wear our school uniform every day except on PE days and for trips when we wear our school tracksuit
- We show good manners
- We show consideration and respect for the feelings of others and the property of others
- We take care of our own property
- We tell the truth
- We care for our school environment

Safety

- We follow the line-up procedure in the morning, at break time and at lunch time
- We walk in school and we keep to the left on the stairs
- We are a 'nut free' school
- We move quietly through the school when out of class on a message or attending music lessons
- We bring in a note if we are absent from school
- We need special permission to leave the school early
- We use the toilets properly and safely; we are encouraged to visit the toilet facilities at break and lunch
- We play safely and in the designated areas
- We put our rubbish in the bin
- We keep our classroom tidy and do not chew gum in school

Treatment of Others

- We work and play together
- We let others join in our games
- We solve our problems without hurting anyone
- We tell someone if we are unhappy
- We tell if someone is bullying

Visitors

- We greet visitors to our school in a mannerly way
- We show respect by standing back and holding doors
- We continue to work productively if our teacher is speaking to a visitor
- We help visitors find their way around the school

Phones

- We only bring a mobile phone to school if our parents have sought permission for us to do so
- We keep our phones in our school bags and ensure they remain turned off during the school day

- We only use our phones to make emergency contact with our carers at the end of the school day

Rewards and Sanctions

While rules and procedures protect the rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school.

Rewards

We apply a system of rewards that is 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 staff. They are aimed at promoting and reinforcing acceptable behaviour and promoting self –esteem. They encourage each pupil to take responsibility for their own actions and to have their efforts recognised and rewarded. Set out below are some of the methods used to reward good behaviour:-

- verbal rewards: a quiet word of praise and encouragement
- stickers issued
- a celebration of a child's behaviour in his own class
- a written comment on a child's work
- a visit to another teacher, Vice Principal or Principal for commendation
- a public word of praise in front of a group, class or assembly
- a word of praise to the child's parents at the end of the school day
- use of sticker card/ Star Card
- use of 'Awards Pads' to inform parents of a child's achievements
- entitlement to special privileges e.g. Best Boy/Best Girl, choosing the music to be played during art sessions, going on messages, prefect duties
- work displayed
- material rewards issued by teachers e.g. toys, pencils/rubbers. Sweets can be given but no more than once per week in keeping with the school's commitment to promoting healthy eating
- a J-Star awarded at assembly and photographs displayed on the J Star board
- a letter to parents informing them of a child's special achievement
- children's achievements are celebrated in their Record of Achievement

- appropriate comments included at the Parent Teacher consultation and on the end of year report

Sanctions

Sanctions are an integral part of the school's behaviour policy. They help to uphold the rules and procedures and they provide the children with the security of clearly defined boundaries. The use of sanctions encourages appropriate and acceptable behaviour. Sanctions will be applied consistently and fairly with due regard to the self-esteem of each child.

The age and maturity of a child, any special needs (s)he may have and any other relevant information concerning that individual will be taken in account as necessary. In all cases the children will be reminded that it is the unacceptable behaviour that is being rejected, not the child.

The following sanctions will be used and will be followed in a sequential order. It is important to note however, that in certain instances the school's response to unacceptable behaviour will be determined by the perceived level of seriousness of the incident.

- immediate checking of unacceptable behaviour by a look, gesture and a rule reminder
- a further warning and recording of the unacceptable behaviour in the Class Observation Book. 'yellow' cards may be issued as a warning that behaviour is inappropriate; this may progress to a 'red card' which will lead to further sanctions being applied.
- 'Time Out': placing the child at an individual seat for a short period of time
- removal of any special responsibilities awarded for that day
- repetition of work at home where presentation or content is below the pupil's potential
- 'Time Out' – being sent to another class in the Year Group for a short period to allow for some reflection on his/her actions
- 'Time Out' for unacceptable behaviour at play time - the child may be withdrawn from a particular game for that play session

If a child is persistently engaged in unacceptable behaviour the teacher will have made some notes about the types and frequency of the misdemeanours. The teacher will also discuss the impact of this behaviour on his/her learning with the child. The teacher and child will work together to set targets to attempt to improve behaviour

By this stage the teacher will also have liaised with the parents/guardians through a telephone call or informal chat regarding the unacceptable behaviour.

- re-arrange seating - the child may be placed at an individual seat for a longer period of time to aid concentration and to assist him/her to focus on core tasks; the child will be integrated for some group tasks
- the child may be required to complete tasks in another class in the Year Group
- further examples of persistent unacceptable behaviour will be recorded in the Class Observation Book
- letter of apology for misbehaviour to be signed by parents/guardians
- the child may be asked to make a tangible gesture of apology e.g. purchasing a small gift (bar of chocolate, new hair bauble or toy) for the victim of any unacceptable behaviour they have engaged in
- persistent unacceptable behaviour will result in detention during play time; (the child will be given sufficient time to eat his/her meal and for toileting)
- Teacher Parent consultation regarding the difficulty. Both parties work together to resolve the problem and this may include negotiating suitable sanctions to be applied at home to support the efforts being made by the teacher in class
- individual programme/ report card/ star chart may be introduced; these programmes may operate both at home and at school
- if unacceptable behaviour is persistently repeated the child will be referred to the Vice Principal/Principal who will offer counselling
- parents will be consulted in a second interview and further efforts will be made to find a resolution
- the child may have their name placed on the Special Needs Register and an Individual Education Plan may be drawn up
- the parents'/guardians' consent will be sought to make a referral to the Educational Psychologist; further advice may be sought from the EA's Behaviour Support Team
- The Board Of Governors is involved
- CCMS Scheme for the Suspension and Expulsion of Pupils is invoked

   * On occasions the cost of damage to school property, whether it be to the fabric of the building, such as a broken window, or to items such as books which are lost, damaged or defaced, may be required to be met by the parents who will be informed in writing of the incident with a request for payment.

Child Protection and Safeguarding

One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and regular volunteers have been subject to appropriate background checks. The staff have also adopted a Code of Practice which governs our behaviour towards pupils.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school, teachers, non-teaching staff and volunteers have clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. It is consistent with the aims and objectives of Catholic Education that all teachers have a duty to help protect children from abuse or the risk of abuse.

The problem of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also a criminal offence.

