

# Newry High School



## Pastoral Care Policy

CONTAINING POLICY GUIDELINES ON:

- PASTORAL CARE
- PERSONAL DEVELOPMENT CURRICULUM
- MISUSE OF SUBSTANCES/DRUGS EDUCATION
- RELATIONSHIPS & SEXUALITY EDUCATION
- ACCIDENT PROCEDURES/FIRST AID

# FOREWORD

This document outlines Newry High School's approach to a range of pastoral care provisions. Its main function is to provide ethical direction and practical guidance for all those employed within our school, external agencies working with young people within the school environment and for parents.

The four sections are outlined as follows:

**Section A Pastoral Care Policy:** This section should be viewed as an umbrella document outlining our school's ethos and the emphasis we place on the growth and development of all our pupils.

**Section B Personal Development Curriculum Policy:** This section provides guidelines on the delivery of the Personal Development Curriculum in line with the Revised NI Curriculum.

**Sections C Misuse of Substances and Drugs Education Policy:** This section outlines our approaches to drugs education and responses to drug related incidents.

**Section D Relationships and Sexuality Education Policy:** Provides guidelines on the incorporation of a RSE programme within the school's Personal Development Education Policy and our approach to a range of sensitive issues relating to RSE.

**Section E Accident Procedures and First Aid Policy:** Provides procedures for staff on how to respond in the event on an accident.

This document should be used in conjunction with a range of other school policies and guidelines including:

- Safeguarding and Child Protection Policy;
- Positive Behaviour Policy;
- Use of Reasonable Force/Safe Handling Policy;
- Health & Safety Policy;
- Storage and Administration of Medication;
- Anti-Bullying Policy.

Whilst individual sections of this document will be salient depending on a given situation, it is essential to note that the school's commitment and holistic approach to the personal development of each pupil is the lynchpin connecting all sections.

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# Pastoral Care Policy

## INTRODUCTION

*Pastoral Care is not a frill or option; it is the oxygen essential for the learning process to occur.*

*McGuinness (1989)*

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the adult person.

However, there are numerous other influences which come from a wide range of other sources. Central to these influences is the role of schools, and more specifically teachers, who will have contact on a daily basis with children and young people from 4 to 18 years of age. It is paramount that those charged with the responsibility of educating young people must be aware of the crucial importance of their role. This document will provide the support that teachers need to give direction to their work with young people.

To develop as a person is to develop in all five dimensions of life – physically, intellectually, emotionally, socially and spiritually. However, it is widely recognised that our educational system to date has tended to neglect both the emotional and spiritual dimensions of our lives. In recognition of this we must adopt a proactive stance in taking a holistic approach to the development of our young people.

Personal Development provides the means for our young people to clarify their values and attitudes. It assists young people in the development of personal skills which in turn leads them to an acceptance of responsibility for themselves and for their actions. Personal Development must be firmly rooted in the belief that all people have value in their own right, and that their feelings, opinions and actions are important, regardless if these correlate with those of others or not. In practice this means that we as teachers endeavour to communicate openly and honestly with our pupils and enter into genuine sharing relationships. Most significantly, it means that we must place confidence and trust in the ability of others to take responsibility for themselves, their behaviour, their feelings, their attitudes and their learning. We must provide and allow for the development and awareness of self, and all that this entails.

The mutually beneficial outcomes of developing an honest approach to Personal Development through Pastoral Care are:

- increased self-awareness;
- development of high internal self-esteem;
- confidence and independence of thought;
- sensitivity to the needs of others.

In addition, young people especially develop the necessary skills to cope with possible risks to their personal safety from a range of threats. They become empowered to meet the demands and challenges of adult and working life with confidence.

Having accepted this approach in its entirety the objective of this document is to:

- give specific guidance on Pastoral Issues;
- highlight current legislation on the care and health of young people;
- support the implementation of the NI Curriculum;
- encourage continuous monitoring and evaluation of the effectiveness of provision in the area of Pastoral Care;
- provide guidance on the handling of specific Pastoral issues including Substance Misuse/Drugs Education and Relationships and Sexuality Education;
- promote the value of a proactive, rather than a reactive, approach to Pastoral issues.

## **Rationale**

We define Pastoral Care as the created ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for **every** pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21<sup>st</sup> century. Our school accepts that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

## **Vision, Values and Aims**

Mission statement - Newry High School exists to serve the community of Newry and surrounding district by providing an appropriate and challenging curriculum for all pupils. Providing '*Quality Education for All*'.

We believe the success of our students is in part based upon the school 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 life long 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 pupil ensuring all students reach their full potential

Our school subscribes to the view that every pupil has a right to feel safe and secure on all levels. We will actively promote a Pastoral Care ethos which allows for the development of the whole person, and which leads to **every** pupil making good choices which will form the basis for a healthy and positive lifestyle.

