

Welcome to Newry High School

Principal's Introduction

This school and the schools from which it originated have served, with distinction, many generations of young people in the Newry and District area.

We are delighted you have chosen to enrol your young person in our school and we are confident that they will receive a broad, balanced and well-rounded education with us here in Newry High School.

The school's ethos of '**Quality Education for All**' is one that reflects the school's constant pursuit of providing an exceptionally high quality education for all our young people within an inclusive, safe, happy and secure learning environment.



This is a school which is almost unique in the Province in that the 11–18 curriculum we offer caters for both boys and girls of all abilities and from all sections of our local community. We welcome both pupils and parents into a partnership with us where our main focus is the education, well-being and personal development of the young people in our charge.

This booklet has been compiled to provide all homes associated with Newry High School with essential information and I would encourage you to take time to read it and keep it in a safe place for future reference.

I look forward to meeting you in the near future and working closely with you and your child over the forthcoming years. For further information and regular updates about life in Newry High School please follow us on Twitter **@NewryHigh** or visit our school website **www.newryhigh.com**

Mr I Brown
Principal

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September 2019 Intake

Aims and Values

Introduction

We believe the success of our students is in part based upon the school ethos, aims and shared values. We are committed to providing an excellent standard of education for all students, whatever their ability or background. We aim to foster the all-round development of each individual, so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

Our approach to Teaching and Learning is based upon high expectations and positive relationships which show mutual respect, trust and a desire to achieve the very best. We aim for Newry High School to be a purposeful and happy place where everyone is actively engaged in, and stimulated by, the process of learning. We want to demonstrate awareness that students all learn in a variety of ways and that learning is a lifelong experience.

The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The objectives are to develop the young person as:

- an individual
- a contributor to society and
- a contributor to the economy and environment

Our overarching aim is to provide an inclusive and diverse curriculum which is balanced, broad, relevant and appropriate. The curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of students
- prepare students for the opportunities, responsibilities and experiences of adult life
- actively challenge each student ensuring all students reach their full potential.

School Aims

- To provide a safe, caring, disciplined and stimulating learning environment.
- To maintain an open and honest partnership with students, parents and outside agencies through effective channels of communication.
- To promote the Christian ethos of the school.
- To have high expectations for all students, monitor progress by effective use of data and enhance standards by target setting, tracking and mentoring.
- To encourage a sense of community through the provision of a wide and varied programme of extra-curricular activities.
- To develop students as responsible individuals and effective contributors to society.
- To ensure that the school is an active and vibrant part of the community.
- To celebrate the success and achievement of all students and staff.

School Values

Our Code of Conduct is focused on three key concepts:

Excellence

We expect the highest possible standards in all aspects of school life in partnership with all our stakeholders. We strive for continuous improvement in all that we do through effective self-evaluation.

Responsibility

We encourage our students to take responsibility for their own learning and behaviour and to contribute positively to all aspects of school life.

Respect

We expect all stakeholders to be considerate of other views and feelings. Trust, courtesy and co-operation are central to this key value. We encourage people to work together and develop positive relationships.

We strive to create an inviting and positive student-centred learning environment where all individuals are valued for their own personal strengths. We expect everyone to take pride in our school, show a 'can-do' attitude and be fully committed to all aspects of school life.

CODE OF CONDUCT

Respect we respect...

other students and their property. We are kind, understanding and do not bully others. staff by following instructions and not using inappropriate language.

the privilege of being allowed our electronic devices in school by making sure we do not misuse them.

our school environment by putting litter in the bin and not chewing gum.

all by not smoking/vaping, stealing or vandalising property, and not bringing inappropriate/dangerous items to school.

everyone by listening and following the teacher's and classroom assistants instructions, putting our hand up, not shouting out and listening to others.

Responsibility we have responsibility for...

coming to school everyday, on time, wearing the correct uniform and having the right equipment.

keeping everyone safe, by not running in the corridors, pushing others or going 'out of bounds'.

attending all lessons on time, behaving in a mature way, not eating in class or disrupting the learning of others.

Excellence we promote excellence by:

wearing our uniform with pride, displaying good manners and setting a good example to all.

behaving appropriately on our way to and from school, on the bus and on school trips and visits.

completing and handing in our homework on time to the best of our ability.

trying our best in all our lessons and asking for help if we are unsure.

POLICY FOR PROMOTING POSITIVE BEHAVIOUR

(This policy is currently at consultation and ratification stage, but will be in place for September 2020.)

Introduction

The Positive Behaviour Policy at Newry High School is a statement of good practice that covers all aspects of school life and contributes to good behaviour and a positive learning ethos.

At Newry High School it is our aim to provide a safe, healthy and happy environment for all our students and staff so that effective learning can take place. The promotion of positive behaviour is the responsibility of all staff and the wider school community. It is based on cooperation, teamwork, mutual respect, consistency and communication.

We are committed to developing confidence, self-esteem and self-discipline in all our students. We have high expectations of all our students. The school has a caring environment where students are encouraged to identify and work through their problems or difficulties.

Students are urged to respect themselves and others and are expected to take responsibility for their own behaviour. Our positive behaviour system is based on three key concepts:

Respect, Responsibility and Excellence

Respect

We expect all stakeholders to be considerate of other views and feelings. Trust, courtesy and co-operation are central to this key value. We encourage people to work together and develop positive relationships.

Responsibility

We encourage our students to take responsibility for their own learning, attitude and behaviour and to contribute positively to all aspects of school life.

Excellence

We expect the highest possible standards in all aspects of school life in partnership with all our stakeholders. We strive for continuous improvement in all that we do through effective self-evaluation.

Aims

- To promote positive behaviour and encourage achievement;
- To enable effective teaching and learning;
- To create a safe and secure environment for students and staff;
- To allow students to take responsibility for their own actions;
- To promote a community spirit within the school;
- To promote collaboration with students, staff, parents and other stakeholders.

Principles

The main principles of our positive behaviour system are:

- To create and maintain positive learning environments throughout the school.
- For students to take responsibility by an understanding of choices and consequences; this is based on the setting of clear expectations, boundaries and consequences from the start.
- To place a greater emphasis on increasing 'earned praise' and recognition of students' achievements across the school through a system of appropriate rewards.

A consistent, fair and appropriate approach must be adapted in the application of the policy.

All staff are responsible for the promotion of positive behaviour and should utilise effective strategies in order to maintain an environment conducive to learning.

Our Expectations:

Expectations of Students:

Respect

Respect other students by being kind, understanding and not bullying others;

Respect all school staff by following instructions and using appropriate language;

Respecting the privilege of being allowed to bring electronic devices to school by using them appropriately;

Respecting the school environment by putting litter in the bin, not chewing gum, smoking/vaping, stealing or vandalising property, and not bringing inappropriate/dangerous items to school;

Respecting everyone by listening and following the teacher's and classroom assistants instructions, putting their hand up, not shouting out and listening to others.

Responsibility

Responsibility for coming to school everyday, on time, wearing the correct uniform and having the right equipment;

Responsibility for keeping everyone safe, by not running in the corridors, pushing others or going 'out of bounds';

Responsibility for attending all lessons and being on time;

Behaving in a mature way, not eating in class or disrupting the learning of others.

Excellence

Promoting excellence by wearing their uniform with pride, displaying good manners and setting a good example to all;

Promoting excellence by behaving appropriately on the way to and from school, on the bus and on school trips and visits;

Promoting excellence by completing and handing in homework on time;

Promoting excellence by trying their best in all lessons and completing work to the best of their ability;

Promoting excellence by responding positively to teacher feedback and asking for help if we they unsure.

The expectations of our students are contained in our school **Code of Conduct**, in the front section of student planners and on posters around the school. Staff reinforces these expectations in all lessons and around the school site to ensure the school is safe and the atmosphere supports effective learning. When students do not meet these expectations, they are supported by our School Consequence System.

This policy applies to all students whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.

Expectations of Parents/Carers:

- Support all school policies including the Promoting Positive Behaviour Policy.
- Maintain communication with the school, attend parent meetings and provide explanation regarding absence.
- Ensure the school has up to date contact information and be available to liaise with the school if required.
- Foster mutual respectful relationships.
- To send their child to school on time every day, in the correct clean uniform, with their homework completed and with the necessary equipment.
- Refer any concerns to the school.
- Treat Newry High School staff with respect and courtesy.
- Attend school functions when possible and contribute to the school fund.

Board of Governors Responsibilities:

- To monitor the overall effectiveness of the school's Promoting Positive Behaviour Policy.
- To support the Principal and Senior Leadership Team in the implementation of the school's Promoting Positive Behaviour Policy.

Staff Responsibilities:

- (i) It is the responsibility of the Board of Governors, the Principal, and the Senior Leadership Team to ensure that there prevails in the school the harmonious, positive and purposeful atmosphere which is essential to successful teaching and learning.
- (ii) It is the responsibility of the School Leadership Team to guide, support, and offer training opportunities for all members of staff so that a positive atmosphere and work ethic prevails in each classroom in the school.
- (iii) It is the responsibility of the Vice Principal and Senior Teacher Pastoral to communicate the school's Promoting Positive Behaviour Policy to parents and students.
- (iv) All members of staff in the school are responsible for encouraging good behaviour in the corridors, public areas and playgrounds, and, as far as possible, in the journeys to and from school and on school trips and visits.

All members of staff are expected to:

- Act as a positive role model within the school environment. This includes modelling expectations of behaviour and the use of appropriate language.
- Fully implement all school policies, including the Promoting Positive Behaviour Policy including the 3'C's protocol and awarding of house points/rewards.
- To provide an environment in which students can learn effectively and safely.
- Set high standards and expectations for all.
- Apply rules fairly and consistently.
- Promote positive relationships with students and de-escalate behaviour concerns where possible.
- For teaching staff, support differentiation and removing barriers to learning. Ensuring all students needs are catered for. Plan and prepare engaging lessons.
- Promote the schools PSE and Pastoral Care Programme.
- Monitor progress and communicate concerns to the relevant members of staff and parents/carers.
- Promote positive relationship with parents and outside agencies.
- Fully commit to the safeguarding and welfare of all staff and students.

Prefects and all senior students are expected to show an example to younger students, and to assist staff in every way by encouraging positive behaviour throughout the school.

Promoting Positive Behaviour in the Classroom

Staff will endeavour to develop personal strategies for the promotion of positive behaviour. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment.

Atmosphere

- A warm, structured and positive atmosphere is key in providing an effective and secure learning environment for our students.
- All members of staff will maintain our agreed standards for them to be effective.
- Students should be fully aware of any behaviour procedures that involve them.
- Students should be aware and appreciate that acceptable standards are expected within the school and traveling to and from school.
- Students need to know the requirements set by each department or each teacher within the classroom.
- Students will be made aware of these standards and expectations at the start of each year and regularly reminded by staff.
- It is important that all members of staff uphold the principles and structures of the school's Promoting Positive Behaviour Policy.

Positive Behaviour Preventative Strategies

- Arrive at class on time.
- Have an aesthetically pleasing and engaging classroom.
- Use an effective seating plan.
- Use clear routines which are understood by all.
- Provide opportunities for students to experience success.
- Know your students and build positive relationships.
- Use differentiation effectively.
- Use praise and positive reinforcement.
- Provide opportunities for expressing emotions.
- Use displays to demonstrate the value of student's work
- Use displays to reinforce learning.
- Communicate high expectations.
- Enable learners to take risks with their learning and allow for mistakes.
- Give feedback, which is constructive and positive.
- Celebrate learning in your classroom.

