



FORGE INTEGRATED PRIMARY SCHOOL



PASTORAL CARE POLICIES

Our Core Mission Statement

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self-respect and respect for others. Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

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Safeguarding / Pastoral Care Policy Review Schedule

NB: While there are a number of separate policies combined within this document for ease of referral the policies below exist in their own right and may not all be contained within this document.

Policy	Last Review	Due for Next Review
Pastoral Care Policy Statement	October 2021	2024
Anti-Bullying	June 2021	2024
Medical Procedures & First Aid	March 2019	2021
Intimate Care	Sept 2016	2021
Child Protection	October 2021	2024
Managing Critical Incidents	October 2015	2020
Pastoral Care	October 2021	2024
Positive Behaviour	Sept 2016	2019
Road Safety	Sept 2016	2019
Staff Code of Conduct	October 2021	2024
RSE	Sept 2016	2019
Health & Safety	October 2021 (addendum)	2024
Internet Acceptable Use Policy	October 2016	2019
E - Safety	March 2021	2024
Mobile Communication Devices in School	March 2021	2024
Drugs Anti Smoking Health Ed	Sept 2016	2019
Physical Intervention	Sept 2016	2019

FORGE INTEGRATED PRIMARY SCHOOL

PASTORAL CARE POLICY STATEMENT

Definition

“Pastoral care is concerned with promoting pupils’ personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teacher and other adults in the school; through monitoring pupils’ overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly should help a school to achieve success” (DES 1989)

Aims

To

1. create a secure and caring environment for all members of the school community
2. promote positive and supportive relationships throughout the school so that effective teaching and learning can take place
3. promote a positive discipline policy which respects the rights and responsibilities of teachers, non-teaching staff, pupils and parents
4. develop children’s social and life skills
5. anticipate and deal with problems which individual children might experience in school.

Objectives

The pastoral dimension of the school involves all pupils and all adults involved with the life of the school.

For **pupils** this means encouraging them:

1. to set and achieve personal, social and academic goals through a planned and developmental programme
2. to develop independence of mind and to take responsibility for their own actions
3. to develop self-discipline and self-respect
4. to develop an understanding of themselves as individuals – their strengths and limitations, their personal qualities, their attitudes and values
5. to develop a respect and understanding of other people and their way of life
6. to develop an understanding of the world in which they live.

For **teachers** this means:

1. developing whole school curriculum policies which establish principles for action throughout the school
2. promoting a caring environment where pupils' learning is developed within the context of their individual needs and abilities
3. seeking, where appropriate, the co-operation of outside agencies
4. regularly monitoring, evaluating and reviewing all aspects of personal provision.

Pastoral responsibilities will be carried out more effectively when appropriate and continuing staff development is provided for teachers who need to feel that they are valued and that help, support and training are available to them. In particular, they need to have:

- a. opportunities for training and professional development. This may be in the form of school based courses and courses organised by the EANI
- b. appropriate leadership, co-ordination and motivation
- c. clear job descriptions, sensitive appraisal and feedback
- d. appropriate resources and facilities
- e. opportunities to participate in corporate activities and to feel valued as members of the team.

For other adults associated with the school this means

1. having an understanding and empathy with the ethos and aims of the school
2. being partners with the teachers in providing a caring approach.

Structure and Responsibilities

All members of staff have responsibility for the welfare of pupils. In addition, a formal pastoral structure exists to care for pupils in particular ways.

Class teachers

Class teachers are best placed to have a detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include working to:

- ensure that learning is carried out in a happy atmosphere within the classroom, where each pupil is treated as an important individual
- employ a range of teaching strategies in response to pupils' needs
- give pupils responsibility for some of their own learning
- stretch pupils through appropriate and challenging tasks
- integrate pupils with special needs as far as possible
- provide reassurance and build confidence
- encourage pupil motivation and commitment
- promote a sense of achievement through praise, recognition and displays of children's work

- ensure that knowledge of particular home circumstances influences their attitudes, expectations and actions and be responsible for passing on relevant information to the next teacher
- liaise with parents, principal, vice-principal, pastoral care co-ordinator, key stage co-ordinators or SENCO, as appropriate.