Pastoral Care will be the setting where our young people will acquire values and standards on the basis of observing these at work at every level. It is also important to remember that schools are centres of *education* and we therefore accept the validity of a personal development approach rather than a delivery which is service driven. 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.

#### **Our school aims are therefore:**

- **To provide a stimulating, exciting, caring, disciplined and supportive learning environment amongst all stakeholders**
- **To work in an open and honest partnership with students, parents and outside agencies with effective channels of communications**
- **To promote the Christian ethos of the school**
- **To have high expectations for all students and monitor progress by effective use of data and enhance standards by mentoring, target setting and tracking**
- **To offer a full range of extra-curricular activities to offer students a sense of belonging and teach skills beyond the classroom**
- **To ensure that the school is an active and vibrant part of the community**
- **To celebrating success and achievement of all students and staff**

#### **School Values**

We have identified central values upon which to build and sustain our work as a school. We hope that everyone associated with the school will seek to promote these values. At Newry High School we value:

#### **Excellence**

We expect to achieve the highest possible standards in all areas of our work with parents and students. We will strive for continuous improvement in all that we do through effective and rigorous self-evaluation.

## Responsibility

We consider that an educated person can think for themselves and act in a moral way. We expect students to learn to take more responsibility for their own learning as they grow older.

## Respect

We expect people to take full account of other people's views and feelings: always remembering that individuals have responsibilities to other people. Considerate behaviour, trust, courtesy and cooperation are all elements of this key value. We expect people to work together and develop positive relationships.

We, therefore, hope to create an inviting and positive pupil centered learning environment where 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.

## Ethos

Ethos is an intangible concept with a tangible effect. It is our intention to establish an ethos which may be detected in the feelings of security at every level within our school. This may be achieved through:

- creating a sense of belonging amongst all strands of our school community;
- developing an atmosphere of mutual respect and caring;
- creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust;
- implementation of a Behaviour Management policy which creates a full sense of justice and fair play amongst our school community;
- providing opportunities for **every** person to succeed and to be affirmed in their self-worth;
- promoting positive relationships at every level;
- working with parents for the mutual benefit of all;
- establishing and maintaining links with the wider community;
- affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care;
- creating a sense of self-worth at every level.



## **Safeguarding and Child Protection**

We at Newry High School acknowledge our pastoral responsibility towards our pupils and recognise that all children and teenagers have a fundamental right to be protected from harm. Young people cannot learn effectively or develop unless they feel secure.

At Newry High School we 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. Our Child Protection and Safeguarding 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.

## **Professional Counselling**

The value of professional counselling should never be underestimated. A counsellor can offer immense support to a young person who needs help and guidance. Our school will endeavour to fully utilise the Independent Counselling Service for Schools (ICSS) to assist our young people to develop towards a more concise and definitive awareness of self.

## **Counselling/Relationships**

Teachers will endeavour to build effective, empathetic relationships with our pupils in order to provide advice and support whenever necessary. However, we retain awareness of the need for other avenues of support.

## **Managing External Agencies (Ref Appendix A and B)**

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. The school needs to be aware of the importance of a contract being agreed upon by all contributory parties.

## **Training and Support**

In order to support staff our school recognises the importance of training as a priority area in the establishment of a caring and pastoral environment.

## **Related School Policies**

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Positive Behaviour Policy
- Personal Development Curriculum Policy
- Safeguarding and Child Protection Policy
- Misuse of Drugs/Substances Policy
- First Aid Policy
- Storage and Administration of Medication Policy