Classroom Expectations

Every student in every classroom is expected to:

- Listen and following the teacher's and classroom assistants instructions, putting their hand up and not shouting out;

- Attend all lessons and being punctual;
- behaving in a mature way, not eating in class or disrupting the learning of others;
- Complete and hand in their homework on time;
- Try their best in all lessons and complete work to the best of their ability.
- Respond positively to the teacher's feedback and ask for help if they are unsure.

Positive Behaviour Corrective Strategies – The 3 C's – Choice, Chance and Consequence

This protocol is to provide a consistent approach that supports both staff and students in modelling appropriate behaviour. It aims to teach students, that for every choice or action there is a consequence. A consequence is a direct result of the way they act. At Newry High School, students are encouraged to behave in a way conducive with learning. This protocol gives them a chance to correct their behaviour before a consequence is issued.

- If a student is not behaving in a manner conducive to learning, they will be made aware of the behaviour and made aware they now have a **CHOICE** of how they should behave.
- If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will make the student aware that this is their final **CHANCE** and that there will be a **CONSEQUENCE** of continued poor attitude or behaviour, being a teacher sanction issued.
- If after a teacher sanction is issued the poor attitude or behaviour continues then the **CONSEQUENCE** will be escalated to the use of the Staff Buddy System. The student will be moved to another classroom for the remainder of the lesson and a lunch time detention (LTD) issued. The teacher will expect to discuss the student's action in a restorative conversation.

Stage	Outcome
CHOICE	A clear verbal warning is given, and the students name may be written on the CHOICE board as a visual reinforcement – the student now has the CHANCE to make their attitude or behaviour better.
CHANCE	A second verbal warning is given, and the student is clearly told they have a CHANCE to change their behaviour. Their name will now be written on the CHANCE board. The student is warned that the CONSEQUENCE of continued poor attitude or behaviour will be a teacher sanction.

CONSEQUENCE	<p>The student is clearly told they are receiving a teacher sanction for their continued poor attitude or behaviour.</p> <p>Any further disruption will lead to an escalated of CONSEQUENCE. Students will be moved from the lesson and will work in another lesson. A lunch time detention (LTD) will be issued and parents informed.</p> <p>A teacher sanction may include:</p> <ul style="list-style-type: none"> • Being moved within the classroom. • Meaningful extra work being set. • A teacher break time detention. • Referral to the Head of Department.
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Positive Behaviour Corrective Strategies – Staff Buddy System

The Staff Buddy System is a de-escalation strategy used where a student has not responded positively to the **CHOICE** to improve their behaviour/attitude. They will also not have responded positively to the **CHANCE** offered and have received a teacher sanction as a **CONSEQUENCE**.

The subject teacher will calmly explain to the student that their behaviour/attitude has not changed, despite warnings and they will be moved into another lesson. This will also mean they will be in lunch time detention. If a student refuses to be moved, a senior member of staff will be called, and the consequence will be escalated.

The use of the Staff Buddy System will be logged, and parents informed through the school office. The students Head of Year will be made aware. The Consequence protocol will be followed if the behaviour requires of persists.

Support Mechanisms

Monitoring Process

If a student is unable to meet basic school expectations their Tutor will liaise with their classroom teachers as to whether the student is placed on Tutor Daily Report. If placed on Tutor Daily Report, parents will be informed, and the student will collaboratively set two or three targets with their Tutor to support improved behaviour. These will be monitored in each of their lessons, for at least 10 days. The students Tutor will monitor the report daily and provide guidance and support. Parents/Carers are expected to discuss the report with their child daily and sign. It is hoped that this timely intervention will provide the student with support to improve their behaviour. If monitoring by the Tutor does not improve behaviour, it may be appropriate that the student is monitored for a period by their Head of Year.

Students on Daily Report to their Head of Year, will receive the same support as from their Tutor, in addition they will be expected to attend an extraction support session once a week. This session will endeavour to explore strategies to support improved behaviour. Parents will be informed of the report and expected to discuss and sign daily with their child. At this point, consideration will be given as to whether the student is placed on the Special Educational Needs Register and an Individual Education Plan (IEP) drawn up and shared with staff. It is hoped that this intervention will allow the student to improve their behaviour and after 10 days and a further period of Tutor monitoring, be able to fully adhere to the school's expectations and Code of Conduct.

For the minority of students, they may need escalated support and therefore may be placed on Senior Teacher or Vice-Principal Daily Report. If this is the case the parent/carer will be required to attend a meeting to discuss referrals to outside agencies and if not already to add the student to the Special Educational Needs Register. The student will attend a daily extraction tutor group as additional intervention to support improvements.

In the most extreme cases, a student may be placed on Principal Report and or require intervention from the Chair of Governors. At this point consideration will be made to alternative provision. Parents/Carers will be required to meet with the Principal and agree to support school intervention.

A student may also be placed on Subject Report if there is a specific concern in one area of the curriculum. Likewise, students may be monitored using Attendance and or Uniform Daily Report. In all cases, parents/carers will be informed. These work in the same way as daily Report, in that targets are set and reviewed for a 10-day period. If there is limited improvement, the student will escalate to the next level of report and intervention.

In School Intervention

As a school we appreciate that some students need additional support to be able to uphold the school expectations and Code of Conduct. All staff endeavour to build effective relationships with students so they feel they can discuss their concerns and difficulties. Some students have identified 'Key Adults' as a supportive strategy as well as 'Time Out Cards' which allow the student to be able to discuss their concerns before their behaviour escalates further. We also provide a pastoral support programme, where students either work 1:1 or in a small group to develop positive strategies to maintain positive behaviour. Parents will be informed if the school feels their child would benefit from this programme.

Outside Agency Referral

Some students may need support beyond what the school can offer. This may result in the school referring to outside agencies for assessment and or support or expecting the parent to seek appropriate referrals. It may be necessary to also seek support from the Social Care Trust. Some of our students will have additional needs which mean regulation of behaviour is a challenge, the school will make

reasonable adjustments to support inclusion and work collaboratively with outside agencies.

Recognition and Rewards

Encouragement, praise and reward are an essential part of promoting positive behaviour. We believe they have a motivational role, helping our students to see good behaviour will be rewarded. The school recognises students that show respect, responsibility and excellence in their contribution to the life of the school and the community. Students feel valued as a result of positive feedback and recognition of their success.

Basic Recognition

- Verbal/non-verbal recognition.
- Positive comments in the student's book.
- Display of work.
- Reflected in the student's annual report
- Allocation of special responsibility e.g. Prefect, Student Council Representative.

Whole School Reward System

At Newry High School we support a whole school reward system specifically designed to reward positive behaviour through regularly awarding of house points. All staff have a responsibility to engage with the system and apply selection criteria consistently.

Students are awarded House Points for a number of reasons:

- Outstanding classwork and homework
- Exceptional class contributions
- Continued and consistent effort
- Helpful and considerate attitudes
- Positive contribution to school life
- Regular attendance to one or more extra-curricular activities
- Student Leadership
- Active citizenship

House Points will be recorded by staff on our SIMS computer systems. Regular updates will be provided during tutor time and assemblies. Parents will be able to view the amount of House Points their child has, using the school app.

Recognition certificates will be awarded when students reach the following milestones:

25 House Points = Tutor Award - Bronze certificate

50 House Points = Head of Year Award - Silver certificate

75 House Points = Senior Teachers Award - Gold certificate

100 House Points = Vice Principal Award - Platinum certificate

125 House Points = Principal Award – Diamond certificate

150+ House Points = Chair of Governors Commendation

Other rewards may include:

- Recognition in School Assembly
- Recognition on the school website/school app
- Award at annual Prize Night

At Newry High School we operate a House System, where students belong to one of three Houses; Binnian, Donard and Guillion. As well as House Points counting towards individual rewards for the students, we also reward Houses, for example; for most House Points collectively achieved and best overall attendance.

Each house has a Sixth Form Prefect elected as House Captain and a Year 12 student elected as House Vice Captain. House assemblies are held once a term. The house shield is awarded to the house with the most House Points at the end of year on Prize Night. All school activities and charity work feed into the House System and House Points are awarded for excellent contributions to whole school activities.

Consequences

Whilst our aim is the promotion of positive behaviour, there are also times, unfortunately, when there is a need for consequences when behaviour is not at an acceptable standard. Each consequence is based on restorative action and addressing the behaviour, so it is not repeated. Support is also outlined. The following tables act as a guideline to staff as to how to deal with incidents that involve negative student behaviour, both in the classroom and in the wider school community. They are for guidance, rather than being prescriptive; each incident should be considered in its context, but the guidance aims to aid whole school consistency.

Behaviour for Learning			
Stage of concern	Example of types of behaviour	CONSEQUENCE	Student Support
Stage One - Low level disruption.	<p>Chatting, lack of work/effort, low level arguing, lack of respect, not following instructions, shouting out. Arriving late to the lesson.</p> <p>Forgetting book or equipment. Non completion of homework.</p> <p>Being late to school.</p>	<p>Teacher CONSEQUENCE</p> <p>This may include being moved within the classroom, meaningful extra work being set, teacher detention, referral to Head of Department. Failure to complete this CONSEQUENCE will result in an LTD being issued.</p> <p>Students who are late to school will receive a break time detention.</p>	<p>3 C's protocol used by teacher. Teacher/Tutor intervention.</p>
Stage Two - Persistent low-level disruption.	<p>CHANCE, CHOICE</p> <p>(i) Continued defiance in the lesson, refusing to move seat, arguing, poor language.</p> <p>(ii) Persistent failure to complete homework/bring the correct equipment for learning, being punctual for lessons.</p> <p>(iii) Failure to complete Teacher CONSEQUENCE.</p>	<p>(i) Moved from lesson using Staff Buddy System.</p> <p>LTD issued, restorative conversation.</p> <p>(ii) & (iii) LTD issued for persistent failure to complete homework/bring correct equipment for learning, be punctual to lessons.</p>	<p>LTD restorative programme accessed. Behaviour reflected on by student. Class teacher restorative conversation and target setting.</p>
Stage Three - Mid Level disruption.	<p>CHOICE - Continued disruptive behaviour in class and or a number of classes. Continued lack of poor effort. Continued failure to meet class expectations. Continued lack of homework, equipment, punctuality to lessons.</p>	<p>Subject Report/Tutor Report (10 days) issued. Tutor call to parents. Any minus LTD issued. Failure to attend ASD issued.</p>	<p>Tutor/Teacher Intervention. Daily monitoring and target setting.</p>