Pastoral Care Co-ordinator

Mrs Kerr is responsible for co-ordinating the system of pastoral care throughout the school. Members of the school management team will support class teachers in their efforts to achieve the aims of the pastoral care policy. They will assist the pastoral care co-ordinator to monitor and evaluate the effectiveness of the policy.

Non-Teaching Staff

Administration staff, classroom assistants, Lunchtime supervisors and staff who maintain buildings and services should display a positive, caring attitude to the children. They should:

- Contribute to a positive atmosphere in which each child is treated as an important individual
- ensure that every reasonable effort is made to ensure the safety of the children including informing the Principal if any unauthorised adult is in the building or grounds or if any aspect of the building or grounds is presenting a risk to the safety of pupils or staff
- keep children under close observation, being vigilant for physical or emotional intimidation and children who appear unhappy and/or isolated
- Address behaviour issues consistently and fairly with emphasis placed on the reinforcement of positive behaviour
- encourage children to become increasingly responsible for their own behaviour, eg become increasingly independent in dealing with minor problems, sometimes providing children with advice rather than directly taking control
- provide reassurance and build children's confidence
- liaise with class teachers, pastoral care co-ordinator, Key Stage co-ordinators, vice-principal and principal where appropriate.

Links with other agencies

The school works in partnership with various outside agencies including the Education Welfare Service and Social Services (see Policy for Child Protection/Safeguarding). Teachers with any concerns about a child's welfare should refer their concerns to Ms Mahon – Designated Teacher for Child Protection/Safeguarding.

Criteria for Referral to the Education Welfare Service

1. Social/Emotional/Medical/Educational Problems

Where difficulties are thought to be as a result of social, emotional, educational or medical problems affecting the pupil or family.

2. *Behaviour Difficulties*

Where behaviour problems are linked to absence and/or unusual or difficult behaviour in school which may lead to suspension or expulsion.

3. *Persistent Absenteeism*

If the problem persists despite initial investigation and action by the school

4. *Re-referral*

Where there is a recurrence of problems concerning a child whose case has previously been closed.

Mrs Kerr will also liaise with the school health team. When a child commences his or her education at Forge, parents are required to complete a personal information sheet on which they give information concerning the child's medical history. Parents are asked to update this information annually. From this data, children with special needs of a medical nature (eg asthma, epilepsy, diabetes, eyesight, hearing, speech problems) are identified.

Ms Mahon (SENCO) will liaise with support teachers and the educational psychologist.

Personal, Social and Health Education

Our PDMU programme

- Helps equip pupils with a variety of social skills
- Encourages self-awareness and enhances self-esteem
- Encourages respect and tolerance for others
- Encourages self-protection

PDMU involves all aspects of teaching and learning and is the responsibility of all teachers. As well as being evident in interpersonal relationships throughout the school our PSHE programme includes such topics as keeping safe, drug awareness, relationships, developing self-esteem and self-discipline.

Paths

We use the PATHS PLUS programme on a whole school basis as a mainstay of our PDMU offering and this promotes positive behaviour, emotional resilience and helps children develop a range of social and emotional skills. Teaching staff have trained in the use of the scheme and the programme is also being rolled out to pre-school in 2021.

School Counselling

The school contract counselling services from FamilyworksNI and there is a counsellor in school on a weekly basis during term time. Referrals for counselling can be made by parents, teachers and pupils and parental consent is sought ahead of engaging in counselling.

Monitoring and Evaluation

This policy should facilitate good relationships and a happy caring atmosphere. The school will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils and teachers.

Forge Integrated Primary School



Child Protection Policy

Date ratified by Board of Governors: 25 March 2019

Date of Review: Spring 2021

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1. Mission Statement

- 1.1** We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self-respect and respect for others.
- 1.2** Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

2. Child Protection Ethos

- 2.1** We have a responsibility for the safeguarding and child protection 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.
- 2.2** 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 harm to a child is suspected and outlines referral procedures within our school.

3. Key Principles of Safeguarding and Child Protection

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, “Co-Operating to Safeguard Children and Young People in Northern Ireland” (DOH, 2017), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

The following Principles form the basis of our Child Protection Policy:

- the child or young person’s welfare is paramount;
- the voice of the child or young person should be heard;
- parents are supported to exercise parental responsibility and families helped stay together;
- partnership;
- prevention;
- responses should be proportionate to the circumstances;
- protection; and
- evidence based and informed decision making.