In St Joseph'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 or suspected 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**

- **where the school has been made aware that there are incidents of domestic abuse in the home, we will make a referral to Social Services**

- **any clarification should be done carefully and sensitively – it is not the responsibility of school staff to undertake any investigations or to make extensive enquiries of family members or carers**
- **ancillary staff should report any suspicions or concerns to the Designated Teacher**
- **parents will be notified about procedures on a regular 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 protect children, while respecting the rights of parents, families, carers and members of staff**

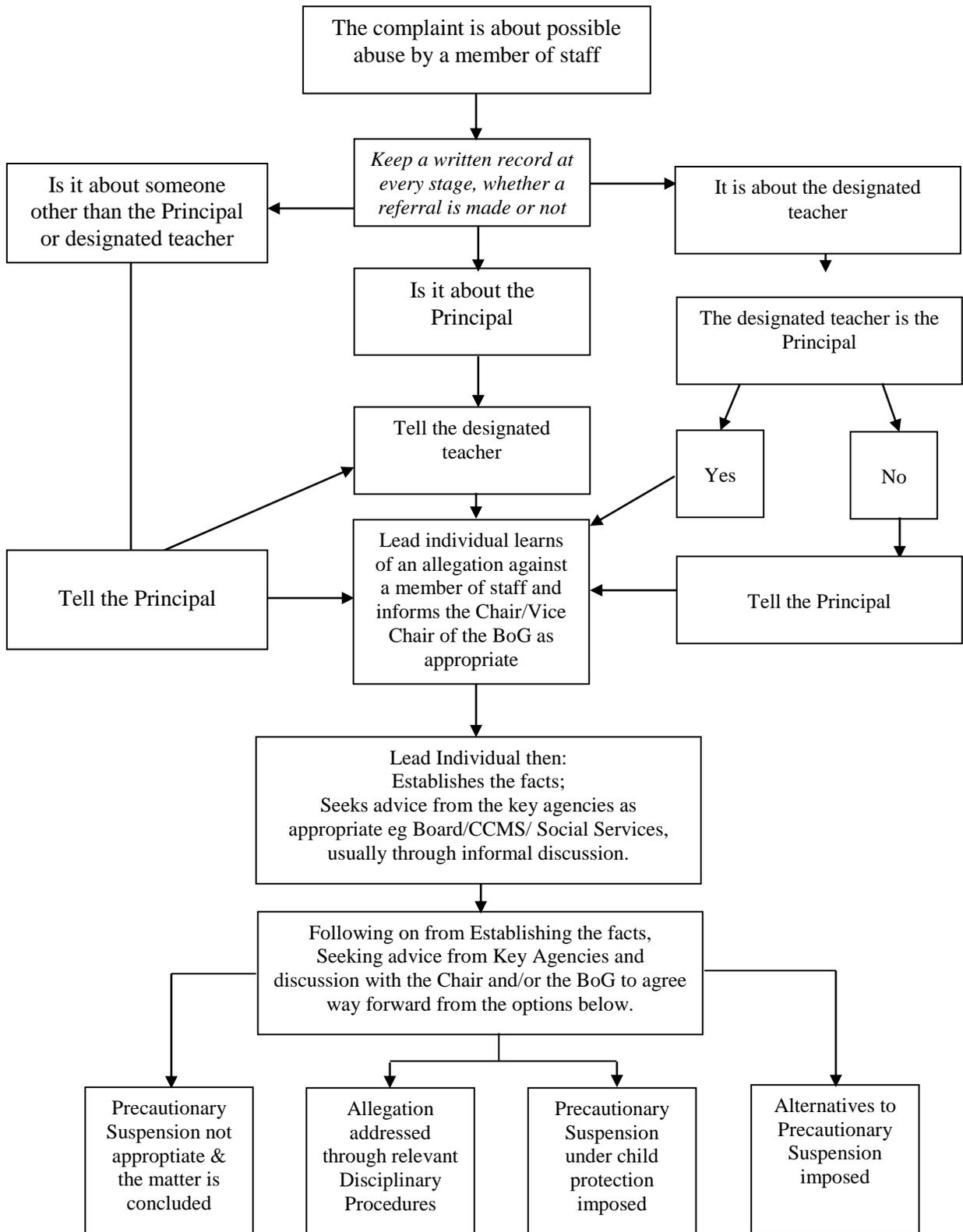**The Designated Teacher for Child protection is Mrs Brownlee and the Deputy Designated Teachers are Mrs Early and Mrs Downard. Mr Donnelly will act as Designated Teacher if these staff members are unavailable.**

Identifying Abuse:

All school staff, teaching and non-teaching are aware of their legal responsibility to inform the Designated Teacher of any suspicion they may have regarding abuse of a child.

Figure 2

Procedure if a complaint has been made about possible abuse by a member of the school's staff

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                        ┌─────────────────────────────┐
                        │ The complaint is about       │
                        │ possible abuse by a member   │
                        │ of staff                     │
                        └─────────────────────────────┘
                                      │
                                      ▼
┌──────────────────────┐   ┌─────────────────────────┐   ┌─────────────────────┐
│ Is it about someone  │◄──│ Keep a written record at │──►│ It is about the      │
│ other than the       │   │ every stage, whether a   │   │ designated teacher   │
│ Principal or         │   │ referral is made or not  │   └─────────────────────┘
│ designated teacher   │   └─────────────────────────┘              │
└──────────────────────┘              │                             ▼
                                      ▼                  ┌─────────────────────┐
                           ┌─────────────────────┐       │ The designated       │
                           │ Is it about the      │       │ teacher is the       │
                           │ Principal            │       │ Principal            │
                           └─────────────────────┘       └─────────────────────┘
                                      │                      │           │
                                      ▼                      ▼           ▼
                           ┌─────────────────────┐       ┌─────┐     ┌─────┐
                           │ Tell the designated  │       │ Yes │     │ No  │
                           │ teacher              │       └─────┘     └─────┘
                           └─────────────────────┘
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- Is it about someone other than the Principal or designated teacher
- *Keep a written record at every stage, whether a referral is made or not*
- It is about the designated teacher
- Is it about the Principal
- The designated teacher is the Principal
- Tell the designated teacher
- Yes
- No
- Tell the Principal
- Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of the BoG as appropriate
- Tell the Principal

Lead Individual then:
Establishes the facts;
Seeks advice from the key agencies as appropriate eg Board/CCMS/ Social Services, usually through informal discussion.

Following on from Establishing the facts, Seeking advice from Key Agencies and discussion with the Chair and/or the BoG to agree way forward from the options below.

- Precautionary Suspension not approptiate & the matter is concluded
- Allegation addressed through relevant Disciplinary Procedures
- Precautionary Suspension under child protection imposed
- Alternatives to Precautionary Suspension imposed

Confidentiality

Our staff appreciate that in the interests of a child's welfare we may need to share information particularly with other professionals, and that we are legally obliged to share information if we suspect physical or sexual abuse. However, the right to confidentiality for parents, carers, teachers and children will be respected and information will only be shared to protect the child.

No promise of confidentiality can or should be made to a child or anyone else giving information about abuse.

Voluntary action within the school

All volunteers, coaches and tutors who work in the school will be required to undergo an Enhanced Disclosure Check.

How a parent can make a complaint

I have a concern about my/a child's safety

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I can talk to the class teacher

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If I am still concerned, I can talk to the Designated Teacher for child protection (Mrs Brownlee) or the Deputy Designated Teachers (Mrs Early/Mrs Downard)

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If I am still concerned, I can talk to the Principal

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If I am still concerned, I can talk/write to the Designated Governor Mrs M Doherty or the Chairperson of the Board of Governors Mrs P Neeson

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At any time, I can talk to the social worker or the Police Gateway Services: 028 90507000
PSNI: 101

St Joseph's Anti- Bullying Policy

Mission Statement

The school mission statement states that we:-

Aim to provide a caring and secure environment in which our children can develop their potential while growing in self- esteem and confidence. It is our wish to structure the learning environment so that children will be encouraged to respect themselves and other people. In order to accomplish this, we seek the co-operation of our parents in the shared task of educating our children.