<p>Stage Four - High Level disruption/ incident.</p>	<p>CHOICE - Repeated disruption to learning across a number of curriculum areas. Failure to respond positively to supportive strategies - Tutor Report.</p>	<p>Head of Year Report (10 days) issued. HOY call/meeting with parent. Any minus on report - ASD issued. Failure to attend ASD with no prior agreement with Vice Principal, EASD issued.</p>	<p>Individual Education Plan (IEP) for behaviour initiated and discussed with SENCO. Strategies shared with all teachers. HOY intervention. Weekly behaviour intervention accessed. Daily monitoring and target setting.</p>
<p>Stage Five - Continued high level disruption/ incident.</p>	<p>CHOICE - Persistent and repeated disruption to learning across a number of curriculum areas, Failure to respond positively to HOY Report.</p>	<p>Senior Teacher/Vice Principal Report (10 days) issued. Any minus - EASD issued. Senior Teacher/VP parental meeting. SS used as and if required.</p>	<p>Daily behaviour intervention accessed. Individual Education Plan (IEP) updated. Student placed on the Special Needs Register. Parental meeting. Daily monitoring and target setting. Consideration of student's timetable. Use of Supervised Support.</p>
<p>Stage Six - Severe and significant disruption/ serious incident.</p>	<p>CHOICE - Blatant refusal to adhere to school standards and expectations, continued abuse of Daily Report system. Verbal or physical assault of a member of staff or student in a lesson. Harmful and unsafe behaviour. Possession and or use of drugs, including alcohol/weapon.</p>	<p>In-School Suspension, External Suspension or Permanent Exclusion/Expulsion. Principal Report issued. Parental interview and alternative provision considered. BOG informed.</p>	<p>Weekly mentoring programme continued. Behaviour Support Team referral. Alternative curriculum or provision sought. Daily monitoring.</p>

Behaviour in the School Community			
Stage of concern	Example of types of behaviour	CONSEQUENCE	Student Support
Stage One - Low level disruption.	Running in the corridor, dropping litter, silly behaviour, shouting.	Teacher CONSEQUENCE This may include a teacher detention, a note in the student's planner, referring the behaviour to the Tutor.	Teacher/Tutor intervention and discussion as to why this behaviour is not acceptable.
Stage Two - Persistent low-level disruption.	In possession of smoking paraphernalia. Smoking and or vaping (week of LTD). Rowdy corridor behaviour, use of poor language towards others, pushing in the corridor, refusal to follow staff instructions. Unkind behaviour.	LTD failure to attend escalation to ASD	LTD restorative programme accessed. Behaviour reflected on by student. Class teacher restorative conversation and target setting. Number of LTD monitored and consideration of Tutor Daily Report required.
Stage Three - Mid Level disruption.	Dangerous corridor behaviour, Truancy from a lesson. Misuse of school property. Refusal to follow staff instructions. Misuse of an electronic device. Persistent unkind behaviour.	ASD failure to attend escalation to EASD	Tutor/Teacher Intervention. ASD restorative programme accessed. Number of ASD monitored and consideration of Head of Year Daily Report required.

<p>Stage Four - High Level disruption/ incident.</p>	<p>Displaying bullying behaviours, physical aggression, verbal aggression, swearing, continued poor corridor behaviour. Persistent refusal to follow staff instructions. Persistent or serious misuse of an electronic device.</p>	<p>EASD failure to attend escalation to SS</p>	<p>EASD restorative programme accessed. Daily Report system to be considered.</p>
<p>Stage Five - Continued high level disruption/ incident.</p>	<p>Truancy from school, fighting, bullying and or aggressive behaviour. Damage to school property. Misuse of an electronic device to bully or cause harm to others. Blatant refusal to follow staff instructions.</p>	<p>Supervised Support failed SS escalation to suspension.</p>	<p>Supervised Support restorative programme accessed. Daily Report issued.</p>
<p>Stage Six - Severe and significant disruption/ serious incident.</p>	<p>Abuse of drugs including alcohol. Carry or use of a weapon. Gross rudeness, foul language directed to a member of staff. Violence or unacceptable behaviour towards another member of the school community, including behaviour likely to endanger another's health and safety. Theft/vandalism. Sexual abuse or assault. Misuse of an electronic device that endangers others or is used in an exam.</p>	<p>Suspension/ Expulsion</p>	<p>Behaviour Support Team referral considered. Alternative curriculum or provision sought. Daily monitoring.</p>

Detentions

The school uses detentions as a **CONSEQUENCE**, including detentions outside school hours. Parental consent is not required for detentions; however, the school will act reasonably when imposing a detention.

Lunch Time Detention (LTD)

Students will be issued with an LTD and a sticker added to their planner. This will include the date of the LTD. It is likely that the LTD will either be on the day of the incident occurring or the following day. The **CONSEQUENCE** will be logged, and parents will be informed by text/email that their child has received a LTD. During the detention, the student will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Students will be in detention for the length of their lunch break but will be permitted to have their lunch and use the bathroom. Failure to attend LTD without prior arrangement will result in an escalated **CONSEQUENCE** to an additional after school detention.

After School Detention (ASD) 60 minutes 3pm – 4pm

Students will be issued with an ASD and parents will be informed by text/email, this will include the date of the ASD. Parents will be given at least 24 hours' notice of the ASD, unless prior arrangement for instant **CONSEQUENCE** has been made with the parent/carer. They may also receive a phone call from the member of staff to discuss the incident further. The ASD will be logged.

At the end of the school day, the member of staff teaching the student for the last period, will escort them to the detention. During the detention, the student will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set.

Failure to attend ASD will result in an escalated **CONSEQUENCE** to an additional EASD. There are limited reasons why a student may need to rearrange their detention. If this is the case parents must communicate this by email or telephone to the Vice Principal, who must agree the change.

Extended After School Detention (EASD) 120 minutes 3pm-5pm Friday.

An EASD will be issued and parents informed by text/email, this will include the date of the EASD. The EASD will be logged. Parents will be given at least 24 hours' notice of the EASD, unless prior arrangement for instant **CONSEQUENCE** has been made with the parent/carer. A meeting may be required to discuss the concern. The member of staff teaching the student for the last period, will escort them to the detention.

During the detention, the student will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set.

Failure to attend EASD will result in an escalated **CONSEQUENCE** to an additional Supervised Support. There are limited reasons why a student may need to rearrange their detention. If this is the case parents must communicate this by email or telephone to the Vice Principal, who must agree the change of date.

Supervised Support (SS)

Supervised Support is when a student's poor behaviour means they are temporarily removed from general circulation and expected to complete their work in a single supervised classroom for a designated period. Students may be placed in SS by the Head of Year or a member of the Senior Leadership Team. This may be:

- Immediately following an incident pending further investigation.
- As a **CONSEQUENCE**, following an incident as a result of an investigation.
- After a period of continued poor behaviour or an escalated **CONSEQUENCE**.

Parents will be informed, and a meeting may be required. The length of the SS will also be discussed. While in SS, students will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set and there is an expectation that any work missed in their lesson is caught up. Staff on duty in SS will complete a monitoring log while the student is in SS.

Students in SS will also sit a break and lunch time detention. Students are not permitted to have their electronic device with them and must hand this to the office to collect at the end of the school day. Poor behaviour in SS will lead to an escalated **CONSEQUENCE** and the Principal may consider suspension.

Internal Suspension (In School)

In some circumstances SLT may choose to manage poor behaviour through an Internal Suspension. This would mean a number of consecutive days in Supervised Support. The length depending on the incident/behaviour. Parents will be informed and expected to attend a meeting with a member of SLT. The student will not be permitted to be reintegrated back into mainstream lessons, until this meeting takes place. The student will be placed on Daily Report for a minimum of 10 days to support improved behaviour.

External Suspension (Out of School)

In very serious cases, a student may be suspended from school for a period of time as designated by the Principal. This **CONSEQUENCE** will be added to their school file as a permanent record and the Education Authority and Board of Governor's

formally informed. A formal letter of notification will be sent to the parent/carer. While a student is suspended, they will be expected to **remain at home** and complete work set. Work will be provided for collection from the school office. An external suspension will be used for serious incidents which may include:

- Abuse of drugs including alcohol – as shown in the school's Drugs Policy;
- Gross rudeness, foul language directed to a member of staff;
- Violence or unacceptable behaviour towards another member of the school community, including behaviour likely to endanger another's health and safety;
- Serious misuse of an electronic device;
- Persistent failure to comply with the schools Code of Conduct.

The list is not exhaustive, and each case will be taken in its own context.

A reintegration meeting is required between the student, parent and VP/P before the student can return to school. This meeting aims to discuss the incident/behaviour and how it can be further avoided. Support strategies will also be discussed and added to or instigate an Individual Education Plan. The student may be placed on the Special Educational Needs Register. If there is further evidence, or the student does not respond positively during the meeting, the suspension may be increased. The student will return on Daily Report for a minimum of 10 days to support improved behaviour.

Alternative Provision

If behaviour persistently fails to meet expected standards, alternative provision may be sought for the student. This may be on a part-time or full-time basis. The aim is to avoid permanent exclusion/expulsion and address behaviour concerns in an environment outside of mainstream education. This will be done in conjunction with parental/carers, but the school reserves the right to insist on alternative provision if it feels it is in the best interests of the student. If the student is statemented for special educational needs, this will be done in liaisons with relevant outside agencies and the Education Authority.

Permanent Exclusion/Expulsion

The decision to permanently exclude a student is a serious one. It will usually be the final **CONSEQUENCE** in the process for dealing with disciplinary incidents following a range of interventions and supportive strategies.

There may be exceptional circumstances where in the Principal's judgement, it is appropriate to permanently exclude a student for a 'one off' incident. These may include:

- Serious, actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;

This list is not exhaustive.

Parents will be informed immediately should a permanent exclusion be appropriate and information with guidelines for parents/carers will be issued with the initial letter informing parents/carers of the permanent exclusion.

Criminal Proceedings

The severity of an incident may require the school to inform the PSNI and prosecution may follow. This would include assault on a member of staff and assault by a visitor or intruder.

Power to use reasonable force

Newry High School has a pastoral responsibility towards our students and takes all reasonable steps to ensure that the welfare of students is safeguarded and that their safety is preserved.

The need to use reasonable force to restrain or control a student is rare. However, if a student's behaviour threatens the safety of other students and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the student from:

- Committing an offence.
- Causing personal injury to, or damage to the property of, any person (including the student him/herself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students, whether during a teaching session or otherwise.

The school refers to Article 4 of the Education (Northern Ireland) Order 1998 clarifies when it may be appropriate for a member of staff to use reasonable force. Detailed guidance can be found in the schools, **Use of Reasonable Force/Safe Handling Policy**.

Confiscation of inappropriate items

It may be necessary, in order to support safeguarding and health and safety, for a student's belongings to be searched. This may be because there is reasonable suspicion that the student has on their person an illegal substance or weapon for example. If this is required, two members of staff will be present, and consent will be sought from the student. If the student does not consent the PSNI may be called.

The school has the legal right to impose reasonable sanctions to include confiscation of items. Should the school feel that this is necessary, the parent/carers will be contacted and return of the item discussed. In the case of electronic device confiscation, refer to the schools **Electronic Device Policy**.

Students Behaviour off Site

Students will be expected to follow school expectations and the Code of Conduct outside of the school premises when:

- Taking part in any school organised or school related activity.
- Traveling to or from school.
- When wearing school uniform.
- In some way identifiable as a student at the school.

Failure to do so will mean that school consequence system applies.

Bullying

Bullying in any form is a direct contravention of the aims and values of the school and it is always treated seriously. The schools **Anti-Bullying Policy** outlines the rationale and procedures. All reports of bullying will be investigated and **CONSEQUENCES** in line with the school's consequence system.