4. Other Related Policies:

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

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management & Discipline Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- Educational Visits
- E-Safety Policy
- First Aid and Administration of Medicines
- Health and Safety Policy
- Intimate Care
- Privacy Notice
- Records Management policy
- Relationships and Sexuality Education
- Special Educational Needs
- Use of Mobile Devices
- Use of Reasonable Force/Safe Handling
- Whistleblowing policy

These policies are available to parents and any parent wishing to have a copy should contact the School office or visit the school website at www.forgeips.co.uk

5. School Safeguarding Team

The following are members of the school's Safeguarding Team:

- Chair of the Board of Governors (Michael Prendergast)
- Designated Governor for Child Protection (Claire Humphrey)
- Principal (Mr N Watson)
- Designated Teacher (Ms D Mahon)
- Deputy Designated Teacher(s) (Mrs G Kerr)



Ms D Mahon



Mrs G Kerr



Mr N Watson

6. Roles and Responsibilities

6.1 Designated Teacher/ Deputy Designated Teacher

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- the induction and training of all school staff including support staff;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- responsibility for record keeping of all child protection concerns;
- maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs;
- making referrals to Social Services or PSNI where appropriate;
- liaison with the EA Designated Officers for Child Protection;
- keeping the school Principal informed;
- lead responsibility for the development of the school's child protection policy;
- promotion of a safeguarding and child protection ethos in the school; and
- compiling written reports to the Board of Governors regarding child protection.

6.2 Principal

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations / complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;
- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;

- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;
- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and
- to maintain the schools record of child abuse complaints.

6.3 Board of Governors

- a designated governor for child protection is appointed;
- a designated and deputy designated teacher are appointed in their schools;
- they have a full understanding of the roles of the designated and deputy designated teachers for child protection;
- safeguarding and child protection training is given to all staff and governors including refresher training;
- the school has a child protection policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016;
- there is a code of conduct for all adults working in the school;
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19;
- they receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and
- the school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools.

6.4 Chair of Board of Governors

The chair of the board of governors:

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures compliance with legislation, Child Protection record keeping and policies.

6.5 Designated Governor for Child Protection

Advises the board of governors on: -

- the role of the designated teachers;
- the content of child protection policies;
- the content of a code of conduct for adults within the school;
- the content of the termly updates and full annual designated teachers report; and
- recruitment, selection, vetting and induction of staff.

6.6 School staff

- members of staff must refer concerns or disclosures initially to the designated teacher for child protection (Ms D Mahon), or to the deputy designated teacher (Mrs G Kerr) if he/she is not available;
- class teachers should complete a note of concern if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse;
- staff should not give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

6.7 Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need;
- if there are any Court Orders relating to the safety or wellbeing of a parent or child;

- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility;
- if there are any changes to arrangements about who brings their child to and from school;
- if their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection
- It is essential that the school has up to date contact details for the parent/carer.

7. Child Protection Definitions

7.1 Definition of Harm

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

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

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

Harm can be caused by:

Sexual abuse

Emotional abuse

Physical abuse

Neglect

Exploitation

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

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

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

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

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

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

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse

7.7 Signs and symptoms of abuse

Please find attached the link to signs and symptoms from the SBNI Regional Core Policies and Procedures guidance.

<https://proceduresonline.com/trixcms/media/1248/signs-and-symptoms-of-child-abuse-and-neglect.pdf>.

7.8 Additional Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Forge Integrated Primary School are aware of and have therefore included them in our policy. Please see these in **Appendix 1**.

7.9 Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 2**

8 Responding to Safeguarding and Child Protection Concerns

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm¹.

8.8 How a Parent Can Raise a Concern

In Forge Integrated Primary School we aim to work closely with parents/guardians in supporting all aspects of their 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, the designated or deputy designated teacher for child protection or the principal.
- If they are still concerned they may talk to the chair of the board of governors. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.
- At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 3.**
- In Forge Integrated Primary School if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Record of Concern (green form) and act promptly. They will not investigate - this is a matter for Social Services - but will discuss these concerns with the designated teacher or with the deputy designated teacher if he/she is not available.