Each member of the school community has the responsibility to contribute to the creation and protection of such an environment. This is a responsibility which is taken seriously and is reflected in a positive and preventative approach to the issue of bullying. At St Joseph's P S we seek to listen to children and act appropriately on information received. Our school is a 'TELLING' school. Pupils in St Joseph's know that 'telling' someone about inappropriate behaviour is the best way of everyone keeping safe. All incidents of bullying are treated confidentially.

Aims:

- To stop bullying
- To encourage pupils to 'tell'
- To clarify for staff, children and parents that bullying is always unacceptable and that it shall not be tolerated.
- To create an environment in which individual children can flourish and fulfil their true potential
- To promote self discipline, self respect and respect for others
- To promote an awareness that we are all responsible for creating a climate in which all children feel safe
- To emphasise the importance of, and to strengthen communication between home and the school

Definition

Bullying is repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

Bullying can take many forms: and these include
- physical: e.g. hitting, spitting, kicking or damage to belonging

- verbal: e.g. threats or name calling
- indirect: e.g. spreading rumours or excluding someone from social groups
- emotional: e.g. being unfriendly, excluding and tormenting
- cyber: inappropriate use of the internet and mobile phones in school

Bullying behaviour can be classified as follows:
- racist: e.g. racial taunts, graffiti, gestures
- sexual: e.g. unwanted physical comment or sexually abusive comments
- homophobic: focusing on the issue of sexual preference
- disability: e.g. taunts or name calling which refer to an individual's disability
- sectarian: e.g. taunts or name calling which refer to an individual's religious affiliation

(Please note this is not an exhaustive list.)

We understand that if unchecked, bullying can be profoundly damaging to the chid who is being bullied both emotionally and physically. It can seriously disrupt or impair a child's capacity to learn and develop.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially very young children without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention to cause them distress. These situations can often be easily resolved, nevertheless such perceptions of bullying will be taken seriously.

The School's Response to Bullying:

One of the key elements in our preventative strategy is the creation of a positive ethos that reinforces a child's sense of self worth. Some of the measures that contribute to the creation of that ethos are listed below:

- celebration of achievements at weekly assemblies
- a variety of methods of rewarding achievement are in place in each classroom
- Star of the Week and Helper of the Week
- Liturgical celebrations
- The Alive O programme and accompanying prayer services
- Understanding what bullying behaviour is through the delivery of the PDMU strand of the Revised Curriculum
- Dealing with issues that arise through Circle Time activities
- Positive marking policy celebrating a child's success in their work

- Class rules prohibiting bullying
- Clear pastoral care procedures
- Staff awareness of Child Protection issues/procedures
- Extra curricular activities
- Careful supervision at break and lunch times
- Effective liaison with parents

Procedure Flow Line

1   Incident

a. reported – completion of ABC form
b. the child who is bullying others and the child who is being bullied will be counselled separately by staff involved
c. strategies employed to resolve the issue including Circle Time
d. restorative measures implemented (if needed) for the child who is exhibiting bullying behaviour
e. parents/guardians of the child who exhibiting bullying behavior contacted (letter or phone call); the parents of the child who is a target of this bullying behavior will be informed if they are not already aware of the incident
f. the incident will be revisited by the teacher or the Designated Teacher or the Principal to ensure that it has been resolved satisfactorily

2   If incidents continue

a. both set of parents are asked to see the Principal
b. strategy developed with the consent of both sets of parents

3   If incidents still continue

a. parents contacted again
b. further counselling (additional external help may be sought for the child who is exhibiting bullying behavior others and the target who this bullying behaviour)

4   If incidents still continue

a. exclusion procedures (in line with Employing Authority guidance) may begin

Our Policy for Relationships and Sexuality Education (R.S.E.)

The Department of Education Circular 2013/16 states

"The Department requires each school to have in place its own written policy on how it will address the delivery of Relationships and Sexuality Education".

The circular also states that Relationships and Sexuality Education

"should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parent(s)/guardian(s)/carer(s) and school management authorities".

As a Catholic school, St Joseph's seeks to ensure all of it pupils develop to their full potential spiritually, emotionally, intellectually, physically and socially. The Relationship and Sexuality Education programme is an important element in securing the holistic development of the children.

Rationale

The sacredness of human life and the uniqueness of each human being is at the heart of the school's teaching of RSE. Sexuality is an integral part of the human person and affects our capacity to give and receive love. The RSE programme is structured is to teach, nurture, advise, guide and enable the children to celebrate their faith. Accordingly, the children are introduced to Jesus as the model for living an ethical life and the moral teachings of the Church to provide them with a framework for living.

RSE is taught through the revised programme *The Wonder of My Being* with links to the PDMU programme and other relevant cross-curricular areas.

The RSE Policy takes account of the Equality Act NI 2006 and the guidance from the Equality Commission in March 2009 and seeks to promote inclusivity, equality and respect for all pupils. The pupils learn in a safe and secure environment and all are treated with respect and dignity.

There is a direct link to Child Protection issues which are addressed through the school's Child Protection and Safeguarding Policy and procedures. The school seeks to provide a safe, welcoming and inclusive environment in which there is an inherent respect for difference and the diversity of family life in today's society. Issues of bullying or exclusion are addressed through the Anti-Bullying Policy.

The Values Underpinning the RSE Policy

The whole school community shares in the mission of faith formation. Our teaching of RSE will enable pupils to clarify their beliefs and develop a respect for and interest in the beliefs of others. Pupils will be given opportunities to explore values and attitudes and to consider how adhering to this moral code will affect their behaviour and their treatment of others.

Children will be taught RSE within a framework which models and encourages the following values:

➢ A respect for God and creation.
➢ A respect for self.
➢ A respect for others.
➢ Non-exploitation in relationships.
➢ Commitment, trust and bonding within relationships.

- ➢ Mutuality in relationships.
- ➢ Honesty with self and others.
- ➢ A development of critical self-awareness for themselves and others.
- ➢ An exploration of the rights, duties and responsibilities involved in relationships.
- ➢ Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- ➢ Self-discipline.
- ➢ Distinguish between what is right and wrong.

Aims of the RSE Policy

- ➢ To help all to appreciate their worth, dignity and uniqueness as children of God.
- ➢ To enable children to form healthy and respectful friendships and relationships.
- ➢ To foster and promote their moral development.
- ➢ To enable the children to appreciate that sexuality is a gift from God.
- ➢ To enhance the personal development, self-esteem and well-being of each child.
- ➢ To enable the children to identify and manage a range of feelings.
- ➢ To foster and develop mutual respect and understanding.
- ➢ To promote responsible behaviour and the ability to make fully informed decisions.
- ➢ To foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework.
- ➢ To promote an appreciation of the responsibilities of parenthood.
- ➢ Develop an appreciation for the value and sacredness of human life and the wonder of birth.
- ➢ To develop a respect for difference, gender and race within the school and community.
- ➢ To help all to value family life in its diversity and the gift of marriage.

Objectives

The RSE curriculum will enable children to:

- ➢ Develop an awareness of the diversity of family life and family patterns.
- ➢ Acquire and develop knowledge and understanding of self.
- ➢ Develop a positive sense of self-awareness, self-esteem and self-worth.
- ➢ Understand the nature, growth and development of relationships within families, in friendships and in wider contexts.
- ➢ Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- ➢ Become aware of the variety of ways in which individuals grow and change.
- ➢ Develop personal skills which will help to establish and sustain healthy personal relationships.
- ➢ Develop coping strategies to protect self and others from various forms of abuse (inappropriate behaviours, sexual abuse and exploitation).