E-Safety Incidents

E-safety is of paramount importance and we strive to achieve safe online behaviour by all stakeholders of the school. With staff, students and parent/carers enjoying a growing online presence we recognise that our support and strategies to promote safe online behaviour must be pragmatic, responsive and well informed. All incidents where students use online measure to bully other students will be dealt with seriously. If the incident involves taking or sharing of inappropriate or indecent images, the school may inform Social Care and or the PSNI in accordance to the schools **Safeguarding and Child Protection Policy**.

Electronic Devices Incident

The **Electronic Device Policy** offers clear guidance to staff, parents/carers and students on the use of electronic devices during school hours. Electronic devices are only permitted at break and lunch time, before and after school but not in the canteen. In the case of an emergency, students can communicate home via the school office. Misuse of electronic devices will lead to confiscation as outlined in the **Electronic Device Policy**.

Uniform/ Fit for learning

It is the responsibility of all staff to ensure that the students are wearing the correct school uniform It will be checked by Tutors during morning tutor time and by staff throughout the day. Students who do not adhere to school uniform requirements, may be placed in detention or taken out of mainstream circulation until the concern has been address. Parents are expected to send their child to school in the correct uniform daily. A comprehensive list of school uniform can be found in the student planner and on our school website.

Students are also expected to be prepared for learning. This includes coming to school daily with their planner and pencil case and with equipment like their PE on the necessary days. Failure to do so may result in a detention being issued.

Punctuality

Students are expected to be on time to school every day and all their lessons. Students who are late without a legitimate reason will face **CONSEQUENCES**. Refer to the school **Attendance Policy** for further detail.

ELECTONIC DEVICES REASONABLE USE POLICY

For the purpose of this policy, an electronic device is **any device capable of making or transmitting still or moving photographs, video recordings, or images** of any kind; any device capable of creating, transmitting, or receiving text, data, or recording sound. This includes mobile phones, smart watches, iPods, iPads and MP3 players.

At Newry High School we value the use of mobile technology and how this positively impacts on the lives and learning of our students. We appreciate the widespread ownership of electronic devices by our students and that parents/carers give their children these to protect them and support positive communication. This policy is designed to ensure that potential issues involving the use of electronic devices can be clearly identified and addressed. Moreover, we aim to ensure that their use does not negatively impact on learning or infringe our dedication to safeguarding our students.

At Newry High School, students are given the privilege to bring their electronic devices to school. This policy sets out the reasonable use of electronic devices and where they are not permitted for use. It is the responsibility of the students to choose to abide by this guidance and be fully aware of the consequences of misuse.

If students do not choose to adhere to the following measures regarding electronic devices this will be deemed as misuse:

- Students should have their electronic devices **switched off and in their school bag** during all lessons, while moving between lessons and assemblies.
- Electronic devices are **not permitted** in the school canteen.
- At no time, may electronic devices be used in the changing rooms or toilets, to include off site facilities.
- At no time are electronic devices to be used to take recordings or photos of any students or school staff. Neither should they be misused in any way to upset or cause harm to others.
- Uploading of photos or recordings of staff or students, without consent, is forbidden.
- The use of social media while on school site is not permitted.
- Unless permission is given by a member of staff, electronic devices belonging to a student, should not be used to contact home. Students should make contact through the school office.
- Students who are in Supervised Support, must hand their electronic devices to the school office, to be stored in the safe, until the end of the school day.
- No electronic device is permitted in an exam hall during an external exam. Neither are they to be used during internal exams or assessments. Any student found cheating in exams or assessments will face disciplinary action as sanctioned by the Principal and/or the examination board.

Consequences

If a student chooses to disregard the expectations and is found using an electronic device when not permitted the following consequences will be applied:

- In a lesson, students will be issued with a warning to ensure their electronic device is off and in their bags. If students do not take this **CHANCE** the electronic device will be confiscated.
- **First Consequence** – (1st confiscation) Electronic device will be confiscated by the member of staff and held securely at the school office. The student may collect the device at the end of the school day. A record of this infringement will be kept, and parent/carer informed.
- **Second Consequence** – (2nd confiscation) Electronic device will be confiscated by the member of staff and held securely at the school office. The student will be permitted to collect the device at the end of the school day, **only if** their parent/carer has given permission. Without permission, the student's electronic device will be held in the school office and **not returned** until permission can be reasonably sought. An after school detention will be issued to the student. The Head of Year may want to discuss, or meet, with the parent/carer. A letter will be sent home outlining the concern and further sanctions should this infringement be further repeated.
- **Third consequence** – (3rd confiscation) Electronic device will be confiscated by the member of staff and held securely at the school office. The parent/carer will be contacted, and the student will **not be permitted** to collect the device without their parent/carer present. The parent will be required to meet with a member of Senior Leadership Team before the electronic device is returned. Until this meeting takes place, the electronic device **will not be returned**. An extended after school detention will be issued.
- After the third consequence the school **will withdraw** the agreement to allow the student to bring their electronic device on site.
- If a parent/carer wants to discuss the confiscation they should contact the relevant Head of Year, or a member of the Senior Leadership Team. Office staff will not be able to provide any detail of the confiscation. Their role is to inform parents of the confiscation and to gain permission for return/arrange a meeting with SLT.
- **Refusal** – Students who choose to refuse to hand over their electronic device, when requested, will result in an escalation of consequences and

the withdrawal of the agreement to allow their electronic device on the school site.

- **Other misuse** of an electronic device may result in detention; Supervised Support or suspension/expulsion being issued. Depending on the severity of the misuse, the PSNI may be informed. Students using an electronic device to bully other students, will face disciplinary action in accordance to our Anti-Bullying and Positive Behaviour Policy.

The school reserves the right to request that the electronic device be checked by a member of staff, if it is believed the device has been misused.

When Electronic Devices May Be Used.

Students **may** possess and use electronic devices as follows:

- Students may use electronic devices appropriately before registration, at the end of the school day and during breaks.
- Students may carry or possess electronic devices on a school sponsored activity. They should remain off and in bags. Allowable use will be at the discretion of the member of staff.
- Students may be permitted to use their electronic device during a lesson to aid learning at the permission of the member of staff. Not having an electronic device in school, will not however, disadvantage learning in anyway.
- Sixth Form students are permitted to use their electronic devices to support their learning, their use should be at the discretion of the member of staff. If being used in Private Study, this should only be to support learning.

Electronic devices are brought to school at the student's risk, the school will not be held responsible for damage, loss or theft of such items.

SCHOOL DRESS CODE AND UNIFORM POLICY

Context

School uniform is a fundamental aspect of our identity at Newry High School, we aim to reinforce a sense of pride among our students both in school and when representing the school in the wider community. We expect our parents or guardians to cooperate fully with our school dress code, as this is an essential aspect of school discipline. All students should attend school correctly dressed in a clean well-kept manner. Students will be sanctioned if they are not adhering to our school dress code and non-uniform items may be confiscated.

Hairstyle

Hairstyles should be simple and of a natural colour. Extreme hairstyles, such as shaven heads or patterns are not permitted. If you are unsure, please contact the school for clarification. The final decision lies with the Principal, Vice Principal or Senior Teacher.

Shaved or patterned eyebrows are not permitted.

Facial Hair: Boys in years 8 to 12 must be clean shaven at all times. We do not enter into discussion on this point. Boys in Year 13 and Year 14 are permitted facial hair, however, it must be kept neat, tidy and well-groomed at all times.

Uniform

Students are required to comply with the current regulations, which will be strictly enforced. Uniform is expensive, but it is sensible and practical and, with care, can be made to last for some time. Parents/carers are urged not to incur extra and unnecessary expense by purchasing items that do not meet the school's requirements.

Complete school uniform must be worn to school each day. Ties must be worn to the top of the waistband. Boys must wear black socks (trainer socks are not permitted). Any garments worn underneath shirts must be plain white or cream. Shoes must be black and leather or leather look. Canvas or trainer type shoes are not permitted.

- Newry High School blazer complete with integral pocket badge.
- A white long sleeve shirt, buttoning at the neck.
- Short sleeve shirts may be worn during the summer term.
- Newry High School clip-on tie relevant to the year group in which the student attends (Year 8-10-Junior tie; Years 11-14-Senior tie; Year 14 prefects tie)
- Boys - Black trousers. Belts (if worn) should be plain black with plain buckles.
- Girls - double pleated knee length skirt (worn to the top of the knee cap).
- A maroon pullover with a double grey stripe on the 'V' neck.
- Plain black leather or leather-look shoes suitable for cold and wet weather.
- Girls black shoes should not have heels more than 5cm

- Boys - Black socks, not trainer socks
- Girls – tights (not less than 40 denier) or knee high black socks
- Black school coat complete with integral school crest.
- School scarf (optional)
- Schoolbag appropriate for carry school books

Examples of acceptable shoes for boys



Examples of acceptable shoes for girls



Please note: the following do not conform to school regulations and must not be purchased to be worn with school uniform:

- shoes with stiletto, kitten or narrow wedge heels;
- shoes with decorative additions/tassels;
- platform shoes;
- suede or patent leather shoes;
- canvas or other textile shoes;
- ballet style pumps/shoes

Parents of students whose shoes do not conform to school regulations will be asked to purchase new shoes immediately.

Physical Education Uniform

Our PE uniform reflect the values and ethos of the Physical Education Department. A high standard of dress promotes the development of PE and sport within Newry High School and has a positive effect on teaching and learning, whilst promoting a positive sporting image.

Compulsory:

- School PE t-shirt
- Boys – school PE shorts
- Girls – school PE skort
- School PE sports socks

These items can be purchased from our uniform supplies.

- Suitable supportive sports trainers
- Shin pads for hockey and football

Shin pads and gum shield/mouth guards are compulsory for all extra-curricular activities.

Optional:

- School quarter zip jumper
- School tracksuit bottoms
- Girls – school leggings

These items are ordered through an on-line shop. Information is available from the school office and PE staff.

We highly recommend the use of a gum shield/mouth guard for hockey and contacts sports.

It is essential that all items of clothing and equipment are clearly labelled with student's name and Tutor group.

Please note that students are not permitted to participate in PE with body piercings. All piercings must be removed as a matter of health and safety.

Aerosol deodorants are not permitted in the PE changing rooms owing to the adverse effects that these can have on students with asthma and other associated breathing conditions.

Availability

The official suppliers for our uniform are: -

1. Daisy, Hill Street, Newry
2. McEvoy's, Monaghan Street, Newry
3. W. Moorehead, 23 Fountain Street, Bessbrook, Newry
4. Saints & Scholars, 23 Mill Street, Newry

Technology & Design and Home Economics **Ch**

A plain coloured apron with large pocket is required for Technology and Design. A large plastic container with a secure lid, is also required for Home Economics.

Make Up

Students may wear discreet (light) foundation to match their natural skin tone. Heavy make-up is not acceptable. Eyeshadow, heavy dark eyeliner, thick black eyebrow pencil, mascara or brightly coloured lipstick are not permitted to be worn at any time during the school day.

Nails may *only* be painted with clear or 'French' manicure polish. Health & Safety considerations dictate that nails must be kept short. False nails or nail art are not permitted.