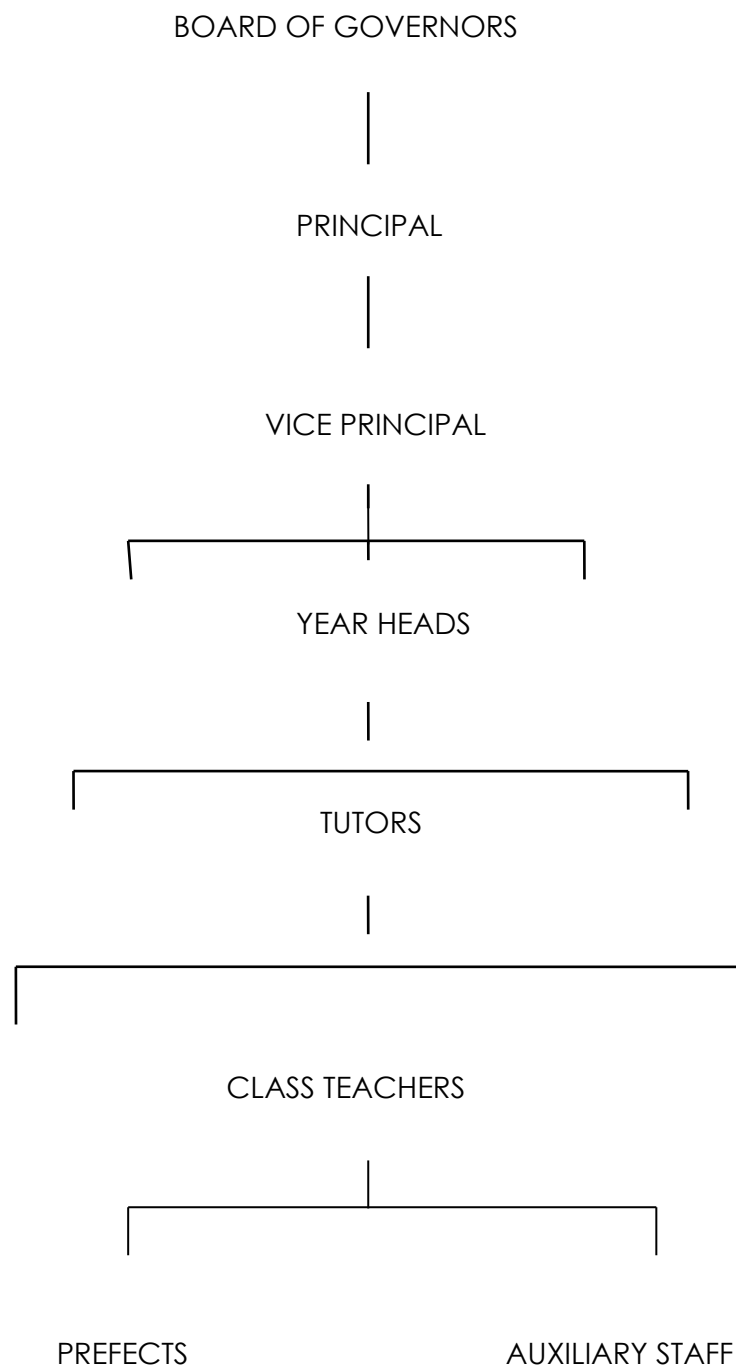
## **Evaluation and Monitoring**

This school recognises and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we will follow the underpinning principles of 'Every School a Good School' and the procedures for self-evaluation as outlined in the DE document 'Together Towards improvement'.

A Pastoral Care development plan is produced annually. Key targets are identified in consultation with staff. The Pastoral Care development plan is monitored and reviewed throughout the year with a final full evaluation completed at the end to the academic year.

## ORGANISATION OF THE PASTORAL CARE SYSTEM

Each pupil is a member of a tutor group and stays in it with the same tutor (whenever possible) for five years. The tutor meets the group daily and is concerned with their welfare, progress, punctuality and behaviour and builds a special relationship with them. The tutor is the pupil's first line of support. For each form there is also a year head who co-ordinates the work of the form tutors and assists them in the counselling of their pupils.



## **ROLE OF THE SENIOR LEADERSHIP TEAM**

The SLT is actively involved in the management of the Pastoral Care System. The Principal leads the staff in all pastoral matters and liaises with the Board of Governors, communicating policies, strategies and information to all concerned parties. The Principal and Vice-Principal operate "open-door policies" to encourage maximum communication links within the school, with parents and with other agencies.

Their roles include:

- (i) liaising with parents, staff, pupils and outside agencies
- (ii) chairing the Pastoral Care Meetings and attending outside agency meetings
- (iii) Implementing the schools Positive Behaviour Policy
- (iv) supporting the operation of the policies that pertain to pastoral care in any way

The EWO assigned to the school meets with Vice-Principal and Senior Teacher on a regular basis for a minuted review of pupil welfare issues.

## **Role of Year Head**

In addition to the Senior Leadership Team, there is a two-tier system of Pastoral Care consisting of Form Tutors and Year Heads. While Tutors work closely with small groups of pupils, the Year Heads work with year groups. The role of the Year Head is to encourage consistency of approach to pastoral care and to provide an effective hierarchy of discipline. The role of the Year Head is to assist in the formulation and implementation of disciplinary and support procedures throughout the school. Some of the duties of the Year Head include a responsibility:

1. To assist in the formulation of the school's Positive Behaviour and Pastoral Care Policy.
2. To attend Pastoral Care Meetings.
3. To liaise between Leadership Team and Form Tutors.
4. To co-ordinate the work of Form Tutors.
5. To evaluate the pastoral care programme, including PSE
6. To advise and support Tutors on matters of discipline and pastoral care.
7. To monitor pupils progress through Daily Report Cards.
8. To meet parents when deemed necessary.

9. To liaise with members of staff when a pupil has concerns.
10. To organise and conduct year assembly.
11. To help to familiarise pupils with the school rules and to encourage them to adhere to them.
12. To implement the supervised support system and monitor after school detention as well as the reward system.
13. To be responsible for events specific to a year group.
14. To encourage donations to charity.
15. To undertake the duties of a Tutor when the need arises.