The designated teacher will consult with the principal or other relevant staff always taking care to avoid due delay **{If principal is not available DT/DDT will contact EA CPSS}**.

At any time, advice may be sought from an Education Authority Child Protection Officer. The designated teacher may also seek clarification from the child or young person, their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

¹ Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

If a child protection referral is required the designated teacher will seek consent from the parent/carer and/or the child unless this would place the child at risk of harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

For further detail please see **Appendix 5**.

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

The Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal, then the designated teacher should be informed and he/she will inform the Chairperson of the board of governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 6** will be followed.

9 Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

9.1 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. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

9.2 Record Keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in Forge Integrated Primary School are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child’s date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be appropriately password protected.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include date, details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

10 Safe Recruitment Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Forge Integrated Primary School are vetted/supervised 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. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

(The school's Code of Conduct is available on request)

12 The Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

- 12.1 Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.
- 12.2 Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. Other initiatives which address child protection and safety issues: School visitors e.g. fire fighters, police etc. health visitor parent programmes.
- 12.3 As a PATHS Model School we use PATHSplus (Promoting Alternative Thinking Strategies) on a whole school basis to promote sound personal development, emotional well-being and positive relationships. We also engage a school counsellor to respond to the emotional needs of our pupils.

- 12.4 Staff have engaged in Early Intervention Training and use strategies aimed at improving outcomes for children who may have had Adverse Childhood Experiences (ACES)

13 Monitoring and Evaluation

13.1 This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice.

13.2 Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the Schools Safeguarding Team.

13.3 The board of governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the designated teacher.

Date Policy Reviewed: October 2021

Appendix 1

Specific Types of Abuse

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

If the staff become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the

victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity in return for something they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible ‘rewards’ OR ‘benefits’ such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school’s child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual violence and abuse can have a profoundly negative effect on a child’s emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as ‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.’ Sexual Violence and Abuse is defined as ‘any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’ (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and ‘initiation’. The practice is medically

unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

Forced Marriage A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children who display harmful sexualised behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.

- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

E safety/Internet abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- **Content risks:** the child or young person is exposed to harmful material.
- **Contact risks:** the child or young person participates in adult initiated online activity.
- **Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

We have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

Sexting between individuals in a relationship schools should look at this individually. Whilst their procedures should be the same as below they may want to include something specific here re what their preventative curriculum approach will be.

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is not forwarded to anyone else. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individual's consent.

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

Appendix 2

Children with Increased Vulnerabilities

- **Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with limited fluency in English**

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- **Children / young people who go missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Young people who are homeless**

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- **Separated, unaccompanied and trafficked children and young people**

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. Unaccompanied children and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

Child Trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we will immediately follow our safeguarding and child protection procedures

Children of parents with additional support needs

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

Gender identity issues and sexual orientation

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

Boarding schools and residential settings

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

Work experience, school trips and educational visits

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however, this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