Jewellery

Girls are permitted to wear one small stud in each ear. No other piercings are permitted. Tattoos for those students legally able to have one, must always be kept covered.

Consequences

We expect our students to take responsibility for and have pride in their appearance. Students who fail to conform with our dress code and uniform requirements will receive consequences in line with our Promoting Positive Behaviour Policy. Consequences may include not being able to take part in PE/sports activity, detention, being out of circulation at break and lunchtime, Supervised Support or suspension. If incorrect uniform is worn it may be confiscated and a parent/carer will be expected to collect the item from school.

Students may be asked to exchange their electronic device for a replacement item, for example a school tie. When the item is then returned at the end of the day, the electronic device will be returned. We believe this supports student understanding of respect and responsibility.

DRUGS POLICY

Value Statement

Newry High School seeks to create a safe and caring environment for all students and staff. It recognises that drug misuse is a whole-community issue and the school, together with families and other agencies, must play a part in the education of young people.

Rationale

This policy is part of a holistic approach to the development and well-being of the child, recognising that knowledge alone will not change behaviour but taken in context, an effective pastoral programme can shape attitudes, values and aspirations that bring about resilience in young people. The school's Pastoral Care strives to develop the students' sense of school connectedness and their ability to assess risk thereby providing students with the protective factors required to help them make healthier life choices.

According to Drugs: Guidance for Schools in Northern Ireland (CCEA, Revised Edition 2015), 'In today's society, most people will be exposed to and/or use some sort of drug at some time in their lives. Substance misuse affects all communities in Northern Ireland, crossing gender, cultural and social boundaries. No school, parent or carer can afford to be complacent or think that children and young people are not at risk.'

Research continues to show that by post-primary school age a significant number of young people are engaging with substances such as alcohol, cigarettes, including electronic cigarettes, solvents and/or have misused prescribed medicines or other substances.'

Links to Other School Policies

The policy is linked to other pastoral and curriculum policies and, like them, seeks to create a safe and caring environment in which all students are given the opportunity to develop to their full potential.

- Pastoral Care;
- Positive Behaviour;
- Child Protection;
- Anti-Bullying;
- Curriculum;
- First-Aid.

Definition

In line with Drugs Guidance for Schools in Northern Ireland (2015), the terms drug and substance include any product that, when taken, has the effect of altering the way the body works or how a person behaves, feels, sees or thinks.

Drug Misuse: refers to legal, illegal or illicit drug taking or alcohol consumption, which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence. Drug misuse is therefore, taking drugs, including prescribed drugs and NPS (new psychoactive substances, formally known as legal highs), that cause harm to the individual, their significant 'others' or the wider community.

Aims

- to ensure understanding of what constitutes drug misuse and abuse;
- to protect all students from misuse and abuse;
- to ensure that students, staff and parents are aware of the school's drug education policy;
- to create an environment where students feel safe to disclose matters relating to drug misuse and abuse;
- to establish procedures for managing specific instances of drug misuse and abuse;
- to enable students to develop their life skills, enhancing their ability to adopt safer behaviours and perceive the risks associated with lifestyle choices.

Roles and Responsibilities

In exercising the school's responsibilities for child protection and pastoral care, the Drugs Education Policy will have regard to any regulations/guidelines issued by the Department of Education (DENI) and the Education Authority (EA) and will cooperate with the relevant statutory agencies in relation to the protection of individual students.

The policy covers all students up to and including the age of eighteen.

In it the:

- 'Designated Teacher' refers in the first instance to the Vice Principal responsible for Pastoral Care who is the school's designated teacher for child protection, currently Mrs Feeney, but also covers, in the event that she is absent or otherwise unavailable, Mr McKee who is the school's deputy designated teachers and Mrs Hawthorne, Senior Teacher for Pastoral Care.
- 'parent' includes a guardian and every person who has actual custody of the child;
- 'Principal' includes, where the Principal is absent or otherwise unavailable, the Vice Principal or other person for the time being performing the duties of Principal;
- 'staff' includes teachers, support staff, peripatetic Music staff and sports coaches;
- 'other personnel' includes members of the contract staff (cleaning and catering) who work in school.

All Staff

In accordance with Drugs: Guidance for Schools in Northern Ireland (CCEA, Revised Edition 2015), all staff (teaching and non-teaching) should be familiar through staff training with the content of the school's Drugs Policy. They should also be aware of their legal responsibilities and the school procedures, should a suspected drug-related incident occur. They should know who to contact and what to do when a student is suspected either of being in possession of drugs or being under the influence of drugs, including alcohol.

It is not the member of staff's responsibility to determine the circumstances surrounding the incident, but he/she should:

- assess the situation and decide on the appropriate actions to take;
- notify the Principal/Designated Teacher for Drugs at the earliest opportunity;
- deal with any emergency procedures to ensure the safety of students and staff;
- forward any information, substance or paraphernalia received to the

Designated Teacher for Drugs;

- write a brief factual report on the suspected drug related incident and forward this to the Designated Teacher for Drugs.

Staff must be aware of the legal implications of:

- receiving information about a controlled drug;
- discovering a student in possession of a controlled drug;
- discovering a student is involved in supplying a controlled drug.

Designated Teacher

The Designated Teacher is responsible for:

- responding to advice from first aiders, in the event of an incident;
- informing the Principal, who should contact the student's parent(s) immediately;
- training and inducting new and existing staff in these procedures;
- being the contact point for outside agencies that may have to work with the school or with the student(s) concerned;
- taking possession of any substance(s) and associated paraphernalia found in a suspected drug related incident;
- dealing with the student/students involved in a suspected drug related incident;
- completing the Incident Report, which she forwards to the Principal.

The Principal

The Principal is responsible for:

- determining the circumstances of all incidents;

- contacting the parent(s) of those students involved in any suspected drug-related incident;
- liaising with the PSNI with regards to any incident involving a controlled substance;
- ensuring the welfare of the student(s) involved in the incident and the other students in the school;
- health and safety during the handling, storage and safe disposal of any drug or drug-related paraphernalia, using protective gloves at all times;
- informing the Board of Governors, reporting the incident to the Education Authority, if appropriate;
- deciding any pastoral or disciplinary response.

Action to Prevent and Deal with Suspected Drug Abuse and Misuse

Drugs Education in the Curriculum

The Pastoral Care programme promotes the overall development and welfare of all students and seeks to ensure that they are protected from harm. It incorporates personal, social and health education and provides students with opportunities to develop self-confidence and personal life skills. It contributes to the creation of a supportive atmosphere in which students are encouraged to share any concerns they may have with their tutor, class teacher, Year Head, Senior Teacher, Vice Principal, Principal or any member of staff.

Drug and Alcohol Awareness Education will be promoted through the Pastoral Programme, Assemblies and Outside Agencies. Students will explore related themes on personal health and well-being across the curriculum including English, Drama, Home Economics, Science, PE and Religious Education.

Procedures for Managing Suspected Drugs Related Incidents

A drug-related incident, whether in school, travelling to and from school or on a school related activity, may include:

- a student displaying unusual or uncharacteristic behaviour;
- an allegation;
- suspicion of possession;
- finding substance-related paraphernalia.

Pastoral and Disciplinary Responses

During and after any incident, the school will consider the individual needs of any student involved. Where appropriate, this may involve discussion with the student, his/her parent(s), a PSNI officer, the Designated Teacher for Drugs and appropriate pastoral care staff. A referral to counselling or a referral pathway to specific support agencies may be part of a pastoral care response.

In all cases, the Principal, having taken account of various factors, reserves the right to apply what they consider to be the most appropriate sanctions in relation to any incident/behaviour which is deemed unacceptable.

The consequences for a student found to be in possession of and/or possession with the intent to supply or under the influence of a controlled drug/new psychoactive substances are in line with our Promoting Positive Behaviour Policy and in the most severe case may lead to suspension or permanent exclusion.

ANTI - BULLYING POLICY

Rationale

Newry High School believes that its students and staff have the right to learn and work in a secure environment without fear of bullying. It is the responsibility of all students and staff to contribute in whatever way they can to the protection and maintenance of this environment. All bullying behaviour is in contravention of children's rights and contrary to our core values and principles. Newry High School is completely opposed to all forms of bullying.

What is Bullying?

Bullying is any repeated use of power by one or more persons that has a negative impact on pupil's physical, social and mental well-being and their academic achievement in order to give a feeling of power, status or other gratification to the student displaying the bullying behaviour. It is also the encouragement of others to partake in similar behaviour.

The term bullying refers to a range of harmful behaviour, both physical and psychological and in Newry High School we aim to foster a culture of respect, understanding and tolerance in order to prevent bullying incidents from occurring. This is done through Personal Development and Mutual Understanding, Circle Time and assemblies.

Types of Bullying.

- **Physical** e.g. hitting, pushing, kicking, spitting, theft, damage to personal property, writing offensive notes about another person.
- **Verbal and emotional** e.g. name calling, persistent teasing, and spreading malicious rumours, making threats, belittling another person's abilities or achievements, ridiculing another person's appearance, way of speaking or mannerisms.
- **Gestures** e.g. hand signals of a derogatory nature, clenching fists, threatening movements
- **Indirect** e.g. social exclusion, persuading others to stop a pupil doing an activity
- **Religion based/Racist/Disability** e.g. religious/racist taunts, sectarianism, graffiti, gestures.
- **Sexual** e.g. unwanted physical contact, homophobic behaviour, abusive comments, name calling
- **Misusing technology** including email, phone calls, social networking sites, instant messaging and text/photo messaging etc.

It is not possible to list all forms of bullying in this document, but every incident will be considered on an individual basis, taking into account the intent and the context in which it occurred.

Signs of bullying might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to discuss the problem
- Easily distressed
- Damaged or incomplete work
- Phantom illnesses involving being sent home from school
- Actual illnesses caused by stress, lack of sleep, changes in eating habits
- Attempts to inflict harm on themselves

This list is not exhaustive.

Restorative Ethos

The staff in Newry High School seeks to promote whole school well-being by providing a restorative ethos. This ethos;

- Develops, maintains and repairs relationships
- Helps young people learn and develop the skills to make good choices now and throughout their lives
- Enables us to acknowledge when we have harmed someone and think about how we can make it right
- Encourages us to consider our feelings and those of others
- Encourages us to consider our behaviour and the effect it has on others

In addition, we run a team of Anti-Bullying Ambassadors who are identifiable by the badges they wear. They are easily accessible at break and lunch time and are there to support any young person experiencing bullying behaviour.

Schools have a 'Duty of Care' and need to provide support for all those affected by bullying behaviour.

In line with current NIABF advice, a solution focused model is used in Newry High School to move beyond the traditional punitive model when responding to bullying behaviour.

Assessing the level of bullying behaviour and appropriate interventions

The aim of any intervention is to:

- **Respond** to the bullying behaviour that is taking place
- **Resolve** the concern
- **Restore** the well-being of all those involved.

Level 1: Low Level Bullying Behaviour

When the bullying behaviour has been assessed and is perceived to be minor, or a first time occurrence. This behaviour can be effectively managed within the classroom environment.

Level 2: Complex/ Intermediate Bullying Behaviour

Following assessment, if the bullying behaviour continues, is considered more severe and/or is resistant to change. This level of bullying behaviour is not so easily managed within the classroom environment. Parents may be contacted by the Form Tutor or Year Head. The SENCO, Senior Teacher, Vice Principal or Principal may also be involved at this stage.