➢ Acquire and improve skills of communication and social interaction.
➢ Acquire and use an appropriate vocabulary to discuss feelings, growth and development.

Skills Promoted

➢ The ability to form and maintain relationships.
➢ Make well-informed decisions regarding health and well-being.
➢ The skill of critically evaluating a wide range of information, opinions, attitudes and values.
➢ The promotion of practical skills (supporting others and future parenting).
➢ Communication skills (listening to others' points of view, putting one's own view forward, dealing with conflict peacefully and being assertive).
➢ Decision making skills (making good choices with the relevant information at hand, making moral judgments wisely in contexts and then putting them into practice, acting responsibly as an individual or as a member of a group).
➢ Interpersonal skills for managing healthy relationships with confidence and with effectiveness.
➢ Development of a confident group member or leader.

Roles and Responsibilities

The Board of Governors will examine and ratify the school's RSE Policy. The School Leadership Team will co-ordinate the school's approach to RSE and consult with the Board of Governors, staff, parents and health professionals as appropriate.

The staff will deliver the Wonder of My Being programme and keep parents fully informed about the content of the programme through curriculum meetings and any other appropriate means. The parents will pay a complementary role and will support the school by following up on issues raised during lessons. In all instances parents' wishes will be respected and an accommodation will be made for any parent who wishes to have his/her child withdrawn from the RSE programme.

The Management and Co-ordination of RSE in the School

➢ The Religious Education Co-ordinator will have responsibility for co-ordinating the delivery of the RSE programme and for monitoring its delivery.
➢ The SENCO will advise on how the specific needs of some learners can be most effectively met.
➢ The RSE programme will be delivered through the Grow in Love Catechetical Series and the Wonder of My Being Primary 1-7.
➢ The RE Co-ordinator will gather and disseminate relevant information on RSE issues to inform planning and to ensure relevance. This will include the provision of training to staff as required. The Down and Connor Catholic Schools' Support Service will provide support and guidance to the RSE Co-ordinator and will be available also to assist with the delivery of in-service training.
➢ The RSE programme will ordinarily be delivered in mixed gender class. The school will exercise its discretion when considering the delivery of some elements of the Primary Six and Seven programmes and may deliver those aspects of the programme to single sex groups.

- The method for dealing with specific sexual issues which arise is set out in the Specific Sexual Issues section of the policy.
- Arrangements will be made to ensure the inclusion of newcomer children for whom English is an additional language so that their needs are met effectively.

Monitoring and Evaluating

The policy will be reviewed annually by the Safeguarding Team as part of its evaluation of the school's policies and procedures. The Board of Governors will have due regard to any updated guidance issued by DE, CCEA and/or the Catholic Schools' Support Service and revise the policy in light of this guidance as required.

Specific Sexual Issues

The value of human life and the uniqueness of each individual will be at the heart of RSE teaching. The teaching of RSE will reflect the ethos of the school and the moral and religious principles held by parents and school management authorities. If specific sexual issues are raised these will be addressed in accordance with the ethos of the school.

A *'What's in'* and *'What's out'* strategy will set the parameters for discussion and will clarify the areas which will be taught. A question box approach may also be used for dealing with specific questions which arise. Parents will fulfil their complementary role and take responsibility for addressing any sensitive issues which may arise during RSE lessons with their children at home.

The 'What's In and What's Out' format should be respected at all times by pupils. Whilst each child's views and questions will be respected, there will be a clear indication of issues that will NOT be discussed in class and will instead be for parents to deal with in the context of their own family circumstances.

Confidentiality and Child Protection/Safeguarding Children

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, Child Protection/Safeguarding Children Procedures will be implemented. The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

Use of Outside Agencies

Where appropriate, the school may seek to use the skills and expertise of outside agencies to support the delivery of the RSE curriculum. Only those agencies who accept and agree with the underpinning Catholic ethos of the school will be engaged in this supporting role.

Relationships between Home, School, Parish and the wider Community

The effectiveness of our policy and programme depends upon the involvement of all stakeholders. It is our role to assist the work of parents as the child's primary educators. To do this we will teach RSE in a manner appropriate to the emotional and psychological development of the children. The RSE policy is available on the school website for parents to download. The policy will be reviewed annually and there will be on-going consultation on revisions and amendments.

Withdrawal from RSE

RSE is a statutory requirement and therefore forms part of the curriculum. Parents are fully informed about the content of the programme at curriculum meetings and through the school website. The school will take account of any concerns parents may have. The school will seek to support parents and allay their concerns by providing them with the teaching materials and with guidance on the teaching approaches which will be used. Having ensured parents are fully informed about the RSE programme and its delivery, the school will respect any decision parents take regarding their wish to have their child withdrawn from participation in the RSE programme.

Links to other relevant policies and education areas (cross-curricular)

➢ RE Policy.
➢ Teaching and Learning Policy
➢ Child Protection and Safeguarding Policy.
➢ Pastoral Care Policy.
➢ Health Education Policy.
➢ Anti-bullying Policy.
➢ Behaviour Management Policy.
➢ E-Safety and Acceptable Use of the Internet Policy.
➢ The World Around Us Policy.
➢ PDMU Policy.

Curriculum Organisation and Delivery

The statutory requirements for RSE will be taught primarily through the Religious Education programme *Grow in Love* and *The Wonder of My Being* (the Down and Connor Diocesan RSE Programme). There will be occasions when there will be links between the RSE programme and other relevant areas of the curriculum e.g. PDMU, WAU, Health Education and Safeguarding.

The Primary Source for the Teaching of RSE include

- Grow in Love P1-P7
- The Wonder of My Being
- The Road Map re: RSE mandatory areas
- Living Learning Together (contents of an extra resource)

RSE Wonder of My Being   Programme Overview

Year One	1. To appreciate that I am a boy/ girl 2. To appreciate that I am part of a family 3. To understand that I grew in my mother's womb. 4. To learn that Jesus was part of a family. 5. To appreciate that I am special.
Year Two	1. To understand that I needed help with everything when I was a baby. 2. To understand that I have grown and changed since I was a baby. 3. To understand some developmental stages of babies e.g. crawling, walking, talking… 4. To appreciate that my family loves me and cares for me. 5. To appreciate that God chose Mary to be the mother of his Son Jesus. 6. To appreciate that Mary and Joseph loved and cared for Jesus.
Year Three	1. To appreciate that people celebrate weddings. 2. To appreciate the qualities that are required for friendship. 3. To appreciate the qualities necessary for family. 4. To appreciate how a mother cares for her new baby. 5. To appreciate that Jesus helped Mary and Joseph at home. 6. To appreciate how we can help at home.
Year Four	1. To appreciate that Mary was told by an Angel that she was to be the mother of Jesus. 2. To appreciate that an Angel appeared to Joseph to tell him he would be the one to care for Mary and Jesus. 3. To appreciate the role of Mary as the mother of God. 4. To appreciate the qualities and values that were part of the Holy Family of Nazareth. 5. To learn the vocabulary associated with pregnancy and birth. 6. To appreciate the preparations that were needed for your birth. 7. To appreciate that family is a gift from God.
Year Five	1. To appreciate the uniqueness of each person. 2. To appreciate that we are all created in the image and likeness of God. 3. To appreciate the importance of preparing responsibly for new life. 4. To appreciate the stages of development between birth and two years. 5. To appreciate we change as we grow (2 years – 9/10 years). 6. To be aware of people who help us grow and develop: family, church, medical. 7. To revisit the Sacrament of Baptism so that the children can become aware of their place in God's family.
Year Six	1. To appreciate that we are made in God's image and likeness. 2. To appreciate the stages of growth before birth. 3. To recognise significant moments in our lives to date. 4. To recognise that we are created by God and that our bodies are sacred. 5. To appreciate that everyone is part of the body of Christ. 6. To appreciate the values of friendship in our lives. 7. To identify negative behaviour and how it can affect other people. 8. To recognise that our bodies change as we grow.