Other duties and administrative tasks as required by the Principal.

### **ROLE OF THE FORM TUTOR**

The aims, duties and responsibilities of a Form Tutor include the following, although the list is not intended to be exhaustive, nor in any order of priority:

1. To know pupils in the Tutor group as well as possible, and to become accepted as a person to whom the members can turn for guidance.
2. To ensure that his/her Tutor group meets regularly and understands the policy of the school on all matters
3. To co-ordinate all information received regarding his/her pupils and check that action is taken when necessary.
4. To encourage and to co-operate with subject teachers in discussions with other senior staff and to inform the Principal of the development of the group.
5. To have a close watching brief over the academic progress of pupils in the group, taking action when necessary, in conjunction with other colleagues.
6. To co-ordinate the keeping and updating of written records of individual pupils concerning academic, social and personal development and all other relevant details.
7. To provide summaries on pupils' School Reports and Progress Cards.
8. To check for irregularity of attendance and to check reasons and requests for absence.
9. To liaise with parents, in conjunction with the year head, in order to acquaint them with School policy, or to discuss the welfare and general problems arising with any particular pupil.

10. To assist in the supervision of Major Assemblies where the Form is gathered as a whole.
11. To assist in the completion of Records of Achievement.
12. To help advise pupils on time-table changes or subject choices.
13. To ensure that Homework Diaries are properly kept.
14. To advise the Principal, through the year heads, on all matters concerning the daily life and ethos of the School, especially where pupils are concerned.
15. To be involved thoroughly with the induction of new pupils or with the Form as it goes into a new or important phase of its development (e.g. Year 8 entry, KS4, post 16 education)
16. To deal with Staff complaints about pupils or vice-versa at an initial stage and to have a full disciplinary brief for the Tutor group.

# Personal Development Curriculum Policy

## Rationale

We recognise that young people live in a period of rapid and often dramatic social, economic and technological change. In this climate our young people should ideally develop intra-personally and inter-personally through the role models of significant adults in their lives. As a result, they will automatically become more emotionally intelligent and witness the importance of having the right values and practices in the employment of life skills. However, in the absence of this, a taught curriculum is required in which teachers will act as facilitators providing young people with the knowledge and opportunity to practice vital life skills.

## Aims

In line with our ethos and values it is our view that the personal development of our young people is as important as their academic development. We believe that the holistic approach to development on all levels produces well rounded “whole” people equipped with the skills to deal with life. In recognition of this, when delivering the personal development programmes, we focus on the development of skills and values centred firmly on the person.

In addition, we recognise that schools are centres of *education* and therefore they must accept the validity of a personal development approach to the delivery of the curriculum rather than a service driven direction.

## Objectives

Through the delivery of the Personal and Social Education (PSE) programme our young people should be able to:

1. develop skills, attitudes, values and abilities which will enable them to be effective in a variety of adult situations and occupations
2. develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes and values
3. develop independence of mind and take responsibility for their own decisions and actions
4. develop self-reliance, self-discipline, self-respect and self-esteem
5. adopt an enterprising and persistent approach to tasks and challenges
6. develop a respect for ways of life, opinions and ideas different from their own, provided these are based on consideration and respect for others

7. develop a concern for, and a readiness to act on behalf of, the legitimate interests of others who cannot effectively so act themselves
8. develop knowledge and understanding of the world in which they live and of employment and other opportunities that are available
9. gain a concern for conservation of the natural world and for the physical, including the built environment
10. become effective independent learners.

## **Methodology**

- In recognition of the fact that we all learn in different ways a range of learning styles and teaching strategies will be employed related to active/experiential learning. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.
- Lessons will be conducted in a non-judgemental atmosphere with the teacher in the role of the facilitator, creating and maintaining a safe and secure environment. Empathetic relationships based on mutual respect will be developed to create a place where fears and concerns can be expressed openly without risk of ridicule or reproach.
- The delivery of lessons will be concerned with the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.
- In line with our commitment to giving Personal Development equal status with other subjects, each pupil will have access to a minimum of two hours per week of specific timetabled Personal Development.

## **Personal Development Programme**

All staff become involved in our PD programme as it is delivered through the whole life of the school. It is delivered through:

- Whole school assemblies taken by the Principal;
- Head of Year assemblies taken by the Heads of Year;
- Weekly PSE Periods
- Learning for Life and Work as well as Citizenship lessons;
- During Registration with the Tutor;
- The School Council - all tutor groups elect a representative from whom a year rep is selected to sit on the School Council. The Head Boy and Girl are also members;
- Extra-Curricular Activities - Games, Drama, Public Speaking, Duke of Edinburgh Award, Charity events. allow pupils develop a range of skills.



## **Managing External Agencies**

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school.