Level 3: High Risk Bullying Behaviour

At this level, the bullying behaviour presents with significant mental health, criminal and/or child protection safeguarding concerns. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to other pupils and/or staff. Level 3 behaviours will involve parents, the safeguarding team and members of the Board of Governors will be informed. Additionally, the involvement of outside agencies may be sought.

Interventions

Level 1

At this level, interventions are designed to help individuals recognise and reflect on their unacceptable behaviour and to get them 'back on track' while listening to and supporting the targeted pupil(s).

This level of bullying may be addressed through 'Restorative Questioning' by the adult e.g.

1. Tell me what happened.
2. What were you thinking that led you to behave that way?
3. Who has been affected by what you have done?
4. Can you tell me how that person has been affected by your behaviour?
5. What do you think you need to do to make things right?

This strategy requires the pupil to verbally commit to behaving appropriately thus taking greater responsibility for his/her subsequent behaviour.

Level 2

At this level, it may be the case that further restorative measures can resolve the bullying issue. However, with more complex bullying behaviours, which may be resistant to change, it may require that the school collaborate with the parents/guardians, SENCO, Senior Teacher, Vice Principal and Principal. The Safeguarding or Pastoral Team will refer to the school's Positive Behaviour Policy to ensure that the response is consistent with the provisions outlined in this policy.

Level 3

Bullying behaviour at this level is more complex and resistant to change. Pupils involved at this level will present with many additional needs and risk factors. Individual pupil intervention may include continuous monitoring of behaviour, Individual Education Plan related to behavioural issues, social and emotional mentoring by an identified member of staff, peer support.

Level 4

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of others in the school. Pupils at this level will present with significant concerns including mental health, criminal and/or child protection concerns. The school's safeguarding procedures will need to be invoked.

The Safeguarding Team will liaise with the pupils concerned, the parents and outside agencies where necessary. The school's response will be consistent with the SEN Code of Practice and the most current Child Protection Guidance.

DE's guidance 'Pastoral Care in School: Child Protection' states:

Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactorily by behaviour management strategies or disciplinary methods with a reasonable time, the Child Protection Procedures should be instigated. The victim's needs should always be paramount.

In some circumstances, parents/guardians may be experiencing their own challenges which contribute to their child's behaviour in school. Referral to SELB agencies will be required at this stage e.g. Behaviour Support Team, Pupil Personal Development Services, and Educational Psychology. In addition, external agencies may be involved including PSNI, G.P. and CAMHS.

Identification

Through our Child Protection and Positive Behaviour Policies parents know who they should contact if they have a concern regarding their child's welfare. We will listen to the concerns of parents, carry out an investigation and report back to them. In investigating any reports of bullying we will speak with pupils and teachers to ascertain the extent and nature of the perceived problem.

In order to identify those involved in incidents of bullying, we will carry out the following strategies:

- All staff watch for signs of distress in pupils.
- All staff will respond, resolve and restore.
- All parent-teacher consultations regarding alleged bullying behaviour will be recorded.
- Posters will be displayed in school dissuading children from bullying.
- The 'Child line' telephone number will be displayed clearly in school.
- The Safeguarding Team will be informed if the perceived bullying behaviour cannot be resolved.
- Class talks/assemblies on bullying
- Participation in NIABF Anti Bullying Week
- Liaison with Classroom Assistants and Supervisors to monitor behaviour and identify possible patterns

Roles and Responsibilities of Students

If students are experiencing bullying problems, they should:

- Let the bully know they are not happy and try not to react; ask them to stop and tell them to go away. Get away from the situation as soon as possible and tell an adult.
- Be careful to whom they give their phone number or email address. Be cautious about who they 'friend' on Facebook or other social media sites. If they receive an offensive (bullying) message, keep a record of date and time it was sent. Pass this on to the PSNI.
- Use the "Banish the Bully" box if necessary.
- Keep a note of incidents.
- Make a self-referral to the School Counsellor or ask a member of staff to do this.
- If a friend is being bullied, persuade him or her to tell a teacher or their parent/guardian.
- Don't blame themselves for what has happened.

Remember

Never let a bully get away with it!

Help is here if staff or Anti-Bullying Ambassadors know about the bullying situation. Students can talk to any member of staff or Anti-Bullying Ambassadors with whom they feel comfortable.

Roles and Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked for themselves and for other pupils.
- Encouraging their child to take part in a restorative meeting.
- Advising their children not to retaliate in an aggressive way to any form of bullying.
- Being sympathetic and supportive towards their children and reassure them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying and try to ascertain the truth.

Roles and Responsibilities of Staff

When an alleged bullying incident has occurred, staff will

- Gather and clarify the facts
- Check that the behaviour constitutes bullying behaviour as defined in the Anti-Bullying Policy.
- Check pupil records for any previous incidents
- Complete the Bullying Concern Form

On the basis of this initial assessment they will:

- Choose an appropriate intervention from the intervention levels
- Ensure effective communication between all relevant parties
- Consider the need for parental involvement, SENCO involvement, CP Designated Teacher involvement, risk assessment.
- Use a variety of strategies to address the problem
- Monitor and evaluate the on-going effectiveness of the chosen strategy
- Keep records
- Review outcomes.

Organisations Offering Advice

Kidscape: 0207 730 3300

152 Buckingham Palace Road, London SW1W 9TR

This charitable organisation provides free literature for parents, victims and schools.

Get Connected: 0800 096 0096

A free confidential helpline for young people that will help them get in touch with the right people to help them.

The Samaritans: 028 3026 6366 or 08457 909090

Child Line: 0800 1111

Provides support/advice for children and parents.

Contact Youth Counselling Services: Free-phone **Youth line 0808-8088000**
or 028 9045 7848

NSPCC: 028 9035 1135

NSPCC Helpline: 0808 800 5000

Northern Ireland Anti Bullying Forum <http://www.endbullying.org.uk/>
(this service does not operate a helpline)

HOMEWORK POLICY

This school considers homework to be a vital part of a pupil's educational development and is an important link between home and school.

Homework promotes and develops independent learning and forms an integral part of learning and teaching within Newry High School.

Objectives of this Policy

To inform and provide guidance for teachers, pupils and parents as to the setting, completion and monitoring of homework.

Objectives of homework

- consolidate work covered in class
- promote and develop independent learning
- assess pupil performance
- contribute to pupils' self esteem
- develop study skills

This document seeks to: -

- outline the various types of homework which are usually set
- create a homework timetable suited to the age and ability of each class
- provide guidelines for pupils in doing homework
- provide guidance as to the responsibilities of parents/guardians regarding homework and the support they may give
- provide guidance for teachers in the assessment of homework
- provide guidelines as to the positive remedial action for those who fail to provide satisfactory homework
- foster a system for regular review of the effectiveness and purpose of homework

Setting of homework

1. A homework timetable (Years 8-12) is drawn up annually by the Vice Principal for the guidance of teachers and as information for pupils and their parents/guardians.
2. Each pupil is provided with a pupil planner in which to record details of homework set. Tutors and parents will monitor the use of the pupil planner on a weekly basis
3. Teachers may set a variety of homework. The most common forms of homework tend to be written exercises in preparation for future lessons or to assess comprehension of work already covered in class. However teachers may set a variety of different homework for example: research, revision, project work, reading etc.

Advice to Pupils

1. Always bring your pupil planner to school, keep it neat, tidy, up to date and organized
2. Write your homework timetable into your planner on your first day of school at the beginning of each academic year
3. At the beginning of each week write in the homework you expect to be set each day based on your h/w timetable
4. Make sure your parents sign your planner every week
5. Write your homework in your pupil planner as soon as the teacher gives it to you.
6. Organise your homework so that you might still have time for outside interests.
7. Find a suitable and quiet place to do your homework. Avoid distractions while you are completing your homework
8. Check that all homework is complete to your best ability and are for the deadline set by your teachers.
9. If you have any difficulty with your homework, ask for help from your parents and teachers.
10. In addition to any homework, it is important to revise each day's classwork until you understand and remember it.
11. Check the next day's timetable and pack your school bag accordingly the night before.
12. If you need a new pupil planner see your tutor immediately.
13. You are reminded that homework may form part of your subject assessment.
14. Written homework should be well presented, reflect careful effort and be handed in on time.
15. Other types of homework are equally important and also require your best effort.
16. If you have been absent from class/es it is your responsibility to find out homework that have been set and complete them.
17. It is necessary to show an attempt for every homework.
18. If for any reason you have not been able to complete homework set, a note written by a parent / guardian must be provided to the teacher explaining the reason must be provided
19. Repeated unsatisfactory homework will result in remedial action being taken by your teacher/s.
20. Use the school homework club to help support you with your homework

Advice to Parents

1. Encourage your child with their homework and show an interest at all times.
2. Check and sign their pupil planner every week to make sure your child is completing all homework set.
3. Help your child find a suitable and quiet place to complete their homework.
4. Make sure your child spends the time necessary to complete all homework satisfactorily e.g. listen to oral work, check presentation of their work etc.
5. An inspection of marked homework will help indicate your child's progress and attitude.
6. Try to help when your child asks for guidance.
7. If you have any queries about your child's homework please contact the school office.
8. Repeated unsatisfactory homework will result in remedial action being taken by staff. This may involve detention of your child and/or you being invited to school to discuss the problem.

Advice to Teachers

1. Set homework according to the homework timetable produced by the VP each academic year
2. Set a variety of homework
3. If possible set homework at the beginning of lessons, this will ensure all pupils have time to write down their homework
4. Check pupils write down their homework in their pupil planner. If you decide not to set homework pupils should write in "none set"
5. It is at the discretion of the class teacher, having made every effort to obtain the homework, as to when to report a pupil to the Head of Department.
6. Teachers should obtain the homework at the earliest opportunity e.g. next morning if possible and should mark it as soon as possible
7. If the homework is repeatedly not produced the Teacher should inform the pupil that the Head of Department will become involved. After school detention can be arranged at the discretion of the Head of Department and teacher involved but only in extreme cases. Support, guidance and other remedial action (e.g. break time detention with teacher, break time detention with VP) should be employed before a pupil is placed in after school detention.
8. If a pupil persists in not doing homework a standard letter should be sent home by the Head of Department requesting parents/guardians to attempt to rectify the situation.
9. Failure to rectify the situation will result in a letter requesting parents/guardians to arrange an interview with the Year Head.

Assessment of Homework

1. Each subject has its own needs and each department will draw up its own methods of assessment, which should be standardised within the department.
2. Teachers should try wherever possible to make positive comments and always mark and return the work to pupils promptly
3. Pupils should be encouraged to evaluate and assess their own work.
4. The method of assessment should be easy to understand.

PUPIL COMPUTER RESOURCE POLICY

The school has provided a number of computers for use by pupils. They offer access to a vast amount of valuable information for use in studies, acting like an enormous extension to the school library, and will help pupils prepare for today's world.

The computers are provided and maintained for the benefit of all pupils. Pupils are encouraged to use and enjoy these resources and to ensure that they remain available to all. Any damage, malicious alteration or inappropriate use of the computer equipment may harm their education and that of other pupils. To protect all in its care, the school must insist that pupils adhere to these rules for acceptable use of the equipment.