Year Seven	1. To appreciate that we are all called by God 2. To appreciate the presence of God in our lives as we grow and change. 3. To appreciate the talents that each of us has and consider how we will use these as we grow and change. 4. To appreciate the qualities and characteristics of friendship. 5. To understand the importance of accepting and respecting each other just as we are. 6. To make pupils aware that they are influenced by many different people and things. 7. To appreciate that I can be a good or bad influence to others. 8. To help make informed decisions about their lives. 9. To enable the children to face future changes with optimism. 10. To recognise that our bodies change as we grow.

Drugs Policy

RATIONALE AND ETHOS

St Joseph's Primary School recognises that young people in today's society are exposed to the risks associated with the drug culture.

The school has a statutory requirement to have a policy and provide drugs education as part of the school's curricular provision and this is delivered through a cross curricular approach and as a key element in the school's programme for Personal Development and Mutual Understanding.

Young children are exposed to messages about drug use from an early age. The messages they receive from television and the media tend to glamorise the use of drugs. They may have seen older members of the community smoking, drinking or taking pills and medicines. Some children may have already tried alcohol or cigarettes and taken prescribed medicines or other drugs. Inevitably, older children want to pass on their knowledge and experiences in an effort to try to influence younger children; these experiences could well include their experiments with drugs.

Research cites personal inadequacy, a lack of self-esteem and peer pressure as the main reasons for drug misuse among young people. This places a responsibility on the school to 'better prepare young people for adult life.' (Education Reform (NI) Order 1989)

The school wishes to promote the development of the 'whole person', which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

Consequently, the school will educate the children on the damage the use or misuse of harmful substances will have on them as individuals, on their family unit and the wider community. The children will be taught about the importance of avoiding harmful substance and, through the school's PDMU programme, will be equipped with the skills to make positive choices with regards to their own well-being. The school will engage with recognised outside agencies, as appropriate, in order to receive additional expert support to assist it to deliver the programme for Personal Development and Mutual Understanding.

All drug related incidents will be dealt with in line with the school's responsibilities under its Child Protection and Safeguarding Policy and the procedures contained within it.

The procedures and protocols that the school has established will be kept under review by the Board of Governors and will be amended to reflect any new guidance issued by the statutory bodies which support the school in its work. This policy will be monitored and evaluated by the school's Safeguarding Team as part of its annual review of Child Protection and Safeguarding. The outcome of this review will be reported to the full Board of Governors annually at its meeting in Term Three.

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 member of staff involved should:
· 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

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

Confidentiality

The spirit of confidentiality is of primary importance to those who work professionally with young people in a trusting and secure environment. However the legal requirements of drug legislation will mean that in certain circumstances there will be a change in the convention of confidentiality. The Children (Northern Ireland) Order (1995) makes it clear that the welfare of the young person is paramount and therefore confidentiality must be included.

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents.

The Management Of Medicines

The school's procedures in relation to the administering of medication is set out in a separate policy. If a pupil is required to take medication in school parents are obliged to complete the appropriate consent forms. Parents should contact Mrs Brownlee (Designated Teacher) for further advice regarding the protocols which govern the administering of prescribed medication.

Road Safety

Road Safety Education will be taught across the curriculum, but mainly through The World Around Us, Religious Education, ICT, The Arts and PDMU.

Although specific topics such as Cycling Proficiency will be addressed, as set out in the school's curricular framework, Road Safety is best addressed through a combination of subject specific and cross curricular approaches. This approach will ensure that Road Safety Education is a regular and normal part of a child's education at Saint Joseph's Primary School.

Staff will use a variety of teaching strategies and approaches which incorporate the use of all of the children's senses. Tasks and experiences will be in keeping with the maturity of pupils whilst taking particular account of the mobility, visual and auditory needs of all pupils in practical situations.

Class teachers will deliver most of the Road Safety programme. Occasions will arise, however, when the expertise of outside agencies and other professionals will be used;

For example

- ❖ A visit to the Risk Avoidance Danger Awareness Resource (RADAR)
- ❖ A visiting drama group.

Parents will be informed of these arrangements.

Normal classroom arrangements will prevail during road safety related activities. Where it is necessary to alter this, the consent of parents will be sought;

For example

- ❖ *An educational visit within a Road Safety Education topic;*
- ❖ *A pedestrian training observation walk.*

Teachers are encouraged to base as much Road Safety teaching as possible on existing schemes and topics and to include practical sessions in the school`s locale.

eSafety and Acceptable Use of the Internet and Digital Technologies

Introduction
In today's rapidly changing world, it is important to ensure that safe, responsible, acceptable and effective use is made of the internet and other digital technologies by the children in our care. It should be recognized that children have access to a range of digital technologies including web-based and mobile learning through devices such as iPads. Currently the internet technologies children are using, both inside and outside the classroom, include:

-Websites

-Learning platforms and Virtual Learning Environments

-Email and instant messaging

-Chat rooms and social networking

-Blogs and wikis

-Podcasting

-Video broadcasting

-Music downloading

-Gaming

-iPads

-Mobile/Smart phones with text, video and/or web functionality

-Other mobile devices with web functionality

The internet is a unique and exciting resource. It brings the world into the classroom by giving children access to a global network of educational resources. There is no doubt that the use of the internet is an essential skill for children as they grow up in the modern world. The internet is, however, an open communications channel available to all. Anyone can send messages, discuss ideas and publish materials with little restriction. This brings young people into contact with people from all sectors of society and with a wide variety of materials some of which could be unsuitable. Key concerns are:

Potential Contact
Children may come into contact with someone online who may wish to harm them. Some adults use social networks, chat rooms or e-mail to communicate with children for inappropriate reasons. Children should be taught that:

- People are not always who they say they are.
- "Stranger Danger" applies to the people they encounter through the internet.
- They should never give out personal details.
- They should never meet alone with anyone contacted via the internet.
- Once they publish information it can be disseminated with ease and cannot be destroyed.

Inappropriate Content

Through the Internet there are unsuitable materials in many varieties. Anyone can post material on the Internet. Some material is published

- For an adult audience and is unsuitable for children e.g. materials with a sexual content.
- To express views, e.g. some use the web to publish information on weapons, crime and racism which would be restricted elsewhere.
- Containing misleading and inaccurate information, e.g. some use the web to promote activities which are harmful.