### **Related school policies**

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Relationships and Sexuality Policy
- Safeguarding and Child Protection Policy
- Misuse of Substances/Drugs Policy
- Positive Behaviour Policy
- Anti-Bullying Policy

# Misuse of Substances/Drugs Education 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.

# Relationships and Sexuality Education (RSE) Policy

## Rationale

Newry High School advocates the Personal Development approach where young people are given the skills to help them resist peer and media pressure, and make informed decisions based on their own internal self-respect and self-esteem. We are a centre of education and therefore must accept the validity of the personal development approach rather than a service driven delivery.

## Aim

Relationships and sexuality is a major issue for our young people. There has been a disturbing rise in young people's sexual activity and the numbers of underage pregnancies as well as STIs, partly as a result of glamorous and contradictory messages from the media. Men and women are promoted as sexual objects and engaging in sexual activity appears to carry no responsibility or consequence. No consideration is given to the complex set of emotions and interactions required to sustain a healthy loving relationship.

This policy is intended to provide a framework through which young people can develop the skills, attitudes and values necessary to deal with the challenges which they will meet in this very sensitive area.

## Objectives

Through the delivery of RSE our young people should be able to:

- form values and establish behaviour within a moral, spiritual and social framework;
- examine and explore the various relationships in their personal lives;
- learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- lay foundations for developing more personal relationships in later life;
- make positive, responsible choices about themselves, others and the way they live their lives.



## Outcomes

Desired outcomes are:

- enhanced self-awareness and self-esteem;
- healthy and respectful friendships and relationships;
- an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework;
- responsible behaviour and the ability to make informed decisions;
- a sense of value for family life and marriage;
- an appreciation of the responsibilities of parenthood;
- appreciation of the value of human life and the wonder of birth.

## 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. Newry High 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.

## Responding to sensitive issues

We recognise that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following procedures will be adopted:

- **Pregnancy**

We aim to support any young women who may become pregnant whilst enrolled at our school and will look at appropriate external agency support if this do occur.

In the event of a young woman informing the school that she is pregnant we will consider if safeguarding and or child protection is an issue. Advice will initially be sought from the school's Designated Teacher for Safeguarding and Child Protection and if it is deemed necessary the school will follow its Child Protection guidelines.

- **'Risky' Children**

This term has been applied to children who display behaviours that may be harmful to other children. Whilst these children have a right to education the school has an obligation to ensure the wellbeing and safety of the entire school population. In order to do so we will carry out a risk assessment. Risk assessments will be shared with parents and regularly reviewed.

- **Sexual Identity and Sexual Orientation**

We are aware that as young people are growing up they can experience sexual identity and orientation confusion. This may be temporary for some while for others it may become clear with time that their orientation is homosexual. It is vitally important that all curricular delivery advocates abstinence as the acceptable option for all young people. Bullying on the grounds of sexual orientation, is as unacceptable as it is in any other situation where someone is mistreated or bullied because of their differences from those who are perceived to be the majority. All issues relating to bullying on the grounds of sexual orientation will be dealt with appropriately in line with the general school Anti - Bullying Policy.

- **School absences for family planning issues**

Our school policy for permitting pupils to leave school during the school day will be applied to *all* requests. This includes requests for absences in relation to family planning issues. Parental permission will always be sought.

- **Child Protection**

If, for any reason, a young person is deemed to be at risk, then he/she will be informed that confidentiality must be breached, and the reasons for the breach. The young person will also be reassured that he/she will be supported throughout the process.

- **Role of Parents**

The school will never attempt to assume the cloak of parental responsibility. Rather, we view parents as having prime decision making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to these sensitive issues

- **Recording and Referral** – Clear and concise records will be kept pertaining to all issues outlined above.

## **Organisation of RSE Programme**

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.

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.

## **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.

## **Parental Partnership**

We recognise that parents have the prime responsibility for bringing up their children and we will therefore seek to ensure that our RSE programme complements and is supportive of the parents' role.

## **Related school policies**

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Personal Development Curriculum Policy

- Safeguarding and Child Protection Policy
- Misuse of Substances/Drugs Education Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- First Aid Policy
- Storage and Administration of Medication policy

## **Managing External Agencies**

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. We ensure contracts are drawn up to inform all contributory parties

## **Monitoring and Evaluation**

The school recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE programme. To this end we follow the procedures for self-evaluation as outlined in the DE document 'Together Towards improvement'.

# FIRST AID POLICY & PROCEDURE

“Teachers and other staff in charge of pupils are expected to use their best endeavours at all times, particularly in emergencies, to secure the welfare of the pupils at the school in the same way that parents might be expected to act towards their children. In general, the consequences of taking no action are likely to be more serious than those trying to assist in an emergency”.