In addition to the rules below, the school has the ability and will use this ability to monitor emails. Anyone involved in sending/receiving inappropriate emails will be dealt with severely.

COMPUTER RULES

- Pupils must not install, or attempt to install programs of any type on a machine, or store programs on the computers, without permission.
- Pupils must not damage, disable or otherwise harm the operation of computers, or intentionally waste limited resources.
- Pupils are expected to respect and not attempt to bypass security in place on the computer systems. Accessing, copying, removing or otherwise altering people's work or attempting to alter the settings of computers is not acceptable use of the equipment.
- Pupils must not disclose their passwords to others, or use passwords intended for the use of others.
- Pupils making use of the network must do so in a way that does not harass, harm, offend or insult others.
- Pupils will not use the network for commercial purposes, e.g. buying or selling goods.

INTERNET RULES

- The student must access the Internet only for study purposes or for school authorised/supervised activities.
- Pupils must not use the Internet to obtain, download, send, print, display, view, or otherwise transmit or gain access to materials, which are unlawful, obscene or abusive.
- Pupils are expected to respect the work and ownership rights of people outside the school as well as pupils and staff. This includes abiding by copyright laws.
- Pupils must not engage in chat activities over the Internet. This takes up valuable resources, which could be used by other people for to benefit their studies.
- Pupils will not give personal information such as their address or telephone number to those who they contact through electronic mail.

SANCTIONS

- Violations of these rules will result in withdrawal of access to ICT resources.
- Where appropriate, police may be involved or other legal action taken.
- Additional action may be taken by the school in line with existing practice regarding inappropriate behaviour. For serious violations, suspension or expulsion may be imposed.

ADDITIONAL INFORMATION

- For use within the school's website(s), pictures of pupils working in the classroom or taking part in certain school activities outside of it may be posted on the internet occasionally.
- Whilst using a computer, it is possible that your activities may be monitored. This may be done internally or from an external source from the school's internet provider.

RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

Relationships and Sexuality Education (RSE) is a life-long process beginning within the home long before formal education takes place at school. The school then works with the home in preparing young people for adult life. The Education Reform (N.I.) Order 1989 requires all grant-aided schools to offer a curriculum which:

- (a) Promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and
- (b) Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

This RSE Policy should be read in conjunction with the school policies on Pastoral Care, Child Protection and Bullying.

Aims and Objectives

Within the aims identified by Newry High School there includes:

- to help all pupils acquire knowledge, skills and practical abilities in relation to EVERYDAY NEEDS.
- to foster the individual growth and development of CARING AND RESPONSIBLE young people.
- to prepare pupils for their ADULT LIFE and to act as RESPONSIBLE CITIZENS.

These are integral to the aims of RSE, i.e.

- enhance the personal development, self-esteem and well-being of the young person;
- help a young person develop healthy and respectful friendships and relationships;
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- promote responsible behaviour and the ability to make informed decisions;
- help a young person come to value family life and marriage;
- appreciate the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

Learning Objectives

The RSE curriculum should enable pupils to:

- acquire and develop knowledge and understanding of self;
- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others;
- understand the nature, growth and development of relationships within families, in friendships and in wider contexts;
- develop an awareness of differing family patterns;
- 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 and understand that their developing sexuality is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and improve skills of communication and social interaction;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality growth and development;
- develop a critical understanding of external influences on lifestyles and decision making;
- understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections;
- understand sexual development and identify and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality;
- develop skills for coping with peer pressure, conflict and threats to personal safety.

Skills

Young people need opportunities to develop:

- **practical skills** - for everyday living; for supporting others; for future parenting; for accessing health and advisory services;
- **communication skills** - learning to listen, listening to others' points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive;
- **decision-making and problem-solving skills** - the steps in making personal decisions and sensible choices in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice; developing independence in thought and action and forming and defending their own moral and values framework, taking into account the different viewpoints that will shape their values and attitudes to sex and sexual behaviour; appreciating different cultures and disabilities; acting responsibly and with initiative as an individual or as a member of a variety of groups; considering the consequences of actions;
- **inter-personal and leadership skills** - for managing relationships confidently and effectively; for developing as an effective group member or leader, for taking initiative and managing others responsibly.

Moral and Values Framework

Education is concerned with the personal, social, emotional and vocational preparation and moral development of young people as well as with their academic attainment.

RSE is an important part of children's preparation for adult life. It must not be value free and it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. This school recognises the sensitivity of RSE and would strive to present facts within a framework of values, acknowledging N.I. legislation on sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood.

Newry High School fosters a strong Christian ethos and this should always be maintained in the delivery of RSE. Pupils should be assured that where they, and their families, hold a Christian belief that sexuality is a gift from God, to be used only within the sanctity of marriage, this is a perfectly valid ethos on which to base relationships. There should be no stigma attached to the desire to enter marriage as a virgin.

Equal Opportunities

Teaching RSE should at all times be appropriate to the maturity and level of understanding of the pupils involved. Teachers need to be alert to the personal and emotional circumstances of an individual pupil. Boys and girls receive the same RSE programme in Newry High School.

Dealing with Sensitive Issues

1. Confidentiality

The child's right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that "no one will be expected to ask or answer any personal questions". It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life. It is important to note that:

- teachers should not promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported, as appropriate, to his or her parents and/or the principal. Both pupils and parents should realise that confidentiality cannot be maintained;
- the Principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the Department's booklet Pastoral Care in Schools: Child Protection (Circular 1999/10).
- teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents;
- there will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents to see how they would like the matter to be handled. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents;
- teachers should remember that since they are not medical professionals they should not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils.

2. Contraceptive Advice to Young People Under 17 years

As part of the curriculum, teachers can provide general information to all pupils about the types of contraception and the risks of health. They can provide all pupils with information about where, and from whom, they can receive confidential advice, treatment and support. Personal medical advice must not be given to individual pupils. Teachers must advise pupils to seek advice from parents, the school doctor or nurse or medical practitioners. Pupils should be reminded that the legal age of consent for girls in Northern Ireland is 17 years. There is no legal age limit for males. It is unlawful for a male to have sexual intercourse with a girl under 17 years.

3. HIV/AIDS and Sexually Transmitted Infections (STIs)

The publicity in public health campaigns and media attention has ensured that most post-primary pupils have some knowledge about HIV/AIDS. However, pupils need to know that HIV/AIDS could affect them and not just drug users or gay men.

They should be provided with information about the most common STIs, the difference between HIV and AIDS, modes of transmission, practical hygiene and risky behaviours. Only those who are sexually active are potentially at risk from getting HIV/AIDS and sexually transmitted infections.

4. Sexual Identity and Sexual Orientation

The issue of sexual orientation should be handled by schools in a sensitive, non-confrontational and reassuring way.

In the transition from childhood to adulthood, some adolescents experience strong emotional attachments and feelings towards people of their own sex. Most move on to form heterosexual relationships; some become permanently homosexual or bisexual. Pupils should be reminded that a male under 18 years cannot legally consent to any homosexual act.

Teachers, whatever their own views, should counteract prejudice and support the development of self-esteem and a sense of responsibility in every pupil.

5. Sexual Abuse

Increasing public concern about the widespread occurrence and long-term damaging effects of sexual abuse has been expressed in recent years. For teachers there are two dimensions, namely:

- teaching for protection, through the promotion of self-esteem, the skills of assertiveness, lack of guilt or embarrassment about sexual matters and the skills of self-expression including appropriate language and understanding.
- recognising signs of abuse, physical, emotional and social.

The class teacher or form tutor has a significant part in the early detection of abuse. It is essential that correct procedures are followed as outlined in DENI's Circular 1999/10 Pastoral Care in Schools: Child Protection.

Parental Issues

The RSE teaching offered by this school will always be aimed at reinforcing and strengthening positive family relationships and the role of parents, and the counselling and advice available to individual pupils should complement and support the proper exercise of parental rights and responsibilities.

Although there is no statutory parental right to withdraw a child from classes in RSE, this school will try to take account of any parental concerns expressed to them. Parents will be informed of RSE related talks by outside agencies via the school calendar and the opportunity to voice any concerns about such talks will be provided prior to the event. This school will discuss the nature of any parental worries, attempt to deal with any misunderstandings, identify the specific issues causing particular concern and offer alternative arrangements if necessary. The implications for the pupil in terms of the parts of GCSE syllabuses which might be missed will be explained. The social and emotional effects of any exclusion from any RSE class or event will also be considered as it is likely that fellow pupils will discuss the content of RSE outside the classroom. Finally, however the parents' wish will always be respected.

Organisation of RSE Programme

- Co-ordinators – Vice Principal and Senior Teacher
- RSE is delivered to all pupils of this school through specific subject teachers, tutors and visiting speakers from outside agencies. The taught RSE programme is complemented by messages imparted through assemblies and through the general ethos of the school. A relevant Inset programme to support the delivery of the RSE curriculum is used according to availability and requirement.
- The RSE programme within this school is delivered as follows:
 - in mixed sex class groups
 - in mixed sex talks given by outside agencies
 - in single sex tutor groups.

Teaching staff must provide a supportive classroom environment where pupils feel at ease to express opinions and feelings. Ground rules must be agreed to help minimise embarrassment and encourage the respect of each other's opinion.

An RSE programme is about more than imparting factual information, it also aims to develop personal and social skills and clarify attitudes and values within a moral framework. RSE seeks to promote behaviour which will allow pupils to take increasing responsibility for themselves as they grow and develop. Teaching methods which involve pupils actively in the process of their own learning are advised.

Resources to be used in RSE need to be reviewed prior to their use with pupils. As in all aspects of delivering the RSE programme, account must be taken of the emotional, intellectual and physical development of the pupils involved. Resources should allow the ethical, social and biological implications of RSE to be fully covered.

Overall pupils should be taught RSE within a framework which models and encourages the following values:

- 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.
- Pupils and Staff have their evaluations of the programme collated and reviewed by the SLT on an annual basis.

Procedures for Policy Monitoring and Evaluation

Any policy should be a working document and therefore needs annual evaluation in the light of:

- classroom practice
- legislation
- pupil evaluation
- staff evaluation
- staff training.

Our aim is to involve the young people in our care in effective RSE. Evaluating effective RSE is therefore the core of monitoring and evaluating the RSE policy.

Effective RSE should:

- help pupils to be more equipped to manage the emotional and physical changes at puberty.
- help young people deal with the challenges of social activities and sexuality and gender issues.
- have a positive effect on self-esteem.
- promote a positive view of sexuality and sexual health by helping young people feel good about themselves, to respect others and to be able to make safe, responsible and satisfying relationships.
- provide opportunities for pupils to examine values and beliefs.
- offer information and provide opportunities to consider feelings and concerns within a secure environment.
- provide opportunities to consider the confusing media and peer messages and pressures experienced by young people. School can ensure they receive accurate information.

CHARGING POLICY

AIMS

1. To inform parents of the charges and remissions policy of the school, and clarify associated procedures for them.
2. To ensure consistent practice and application of these procedures by permanent and temporary staff.
3. To encourage parental commitment to, and financial support for, wider curricular experiences for pupils, and, if desired, access to a range of optional extras.
4. To encourage staff and pupils to work together to strengthen relationships within school and increase community support through fund raising activities.
5. To ensure that the optional extras offered to pupils are suited to the age, experience and skills of the target group.