Children should be taught:
- That information on the Internet is not always accurate or true.
- That they should question the source of information.
- How to respond to unsuitable materials or requests and
- That they should tell a teacher/adult immediately.

Excessive Commercialism

The Internet is a powerful vehicle for advertising. In visiting websites children have easy access to advertising which is very persuasive. Children should be taught:
- Not to fill out forms with a lot of personal details.
- Not to use an adult's credit card number to order online products.

If children are to use the Internet in places other than at school e.g. – libraries, clubs and at home, they need to be educated about how to behave on-line and to discuss problems. *There are no totally effective solutions to problems of Internet safety.* Teachers, pupils and parents must be vigilant.

Roles and Responsibilities

As eSafety is an important aspect of strategic leadership within the school, the Principal and Board of Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. It is the role of the eLearning Co-ordinator to keep abreast of current esafety issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet. The Principal has responsibility for leading and monitoring the implementation of esafety throughout the school. The Principal/eLearning Co-ordinator update the School Leadership Team and Governors with regard to esafety and all governors have an understanding of the issues in relation to national guidelines and advice.

Writing and Reviewing the e-Safety Policy

This policy, supported by the school's Acceptable Use Agreement for staff, governors, visitors and pupils, is to protect the interests and safety of the whole school community. It is linked to and used in conjunction with other school policies including those for UICT, Behaviour, Health and Safety, Child Protection, and Anti-bullying. This policy should not be seen as exclusive.
It has been agreed by the School Leadership Team, staff and approved by the Board of Governors. Pupils and parents have also been consulted. The eSafety policy and its implementation will be reviewed annually.

eSafety Skills Development for Staff

All staff receive regular information and training on eSafety issues through the eLearning Co-ordinator. All staff have been made aware of individual responsibilities relating to the safeguarding of children within the context of eSafety and know what to do in the event of misuse of technology by any member of the school community. New staff members receive information on the school's Acceptable Use Agreement as part of their induction. All staff are encouraged to incorporate eSafety activities and awareness within their lessons, as stipulated in the Using ICT guidelines.

eSafety Information for Parents/Guardians

Parents/Guardians are asked to read through and accept the terms of the Acceptable Use Policy on behalf of their child. Parents/Guardians are required to make a decision as to whether they consent to images of their child being taken/used on the school website. The school website contains useful information and links to sites like CEOP's, ThinkUKnow, and the CBBC Web Stay Safe page. The school will communicate relevant eSafety information through newsletter and the school website. Parents should remember that it is important to promote eSafety in the home and to monitor Internet use there. Guidelines include:

- Keep the computer in a communal area of the home.
- Be aware that children have access to the Internet via gaming stations and portable technologies such as iPads and smart phones.
- Monitor on-line time and be aware of excessive hours spent on the Internet.
- Take an interest in what children are doing.
- Discuss with the children what they are seeing and using on the Internet.
- Advise children to take care and to use the Internet in a sensible and responsible manner.
- Know the SMART tips (see later)
- Discuss the fact that there are websites/social networking activities which are unsuitable.
- Discuss how children should respond to unsuitable materials or requests.
- Remind children never to give out personal information online.
- Remind children that people on line may not be who they say they are.
- Be vigilant.
- Ensure that children do not arrange to meet someone they meet on line.
- Be aware that children may be using the Internet in places other than in their own home or at school and that this Internet use may not be filtered or supervised.

Teaching and Learning

Why is Internet access important?

The purpose of Internet access in school is to raise educational standards, to support the professional work of staff and to enhance the school's management information and business administration systems. The benefits to the school are:

- o   Access to world-wide educational resources including museums and art galleries;
- o   Information and cultural exchanges between students world-wide;
- o   Cultural, vocational, social and leisure use in libraries, clubs and at home;
- o   Discussion with experts in many fields for pupils and staff;
- o   Staff professional development - access to educational materials and good curriculum practice;
- o   Communication with the advisory and support services, professional associations and colleagues;
- o   Improved access to technical support including remote management of networks;
- o   Exchange of curriculum and administration data with the relevant outside agencies;

Internet Use

Teachers, parents and pupils need to develop good practice in using the Internet as a tool for teaching and learning. The school will plan and provide opportunities within a range of curriculum areas to teach esafety. Educating children on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and formally as part of the esafety curriculum set out as part of the UICT guidelines. Pupils are also aware of the impact of online bullying and know how to seek help if these issues affect them. Pupils are also aware of where to seek advice or help if they experience problems when using the Internet and related technologies i.e. parent/guardian, teacher/trusted member of staff, or an organization such as CEOP. The school internet access is filtered through the C2K Managed Service. Access to the internet via the C2K Education network is fully auditable and reports are available to the school principal.

No filtering service is 100% effective therefore pupils will be informed that their use of the Internet will be supervised and monitored appropriately. Pupils will be taught what internet use is acceptable and what is not and will be given clear objectives for Internet use. Pupils will be educated in the effective use of Internet for research, including the skills of knowledge location, retrieval and evaluation. They will be taught to acknowledge the source of information when using Internet material for their own use**.**

Children will be taught to be Internet wise and are made aware of Internet Safety Rules. They will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy. Internet access will be planned to enrich and extend learning activities and aimless surfing is not permitted. Children are taught to use the Internet as part of a planned teaching activity. Access levels will be reviewed to reflect the curriculum requirement.

E-mail:

Pupils may only use C2k e-mail accounts on the school system. Pupils must immediately tell a teacher if they receive offensive e-mail. Pupils must not reveal personal details of themselves or others in e-mail communication or arrange to meet anyone without specific permission. The forwarding of chain mail is not permitted.

Children are not always given individual e-mail addresses. In some instances children may have access to a group e-mail address to communicate with other children as part of a particular project. Messages sent and received in this way are supervised by the teacher and are always part of a planned and agreed learning activity. Messages sent using the school domain name should be regarded in the same way as messages written on school headed paper;

Social Media:

Chat rooms, blogs and other social networking sites are blocked by the C2K filters so pupils do not have access to them in the school environment. Whilst we accept that parents are responsible for their children's use of social media outside school, pupils and parents will be advised that the use of social network spaces is inappropriate for primary aged pupils. **Parents should be aware that social networking sites such as Facebook, Snapchat, Twitter, Instagram and Pinterest restrict legitimate access to those of at least 13 years of age and, as such, should not be accessed by primary aged children.**

However, we are aware that some pupils will still use social media. Therefore, an increasingly important part of our safeguarding will relate to educating pupils on the safe and responsible use of social media. It is also important that all adult members of the school community (i.e. staff, parents, governors and all regular visitors to the school) model good practice and set an example for the children in their use of social media. Therefore, we expect that all member of the school community will adhere to the Code of Conduct regarding the Use of Social Media set out below:

- Confidential information including personal details about any member of the school community which may identify them or their location should not be posted online.
- profiles on social media sites should be set to maximum privacy to ensure access is denied to unknown individuals.
- treat other members of the school community with respect and ensure that comments are supportive, fair and positive
- comments should not be derogatory, rude, threatening or inappropriate
- Offensive language should not be used at any time
- Images of other children completing activities in school should not be posted on social media by parents or children without the consent of the parents of those whose images are to be displayed.
- Report any incidents of cyber bullying and/or any misuse of mobile phones/websites/email to a member of staff immediately
- staff or volunteers working in school will not add children as "friends" nor will they use social media to communicate directly with children who attend the school
- the school's name, logo or documents should not be posted online without the permission of the Principal
- any information which could potentially compromise the security of the school site should not be posted online
- Comments which could result in reputational damage to the school or individual members of the school community or, which could be construed as being defamatory, should not be made online

Instances of cyber bullying of pupils or staff will be regarded as very serious offences and dealt with according to the school's anti-bullying and Child Protection procedures.