Department of Education and Employment  
Guidance on First-Aid for Schools

## Policy Statement

The Principal and Board of Governors of Newry High School accept their responsibility under the Health and Safety (First Aid) Regulations (Northern Ireland) 1982 and acknowledge the importance of providing First Aid for employees, children and visitors within the School.

The staff of Newry High School recognise their statutory duty to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997 and agree to abide by the SELB procedure for reporting accidents.

## What is a first-aider?

A first-aider is someone who has undergone training which complies with Northern Ireland Regulations in either first-aid at work or emergency first-aid at work and holds a valid certificate of competence. Both certificates are valid for a period of three years and it is a requirement that a two-day refresher course must be successfully completed for the first-aid at work course and a one-day refresher for the emergency first-aid at work course within the three-year period. If not the full first-aid course must be retaken.

## Overview of the duties of a first aider

A first aider is trained for the following:

- give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school;
- when necessary, ensure that an ambulance or other professional medical help is called;
- Enter details of injuries and treatment outcome in the appropriate record, usually the Accident book;
- Take charge when someone is injured or becomes ill;

- Look after the first-aid equipment e.g. restocking their first-aid container. First Aiders must ensure that their First Aid Kits are:
  - CHECKED on a monthly basis.
  - RESTOCKED by contacting the L Kennedy for supplies.
  - All items within the kit must be checked for their expiry date. Items that are out-of-date should be discarded safely.

### **Items needed in a first aid kit**

First-aid boxes should contain only those items which a first-aider has been trained to use. There is no mandatory list of items to be included in a first-aid container. As a guide a minimum stock of first-aid items would be:

- A leaflet giving general guidance on first aid;
- individually wrapped sterile adhesive dressings (assorted sizes); appropriate to the type of work (hypoallergenic plasters can be provided if necessary);
- sterile eye pads;
- individually wrapped triangular bandages, preferably sterile;
- safety pins;
- large sterile individually wrapped un-medicated wound dressings;
- medium sized sterile individually wrapped un-medicated wound dressings;
- disposable gloves;
- any additional materials and equipment are required, for example, scissors, adhesive tape, disposable aprons and individually wrapped moist wipes; and
- where mains tap water is not readily available for eye irrigation, at least one litre of sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Once the seal has been broken, the containers should not be kept for re-use. Sterile eye irrigation liquids should not be used beyond their expiry date.

**The administration of tablets and other types of medicine is not a provision under first-aid at work. The only exception is where aspirin is used when giving first-aid to a casualty with a suspected heart attack in accordance with currently accepted first-aid practice. It is recommended that tablets and medicines are not kept in the first-aid container.**

### **First Aid equipment and supplies**

**First Aid Kits and supplies** are kept in the first aid room, staff room and each member of staff who is first aid trained has their own kit in their room.

There is also a **First Aid Travel Kit** in the glove-compartment of the School minibus and in room 2 for Geography field trips.

There are **2 defibrillators** – one located in the lecture theatre and the other in the main office/reception. Ensuring the management and service checking of both defibrillators will be the responsibility of the Vice Principal.

## FIRST AIDERS in Newry High School

- Mr G Millar                      Tech & Design.
- Mrs E Nelson                     Business Studies.
- Clare Dunn                       PE/HE
- Claire Gamble                  Technician
- John McKnight                 Caretaker

## Emergency Procedure

In the event of an emergency where a pupil, or a member of staff or visitor, gets hurt the staff member's responsibility is to:

1. **ASSESS the situation** by:
  - Observing what has happened, quickly and calmly;
  - Look out for dangers to yourself and the casualty;
  - Make the surrounding area safe.
2. **ASSESS the casualty** to determine the treatment required.
3. **REASSURE** the casualty and stay with them.
4. **GET HELP** by:
  - Contacting Reception (Ext 201) OR;
  - Send a member of staff or a pupil to a member of staff with first aid training;
  - Send the pupil **with another pupil** to the closest first aider.
5. It will be a **first aider who will treat minor ailments and advise** on the appropriate care:
  - If the casualty requires hospital treatment.
  - Transferring the casualty to hospital either by contacting their parent/guardian, or in extreme circumstances, by ambulance.
  -
6. **Parents/Carer will be notified** - In an emergency, the Principal/member of staff in charge should have procedures for contacting the child's parent/carer/named contact as soon as possible. It is also good practice to report all serious or significant incidents to the parents e.g. by sending a letter home with the child, or telephoning the parents.

## AED procedure

When responding to SCA incidents and intervening with an AED the following steps should be taken.

1. **Assess scene safety.** Staff are not expected to place themselves at risk in order to provide aid to others.
2. **Confirm unresponsiveness.**
3. **Activate system:**
  - a. Call 999.
  - b. Using any school phone call main office and alert them to the emergency and location of unconscious person.
  - c. Assign someone to retrieve AED and meet responder at scene of emergency.
  - d. The office staff will assign someone to wait at school entrances to direct emergency services to the victim's location.
4. **Responder will immediately commence CPR prior to the arrival of the AED.** Follow the operating instructions for AED.
5. **Continue with CPR and AED** until either victim regains consciousness or the emergency services arrive.