PRINCIPLES

The Principal, in consultation with the Board of Governors, will consider the feasibility of staff proposals in view of these principles, and, taking account of the effects on the Budget Share and School Fund.

1. Pupils are entitled to a free school education.
2. Pupils are entitled to a broad, balanced, statutory curriculum free of charge.
3. Pupils can participate in activities during the school day free of charge.
4. Pupils could benefit periodically from curricular experiences beyond the school premises for which voluntary contribution may be sought.
5. Parents are under no obligation to make voluntary contributions.
6. Pupils whose parents are unable or unwilling to make voluntary contributions will not be disadvantaged.
7. Pupils could benefit from having access to a range of optional extras for which parents would be charged.
8. Charges for optional extras, or where appropriate for materials, fees or breakages will never exceed actual costs.
9. An optional extra should not detract from the curriculum available to the pupils who participate nor from that which is provided for those who remain in normal class.
10. All pupils will have access, whenever appropriate, to the school minibus free of charge.
11. The benefits of proposed activities must be balanced against the likely effects on the work load of others and indirect costs. Proposals for each academic year must be submitted in advance by Heads of Departments.
12. Proper consideration will be given to the health and safety of pupils and staff, and to the insurance cover available to them. At present the school is covered only by a public liability policy held by Education Authority.
13. School facilities should, within guidelines, be available to the community.
14. Pupils representing the school should travel free of charge.

SCHOOL FUND

Parents will be asked to make a voluntary contribution to the School Fund at a rate determined by the Board of Governors (currently £20 per pupil, maximum of £25 per family)

1. The School Fund, administered by staff and monitored by governors, will be subject to independent audit. The Friends of Newry High School funds will also be subject to independent audit.
2. School Fund monies will be used to enhance the educational experiences of pupils.

PROCEDURES

1. Pupils will be charged for visits, mainly outside or wholly beyond school hours, which are neither essential preparation for approved examinations nor contributory to the statutory curriculum. Such charges may include the costs of travel, materials, non-teaching staff, entrance fees and insurance.
2. Charges will be made for board and lodgings when pupils are involved in residential activities. Where these activities are contributory to the statutory curriculum or form part of the preparation for an approved examination the residential costs will be remitted to parents in receipt of Income Support or Family Credit. requests for remission should be made to the Principal in confidence.
3. Should a proposed optional extra receive inadequate financial support then charges to parents received prior to the date of cancellation will be refunded except where irretrievable deposits have been placed with other agencies.
4. Pupils will be charged for the materials or ingredients used in practical subjects where they indicate beforehand their desire to own the finished product. Parents may, provided they want to keep the finished article, supply the appropriate ingredients and materials to the school.
5. Fees for approved examinations for which the school has prepared a pupil will be paid by the school. Repeat Entries will have to be paid for by the pupil.
6. Parents will be charged entry fees for approved examinations by the school if the school did not provide the preparation and tuition for the pupil.
7. All costs relating to the checking of results or the remarking of papers will be charged to parents prior to requests for scrutiny being forwarded to examination bodies.
8. Parents will be required to refund examination entry fees should pupils fail to attend the examination. This requirement will be waived on receipt of a Medical Certificate or in the case of close family bereavement.
9. Charges will be made for instrumental tuition. Additional charges for instrument loan, repair, ensemble membership and Associated Board Examination fees will be administered separately by the Education Authority (Southern Region) Music Service, or the school, where applicable.
10. Each application for the hire of school premises will be considered on its merit in accordance with current Education Authority policy. Charges will be made for the use of rooms or grounds, caretaker costs and heating, unless the activity is related to the work of the school.
11. Parents will be charged for any wilful damage to equipment, furniture or premises and for the replacement of books or resources that are lost or defaced.

Safeguarding and Child Protection Policy

1. Child Protection Ethos

Newry High School acknowledges its pastoral responsibility towards its pupils and recognizes that its pupils have a fundamental right to be protected from harm. Children cannot learn effectively or develop unless they feel secure.

We in Newry High School have a primary responsibility for the care, welfare and safety of the pupils in our charge. We will carry out this duty through our Pastoral Care Policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can experience quality education, allowing them to learn and develop to their full potential.

We in Newry High School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection" (DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures (2005).

The following principles form the basis of our Child Protection Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

3. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Pastoral Care Policy
- Discipline Policy
- Anti-Drugs policy
- Anti-Bullying policy (*under review*)
- Positive behaviour and development plan
- Relationships and Sexuality Policy
- Use of Reasonable Force/Safe Handling Policy
- SEN Policy
- Health and Safety Policy
- Educational Visits Policy
- First Aid and the Administration of Medicines
- ICT and access to the internet/cyber bullying

**These policies are available to parents
and any parent requiring a copy should contact the School Principal
or visit the school website at www.newryhigh.co.uk**

4. School Safeguarding Team

The following are members of the schools Safeguarding Team:

- Designated Teacher: Mrs K Feeney
- Deputy Designated Teacher: Mr C McKee
- SENCO: Mrs H Shields
- Senior Teacher Pastoral Care: Mrs J Hawthorne
- Principal: Mr I Brown
- Designated Governor for Child Protection: Mrs J Clements
- Chair of the Board of Governors: Mr C Whiteside

5. What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

5.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

5.2 Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time. When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17-year-old in a sexual relationship the Designated Teacher has a duty to share this information with Social Services.

6. Procedures for making complaints in relation to child abuse

6.1 How a Parent can make a Complaint

At Newry High School we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 1**.

6.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the designated teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the designated teacher. The person who reports the incident must treat the matter in confidence.

The designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The designated teacher may consult with the Education Authority Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. He/she will also notify the Education Authority Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the Education Authority Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 3**.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated teacher if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated teacher)

If a complaint is made against the Principal the Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix 2 will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 2**.

7. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

8. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

9. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principal.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

10. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

11. Code of Conduct for all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach.

The school's code of conduct is available on request.

12. Staff Training

Newry High School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

13. The Preventative Curriculum

In the classroom, regular morning Form Tutor classes are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates. This is in addition to 1 timetabled period per week of PSE.

Throughout the school year child protection issues are addressed through whole school and year assemblies and there are Safeguarding information posters displayed throughout the school, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation IS in staff room.

Other initiatives which address child protection and safety issues:

- Year 8 children participate in a community awareness programme run by the PSNI, the "CASE" programme.
- Year 11 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- The PSNI delivered a drugs awareness seminar for Year 11 and Year 12.
- Drama presentations to raise awareness of domestic violence.
- First Aid Training for staff.
- Regular liaison with Behaviour Support Team and Education and Welfare Service.
- Delivery of one period per week PSE for Year 8-12.

14. Monitoring and Evaluation

The Safeguarding Team in Newry High School will update this Policy and procedures in the light of any further guidance and legislation as necessary and

Appendix 1

How a Parent can make a Complaint?

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



I can talk to the class/form teacher



If I am still concerned, I can talk to the designated/deputy teacher for child protection
Mrs Feeney, Mr McKee, Mrs Shields, Mrs Hawthorne or the Principal Mr Brown



If I am still concerned,
I can talk/write to the
Chairman of the Board of Governors,
Mr Whiteside



At any time, a parent can talk to a social worker at the

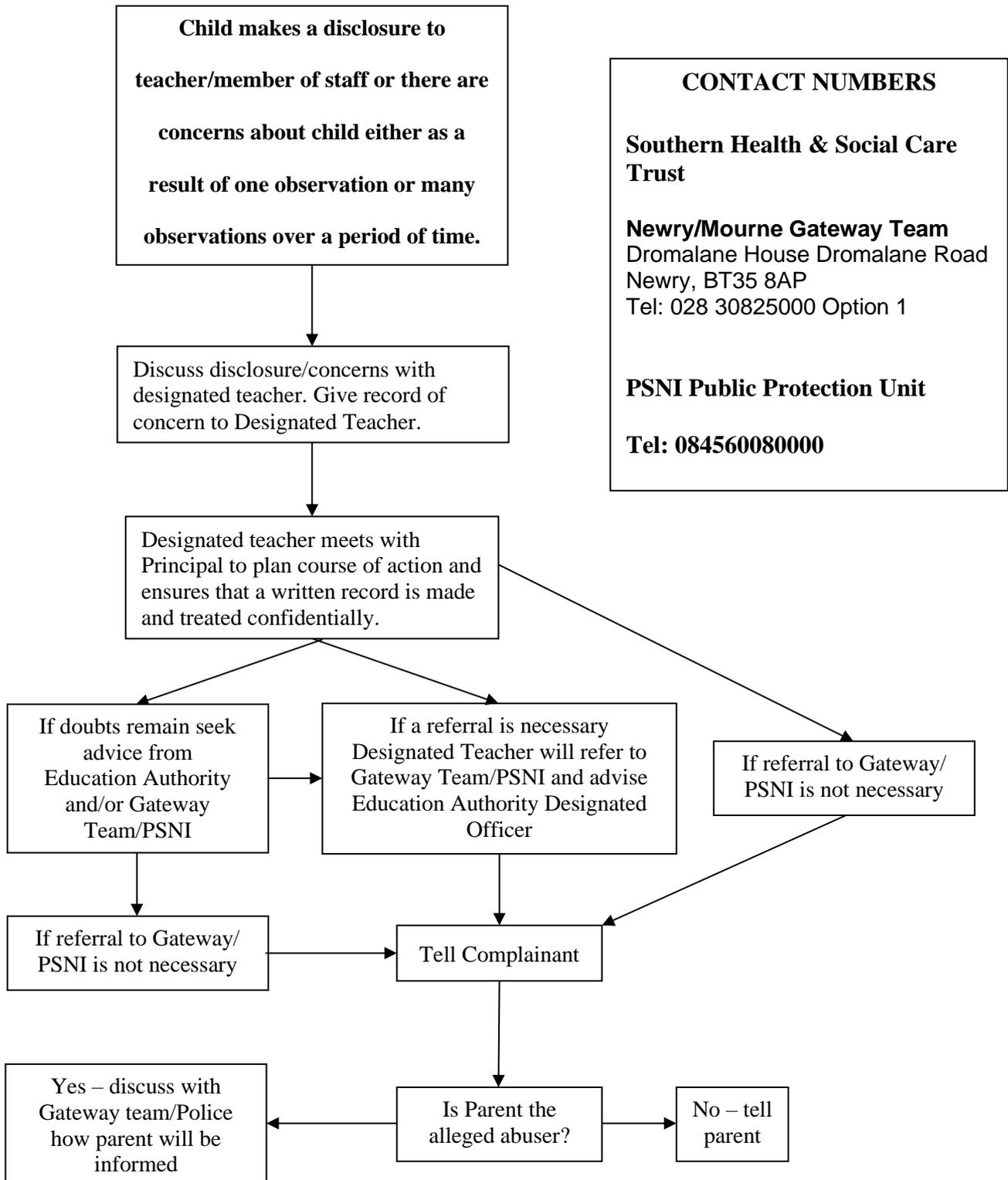
Gateway Team **Tel: 0800 7837745**

or the

PSNI Public Protection Unit **Tel: 0845 600 80000**

Appendix 2

Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff



Appendix 3

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