Mobile Technologies e.g. iPad:

When using iPads all pupils will be expected to follow the terms of this eSafety policy and other school policies. The use of portable media such as memory sticks and external hard drives will be monitored closely as potential sources of computer virus and inappropriate material. Staff should not store pupils' personal data and photographs on memory sticks. Pupils are not allowed to use personal mobile devices/phones in school. Staff should not use personal mobile phones during designated teaching sessions.

Managing Video-conferencing:

Video-conferencing will be via the C2K network to ensure quality of service and security. Video-conferencing will be appropriately supervised and parents will be required to give permission for their child to participate. Any video-conferencing undertaken will be part of agreed teaching and learning programmes agreed by the school.

Publishing Pupils' Images and Work

St Joseph's Primary School's website –**www.stjosephscarryduff.com** will celebrate pupils' work and promote the school. As the school's website can be accessed by anyone on the Internet, the security of staff and pupils must be considered carefully. Editorial responsibility lies with the Principal and the UICT Coordinator to ensure that content is accurate and quality of presentation is maintained.

Written permission from parents/guardians will be obtained before photographs of pupils are published on the website. Parents will also give their permission for their child's image/work to be published on the website or social media outlets of outside agencies. The consent form is considered valid for the entire period that the child attends the school unless there is a change in the child's circumstances where consent could be an issue. Parents/ guardians may withdraw permission at any time by placing this request in writing to the Principal.
The point of contact on the website is the school address, info email account and telephone number. Home information or individual e-mail identities will not be published.

Full names will never be used alongside photographs anywhere on the website. Digital and video images of pupils are only taken with school equipment. Images are stored in a centralised area of the school network which is accessible only to school staff. Photographs of pupils are removed when they leave the school.

Further details available about the use of images is available from the Parental Consent slips

Authorising Internet Access

Internet access is a necessary part of the statutory curriculum. It is an entitlement for pupils based on responsible use. Pupil instruction in responsible and safe use should precede any internet access. All children must abide by the school's eSafety rules which will be displayed clearly in all rooms. Access to the Internet will be supervised.

Parents will be asked to give consent for their child to use the Internet in school within the constraints detailed in the school's eSafety policy. Parents will be asked to sign and return a permission form. Pupils must not use the Internet for unapproved purposes nor enter the folders or files of anyone else and they must adhere to the school's Rules for Responsible Internet Use.

The ICT Co-ordinator and Principal reserve the right to enter any pupil's account to ensure it is being used appropriately. Pupils must be aware that teachers have the right to enter any of the folders of the pupils in their class.

Password Security:

Adult users are provided with an individual login username and password which they are encouraged to change periodically. Login details should not be shared with pupils. All pupils are provided with an individual login username and password. Pupils are not allowed to deliberately access files on the school network which belong to their peers, staff or others. Any such attempt will be treated as a breach of school rules with appropriate sanctions. Staff are aware of their individual responsibilities to protect the security and confidentiality of the school network and SIMS system.

Assessing the risks

In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will supervise pupils and take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that unsuitable material will never appear on a terminal. Staff, parents, governors and advisers will work to ensure that every reasonable measure is being taken.

Ensuring Internet access is safe

Pupils using the Internet will be appropriately supervised. Senior staff will conduct occasional checks to ensure that the filtering methods are effective in practice. If staff or pupils discover unsuitable sites, the URL (address) and content will be reported to C2k by the Network Administrators /Principal.

Mobile Devices including Phones

Parents should be aware that mobile devices have downloadable capabilities (e.g. iPads, smart phones, Nintendo DS Lite, iPod touch or PSP) and children may be able to gain access to the internet through enabling mobile data on these devices. Therefore, if pupils have access to such devices Internet access becomes very difficult to regulate and photographs and video recordings can be taken of others without their consent.

Therefore, pupils are only permitted to carry mobile phones for use in emergency situations or for parents to check up on a child's safety either before/after school hours i.e. when on route to or from school or at post school childcare. Children should switch off their phone on arrival at school and these may only be switched back on again when the pupil leaves the school premises. It should be noted that phones are brought into school at the owner's own risk.

If a pupil is found to be using a mobile phone on school premises without prior permission, the staff member who observes this will have authority to take the phone from the child. Parents and guardians can subsequently collect it from the school office.

Parents should ensure that all calls relating to a child must come through the school office and parents should not seek to contact their child directly on the child's mobile phone. Parents should note that school staff are not permitted to disclose the telephone numbers of any children to other children and/or parents.

Staff must ensure that their mobile phones are switched off during class contact time. Staff are not permitted to make or receive phone calls in the classroom. Emergency calls may be taken outside the classroom in the designated area i.e. the staffroom. Staff are not permitted to use their mobile phones to take photographs of children and they should not share their mobile numbers with parents or pupils. Staff should also be professional if sharing any personal business on social media sites.

Security of the school's internet access

Security of the school's internet access (including the Meru wifi network) is ensured through the C2K's filtered system.

Handling complaints regarding Internet use

Complaints of internet misuse by pupils will be dealt with by senior members of staff. As with drugs issues, there may be occasions when the police must be contacted. Early contact will be made to establish the legal position and discuss strategies. Pupils and parents will be informed of the complaints procedures. Deliberate access to inappropriate materials by any user will result in the incident being logged in the eSafety incident log book.

Sanctions available for use with pupils include interview/counseling and, if appropriate, informing parents or carers. A pupil may have e-mails, Internet or computer access denied for a period of time depending on the nature of the incident.

Any complaint about staff misuse must be referred to the Principal. Complaints of a safeguarding nature must be dealt with in accordance with the school Child Protection Policy and procedures.

Communicating the Policy

Guidance on eSafety (SMART) and Rules for Responsible Internet Use will be displayed in all classrooms and the UICT Suite and will be discussed with pupils at the start of the year. Specific reference will be made by teachers at the beginning of every school year and at relevant points throughout the year e.g. Rules/Safeguarding Week/ Friendship Week/circle time/PDMU lessons. Pupils will be informed that network and Internet use will be monitored.

All staff including teachers, supply staff, classroom assistants and support staff will be provided with the Acceptable Use of the 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. A laptop/iPad issued to a member of staff remains the property of the school. Users of such equipment should therefore adhere to school policy regarding appropriate use with regard to Internet access, data protection and use of software both in and outside of school.

Parents will be informed about the policy through its inclusion in the Pastoral Care Guide for Parents which is issued to each family and is displayed in the Parents' Information section of the school website.

Monitoring and Review

This policy is implemented on a day-to-day basis by all school staff and is monitored by the ELearning Co-ordinator. The effectiveness of the policy will be reviewed annually.