The actions to be taken after an incident by a first aider include:

- downloading and transferring data from the AED;
- replenishing supplies;
- returning the AED to service; and
- recording details of the incident on the employing authority's accident report form.

It is also important after deployment of the AED that a review of the event is conducted to learn from the experience. The post-event review should include an identification of actions that went well and the collection of opportunities for improvement.

## Dealing with suspected concussion

Concussion is a brain injury which is usually caused by hitting your head or a fall. It can happen at any time, anywhere: for example, during sports, in the school playground, or even at home.

Concussion must **always** be taken seriously. It is really important to be able to recognise the signs and know how to respond.



## The signs of concussion

If you or someone else has been hit on the head, you need to look out for signs like these:

- A headache.
- Feeling dazed or confused.
- Feeling drowsy or sleepy.
- Feeling sick.
- Feeling irritable or "in a fog".
- Having difficulty remembering things.
- Any other change in normal behaviour.

Concussion does not always involve losing consciousness; you must take **any** of these symptoms very seriously.

The signs and symptoms of concussion usually start at the time of injury, but it's not uncommon for symptoms to be delayed for up to 48 hours. Hitting your head, a second time when you have concussion can be extremely serious.

Knowing what to do if you think someone might have concussion can prevent serious injury, and it may even save a life.

## Procedure following a head injury

The following procedures are recommended by DENI and can be found in their Recognise and Remove Leaflet.

**N.B. As in all cases, first aid procedures should be adhered to and contact made with parents.**

### RECOGNISE & REMOVE

Concussion should be suspected **if one or more** of the following visible clues, signs, symptoms or errors in memory questions are present.

#### 1. Visible clues of suspected concussion

Any one or more of the following visual clues can indicate a possible concussion:

Loss of consciousness or responsiveness  
Lying motionless on ground/Slow to get up  
Unsteady on feet / Balance problems or falling over/Incoordination  
Grabbing/Clutching of head  
Dazed, blank or vacant look  
Confused/Not aware of plays or events

#### 2. Signs and symptoms of suspected concussion

Presence of any one or more of the following signs & symptoms may suggest a concussion:

- |                          |                            |
|--------------------------|----------------------------|
| - Loss of consciousness  | - Headache                 |
| - Seizure or convulsion  | - Dizziness                |
| - Balance problems       | - Confusion                |
| - Nausea or vomiting     | - Feeling slowed down      |
| - Drowsiness             | - "Pressure in head"       |
| - More emotional         | - Blurred vision           |
| - Irritability           | - Sensitivity to light     |
| - Sadness                | - Amnesia                  |
| - Fatigue or low energy  | - Feeling like "in a fog"  |
| - Nervous or anxious     | - Neck pain                |
| - "Don't feel right"     | - Sensitivity to noise     |
| - Difficulty remembering | - Difficulty concentrating |

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### 3. Memory function

Failure to answer any of these questions correctly may suggest a concussion.

"What venue are we at today?"  
"Which half is it now?"  
"Who scored last in this game?"  
"What team did you play last week / game?"  
"Did your team win the last game?"

**Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, and should not be returned to activity until they are assessed medically. Athletes with a suspected concussion should not be left alone and should not drive a motor vehicle.**

It is recommended that, in all cases of suspected concussion, the player is referred to a medical professional for diagnosis and guidance as well as return to play decisions, even if the symptoms resolve.

#### RED FLAGS

**If ANY of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:**

- |  |                                 |
|--|---------------------------------|
| - Athlete complains of neck pain               | - Deteriorating conscious state |
| - Increasing confusion or irritability         | - Severe or increasing headache |
| - Repeated vomiting                            | - Unusual behaviour change      |
| - Seizure or convulsion                        | - Double vision                 |
| - Weakness or tingling/burning in arms or legs |                                 |

#### Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove helmet (if present) unless trained to do so.

From McCrory et al., Consensus Statement on Concussion in Sport. Br J Sports Med 47 (5), 2013

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## Record keeping procedure

It is the responsibility of the staff member present to complete an Accident Report as soon as possible after any accident/injury. The accident report book can be found in the medical room and includes the following:

1. the date, time and place of incident;
2. the name (and class) of the injured or ill person;
3. details of the injury/illness and what first aid was given;
4. what happened to the person immediately afterwards (for example went home, resumed?  
normal duties, went back to class, went to hospital);
5. name and signature of the first aider or person dealing with the incident.
6. If the accident is serious it can be recorded on an EA Accident /
7. Injury Report Form which are kept in the main office.

**N.B.** All Accident/Injury Reports must be kept for a minimum of three years and access to these records will only be through the Vice Principal or Principal.