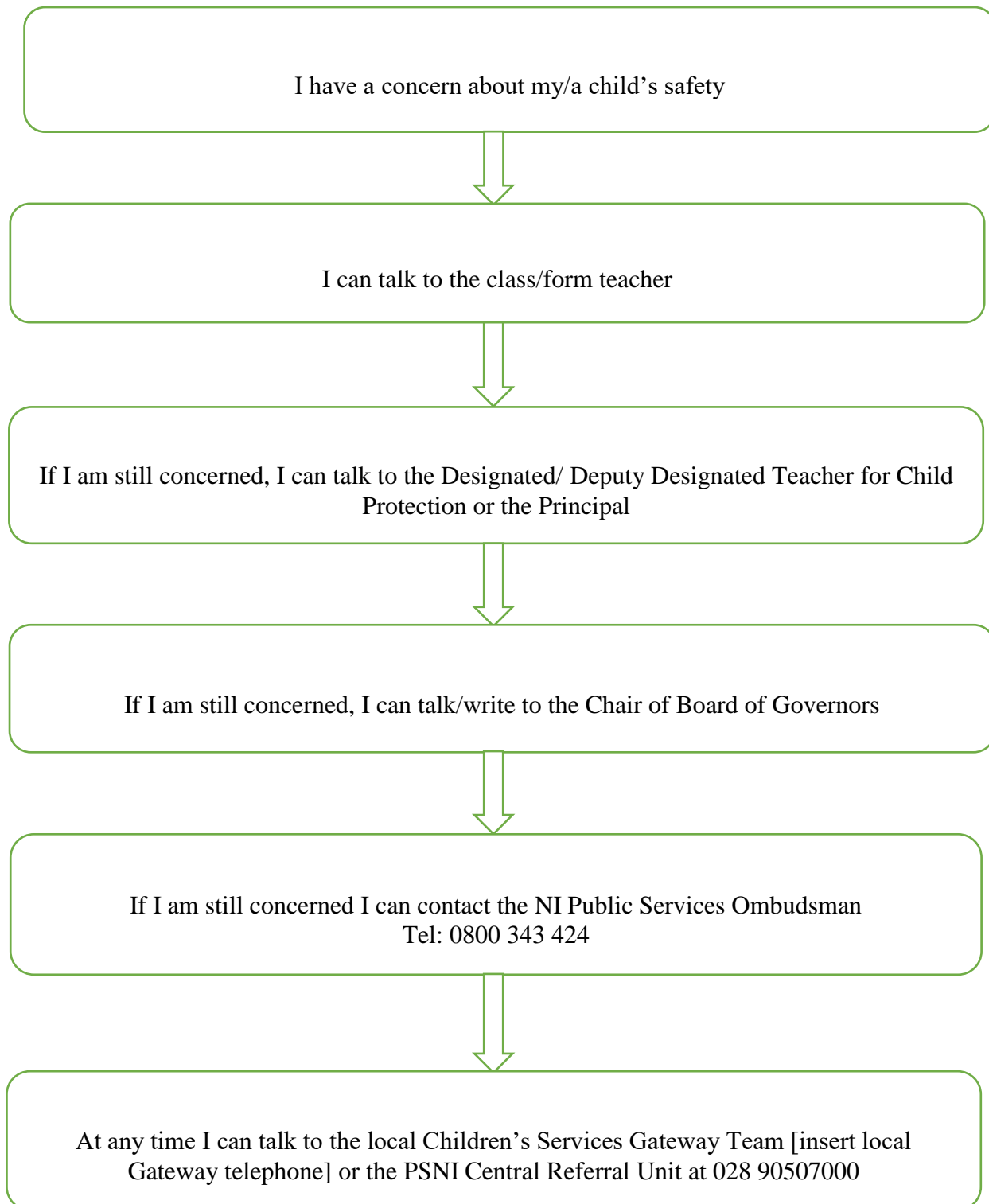
- **Suicidal Ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

Appendix 3

How a Parent can make a Complaint

If a parent has a potential child protection concern:



Appendix 4

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

Source of concern is notified that the school will follow up appropriately on the issues raised.

Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.

Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer.

Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

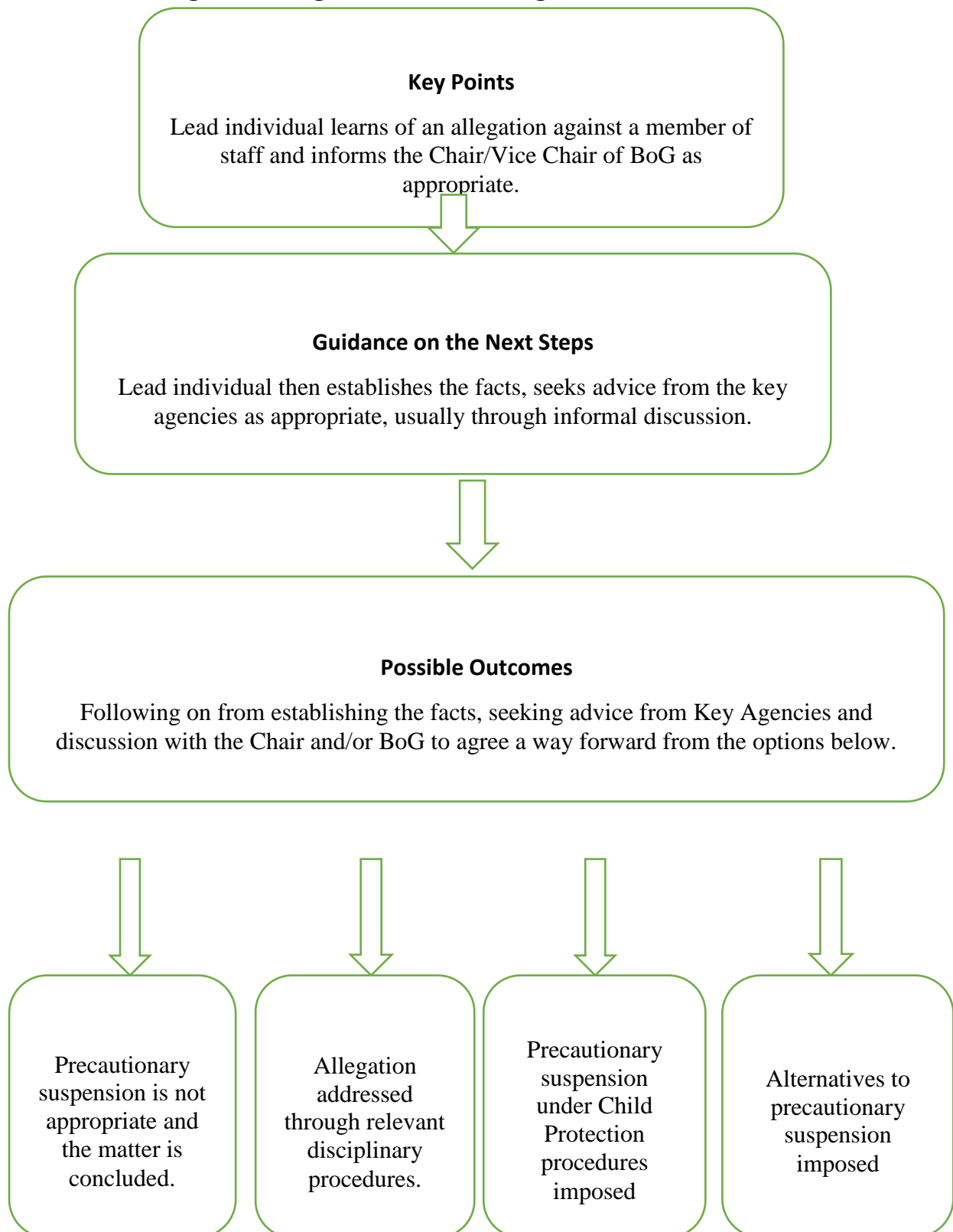
Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 5

Dealing with Allegations of Abuse Against a Member of Staff



Appendix 6

Confidential

Pastoral Care Incident Log	
Page ____ of ____ Incident Type: Child Protection__ Bullying__ Other Concern__ NB: the above descriptors are indicative of the nature of an incident or allegation and not definitive. Many incidents between children defy distinct labelling and the way an incident is defined can change as the situation becomes clearer.	
Pupil Name(s)	
Date	
Time	
Details of Incident	
Advice Taken/ Consulted with:	Prin.__ Des. Teach.__ EA CPSS__ Soc. Ser. __ PSNI__ N/A:____ Given by:_____ Received by:_____ Summary of Advice:

Addendum to Forge Integrated Primary School's Child Protection Policy Covid-19 Arrangements for Safeguarding and Child Protection

CONTEXT

The Covid 19 Pandemic has resulted in a number of periods of school closure since early 2020 and ongoing national health concerns relating to Covid-19 create uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many families and children, this will bring additional challenge, and for some this will be an additional Safeguarding risk factor.

A Trauma-Informed Response

An accumulation of different factors, including household financial stress, parental ill-health, isolation from support networks and intra-family conflict, may mean that the past few months have been traumatic for some children. They may have experienced sudden, unwanted change, over which they have no control. This may include the absence of friends, the absence of significant relationships with certain adults and a lack of routine, structure and order. Others may have experienced bereavement, isolation, fear, emotionally-dysregulated adults, poverty and increased risk of domestic abuse.