Addendum

- Network administrators reserve the right to review files and communications to maintain system integrity and ensure that the users are using the system responsibly. They will respect the right to privacy whenever possible.

- Any parent or member of staff who wishes to discuss this document can put any questions to:-

Mr Donnelly (Principal)
or
Mrs Knowles (eLearning Co-ordinator)

This document is based on 'Acceptable Use of the Internet and Digital Technologies in Schools' (DE Circular 2007/1 – 18 June 2007) and 'eSafety Guidance' (DE Circular 2013/25)

St Joseph's Primary School

Acceptable Use of the Internet Statement
For Staff

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- ➢ The computer system is owned by the school and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Acceptable Use Policy has been drawn up to protect all parties - the students, the staff and the school.

- ➢ The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

- ➢ Staff must sign a copy of this Acceptable Use of the Internet Statement

- ➢ Access should only be made via the authorised account and password, which should not be made available to any other person;

- ➢ Activity that threatens the integrity of the school ICT systems or activity that attacks or corrupts other systems, is forbidden;

- ➢ Use of an iPad supplied by the school should be considered the same as any other technology tool provided by the school and thus staff must abide by the terms of the school's Acceptable Use Policy with regard to iPad use

- ➢ To ensure that all apps meet with the requirements of the school's eSafety and Acceptable Use policy the eLearning Co-ordinator will be responsible for authorizing the purchase of all apps installed on school devices

- ➢ Staff must inform the eLearning Co-ordinator of any apps that do not meet said requirements so that these can be removed from the device

- ➢ The eLearning Co-ordinator will only use an account in the name of the school and the school email address for all app purchases

- ➢ iPads should not be used to store personal documents such as video or audio material other than that which is directly related to school needs

- ➢ Apps that could be considered to be only for personal use or deemed not suitable for the classroom must not be installed on an iPad

- ➢ Use of the camera function on an iPad is only permitted in line with the whole school Child Protection Policy

- ➢ In the case of loss, theft or other damage of an iPad occurring outside school to co-operate fully with any investigation being conducted into the loss/theft/damage by any outside agency

- ➢ Ensure that pupils only use the iPad for curricular purposes under a controlled environment in the presence of a member of staff

- ➢ Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received;

- ➢ Posting anonymous messages and forwarding chain letters is forbidden;

- ➢ Copyright of materials must be respected;

- ➢ All Internet activity should be appropriate to staff professional activity or the student's education. Legitimate private interests may be followed where these cause no difficulties for other users and do not compromise school use;
- ➢ The same professional levels of language and content should be applied as for letters or other media, particularly as e-mail is often forwarded or may be sent inadvertently to the wrong person;
- ➢ Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- ➢ Users must access only those sites and materials relevant to their work in school. Users will be aware when they are accessing inappropriate materials and should expect to have their permission to use the system removed.

Full name … … … … … … … … …

Signed   … … … … … … … … …   Date … … … … … … … … … … … … … …

St Joseph's Primary School

Rules for Responsible Internet Use

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others**.**

- I will ask permission before entering any website unless my teacher has already approved this site. I will always quote the source of information gained from the internet in the documents I produce.
- On a network I will use only my own login and password which I will keep private.
- I will not look at, change or delete other people's files.
- I will not bring portable drives 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 responsible. I understand that the use of strong language, swearing or aggressive behavior is not allowed when using email.
- 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 understand I am not allowed to enter Internet Chat Rooms when using school computers/ iPads
- If I see anything I am unhappy with or I receive messages I do not like I will tell teacher immediately.
- I understand 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 and my parents may be informed

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including monitoring of web-sites, the interception of e-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful**.**

Be smart on the internet

Childnet International
www.childnet.com

S SAFE Keep safe by being careful not to give out personal information when chatting or posting online. Personal information includes your email address, phone number and password.

ZIP IT

m MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

a ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

BLOCK IT

r RELIABLE Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows.

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

You can report online abuse to the police at www.thinkuknow.co.uk

THINK U KNOW

FLAG IT

www.kidsmart.org.uk

Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

KIDSMART

References

The following websites provide additional information for parents as well as some useful games/activities for children

www.thinkuknow.com

www.kidsmart.co.uk

www.getsafeonline.org

www.bbc.co.uk/chatguide

www.childnet.com

www.digizen.org

www.chatdanger.com

www.childnet.com/sorted

www.saferinternet.org.uk

Dear Parents

Your child will have access to the Internet as part of his/her curriculum. Electronic information handling skills are a fundamental part of the preparation for citizenship and future employment. Developing the children's ICT skills is an important element of our work in St. Joseph's and that includes guided educational use of the Internet.

The school Internet access is provided through a filtered system that restricts access to inappropriate materials. The system is provided through Education Network (NI) and every endeavour is made to ensure that the restrictions in place limit the risk of children accessing inappropriate materials.

I would ask you to read the 'Rules for Responsible Internet Use' set out below and if you are in agreement I would be grateful if you would sign the consent form so that your child may continue to use Internet at school.

Please contact me should you wish to discuss any aspect of Internet use and may I thank you for your continuing support.

Yours sincerely

Mr. Donnelly
Principal

ST JOSEPH'S PRIMARY SCHOOL CARRYDUFF
PARENTAL CONSENT FORM

Child's Name: _____   ***Date of Birth:***
_____

	I Agree	*I Disagree*
I consent to my child's photograph/work being displayed in the school		
I consent to my child's photograph appearing in any school publication.		
I consent to my child's photograph being published in any newspaper/parish magazine/local magazine.		
I consent to my child being filmed by parents or professionals recording a school performance or other school activity		
I consent to my child being filmed by any television company or organisation (e.g. Dept. of Education, Education Authority) for use in their productions.		
I consent to my child's photograph/work appearing on the school website. In order to ensure individual children cannot be identified, full names will not be used. `I also give permission to take part in video-conferencing.		
I consent to my child's photograph/work appearing on the website or social media outlet of other organisations e.g. Education Authority, Department of Education, charities and other agencies who work with the school		
I give permission for my child to access the internet, including email. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials and that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.		
I have read and accept, on behalf of my child, the school's Rules for Responsible Internet Use		
I consent to my child leaving the school premises for school trips, or visits to the Church, Parish Hall or Carryduff GAC's football pitch.		
I consent to my child being transported by car when necessary, by a teacher, member of the school's auxiliary/ancillary staff or by parent volunteers.		
I am interested in voluntary work within the school and consent to being vetted as required for Child Protection.		

I understand the above requests will be honoured throughout my child's time at St Joseph's Primary School unless I otherwise inform the school in writing.

Parent/Guardian _____ Date _____

Conclusion:

The school's ethos is reflected in the quality of the pastoral care provided for the children. The children must feel secure and they will develop holistically if they feel that they are genuinely valued as individuals.

The Board of Governors, Principal and staff have primary responsibility for Pastoral Care. However, we recognise that everyone associated with the school contributes to establishing and maintaining a climate that is characterised by good relationships and mutual respect.

This guide is intended to provide information for parents and guardians on the procedures and strategies. It is also intended to reassure them of our commitment to ensuring the best possible standards of pastoral care and welfare for the children.