## Trained in the use of the AED

The majority of teaching and Non-Teaching staff are trained in the use of the AED – see staff below:

A. Blakely	J. McLoughlin	J. Costelloe
C. Armstrong	J. Patterson	J. Hawthorne
C. Dunn	K. Gordon	Nicola Paul
C. Lutton	L. Johnston	Donna Healy
C. McKee	L. Kennedy	Cheryl Hamilton
D. Stevenson	L. McGrath	Anna Kucina
D. Strong	O. Keenan	Anna Czerwinska
E. Bulow	P. McCarroll	E. Fegan
E. Nelson	P. Sands	Edwina Mc Comb
G. Millar	P. Toman	Cassandra Anderson
H. Shields	S. Edgar	Shauna Mc Shane
I. Brown	W. Bennett	Tracey Best
K. Feeney		Jacqueline Irvine

**Appendix 1 The procedure for ensuring student and staff safety when a student is suspected of having taken drugs or alcohol.**

**In an Emergency**

Request an ambulance if required, administer first aid and call parents.

Inform the Principal and Designated Teacher

Ascertain what substance has been taken and how much

Confiscate any substance in front of a witness. Secure and record.

Inform parents and contact the PSNI if appropriate. Write a detailed report of the incident.

Take disciplinary and or pastoral measures in line with school policy.

Inform the Chair of Governors and Education Authority Designated Officer if appropriate.

## **Appendix 2 The Law in Northern Ireland**

All staff are aware of their responsibilities under the law. The law in Northern Ireland differs in certain aspects from elsewhere in the UK. The relevant pieces of legislation are 'The Misuse of Drugs Act 1971, Section 5 of the Criminal Law Act (Northern Ireland) 1967, and the Powers of Arrest – Police and Criminal Evidence (Northern Ireland) Order 1989.

If the Principal has reasonable grounds to suspect that drugs are being used or supplied on the school premises, he will inform the police immediately in order to avoid any liability as a 'manager or occupier' of premises.

If staff have taken possession of a substance for the purposes of protecting a pupil from harm and from committing an offence; they should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The drug should be immediately stored in a safe place, and the police contacted.

### MISUSE OF DRUGS ACT 1971

It is an offence under the Misuse of Drugs Act 1971:

- i. to supply or offer to supply a controlled drug to another in contravention of the Act;
- ii. to be in possession of, or to possess with intent to supply to another, a controlled drug in contravention of the Act; it is a defence to the offence of possession that, knowing or suspecting it to be a controlled drug, the accused took possession of it for the purpose of preventing another from committing or continuing to commit an offence and that as soon as possible after taking possession of it he took all such steps as were reasonably open to him to destroy the drug or to deliver it into the custody of a person lawfully entitled to take custody of it;
- iii. for the occupier or someone concerned in the management of any premises knowingly to permit or suffer on those premises the smoking of cannabis: or the production, attempted production, supply, attempted supply, or offering to supply of any controlled drug.

The offences listed above are arrestable offences.

Section 8. A person commits an offence if, being the occupier or concerned in the management of any premises, he knowingly permits or suffers any of the following activities to take place on those premises, that is to say:

(a) producing or attempting to produce a controlled drug in contravention of section 4 (1) of this Act;

(b) supplying or attempting to supply a controlled drug to another in contravention of section 4 (1) of this Act or offering to supply a controlled drug to another in contravention of section 4 (1) of this Act;

(c) preparing opium for smoking;

(d) smoking cannabis resin or prepared opium.

#### CRIMINAL LAW ACT (NORTHERN IRELAND) 1967

Section 5. Failing to give Information. Where a person has committed an arrestable offence, it shall be the duty of every other person who knows or believes:

(i) that the offence or some other arrestable offence has been committed; and

(ii) that he has information which is likely to secure, or to be of material assistance in securing, the apprehension, prosecution or conviction of any person for that offence;

to give that information, within a reasonable time, to a constable and if, without reasonable excuse, he fails to do so then that person is committing an offence.

This places an onus on individuals to inform a constable.

#### POWERS OF ARREST – POLICE AND CRIMINAL EVIDENCE (NORTHERN IRELAND) ORDER 1989

Art. 26(4) – Any person may arrest without warrant anyone who is, or whom he with reasonable grounds suspects to be, guilty of the offence.

Art 26(5) – Where an arrestable offence has been committed, any person may arrest without warrant anyone who is, or whom he with reasonable grounds suspects to be, guilty of the offence.

These powers of arrest are available to non-police and, as the following drug offences fall within the definition of Arrestable Offence, are available for use in such circumstances.

- (1) Possession of Controlled Drugs
- (2) Possession of Controlled Drugs with Intent to Supply
- (3) Supply of Controlled Drugs

NB: The above information is advisory only and does not represent legal opinion.