It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances.

We need to ensure that children have safe spaces to talk about their experiences during the lockdown and beyond. We need to ensure that all children have access to trusted adults who will listen to them and who are ready and trained to respond effectively to them.

It is critically important that children who are, or may be, at risk are identified, so that proportionate, compassionate and sensitive response can be made.

We need to remember that it may take a long time for children to reveal any worries, trauma, distress or abuse. They may communicate these through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and able to respond appropriately and immediately.

PROCEDURES

Staff will continue to follow the procedures outlined in our school's Child Protection Policy, which is available on our school website.

In addition, the following arrangements have been put in place to support families and monitor pupil safety and well-being.

- During periods of school closure teachers developed online learning systems for all pupils and engaged in additional by telephone with families considered vulnerable.
- Children will have access to the counselling service provided through the school, as appropriate and where available.
- If this service is oversubscribed, parents will be signposted to other agencies within the community where they can access support for their child.

- The counsellor facilitated by the school will also provide guidance and resources to staff to help them support pupils' emotional well-being.
- Safeguarding messages and how pupils can share concerns or worries will be regularly re-visited. Posters will be displayed signposting pupils to trusted adults and support agencies.
- The school has a dedicated COVID-19 tab on its school website which provides guidance, information and support for parents on a range of issues and includes the school's Covid-19 risk assessment.

ONLINE SAFETY

- The school has developed specific policies related to Remote Learning and E-Safety in the context of the pandemic aimed at providing pupils, teachers and parents with guidance and information to help keep everyone safe online.
- Teachers will provide online learning via Seesaw or MS Teams with strict procedures in place to minimise risk.
- A disclosure or concern over any online forum will be followed up, as it would be in school.

HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN

We welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the Safeguarding Team. In this case, a decision can be made as to how best to provide help.

The school email address and main school phone number are available on our school website: www.forgeips.co.uk

We welcome parents and guardians making contact with the school with any concerns, issues or queries they may have.

Any person who has a concern in relation to their child or another child can also follow the guidance and advice in our Child Protection and Safeguarding Policy.

HOW A CHILD CAN RAISE A CONCERN.

Most children feel safe and secure at home during periods of school closure whether that be for reasons of whole school closure or for situations where individuals or families have to isolate due to positive cases of covid or illness. However, there may be times when children feel scared, lonely, experience increased anxiety or find themselves exposed to an increased Safeguarding risk. Our Safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

We will use the following means to connect with our pupils and their parents when they are not in school:

- Respond to pupil comments and queries via Seesaw/Teams.
- Respond to any concerning comments our young people post on either platform following the school's normal Safeguarding procedures and policy.
- During periods of school closure, and in line with the information previously provided to schools by the Education Authority's Child Protection Support Service (CPSS), teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding Team.

MONITORING AND REVIEW

In line with Departmental guidance and advice, the Safeguarding Team will review and amend these arrangements regularly during the period of Covid-19 and was most recently reviewed and brought to the school's Board of Governors on 18 October 2021.



FORGE INTEGRATED PRIMARY SCHOOL

ANTI-BULLYING POLICY

Date ratified by Board of Governors: Scheduled for June 2021

Date of Review: Spring 2024

Date Policy Reviewed May 2021

Effective from September 2021

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1.0 Introductory Statement

- 1.1 Forge Integrated Primary School repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

2.0 Context

This policy is informed by the legislation and guidance listed below:

2.1 The Legislative Context:

- [Health and Safety at Work NI Order 1978](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Education \(Northern Ireland\) Order 1998 Article 3 – see DE 1998/25](#)
- [Welfare And Protection Of Pupils Education And Libraries \(Northern Ireland\) Order 2003](#)
- [The Education \(2006 Order\) \(Commencement No.2\) Order \(Northern Ireland\) 2007](#)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

2.2 DE Guidance:

- [Pastoral Care In Schools: Promoting Positive Behaviour DE, 2001](#)
- [Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following: *Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016; Safeguarding Board for Northern Ireland's \(SBNI\) Policies and Procedures 2017*](#)
- [Addressing Bullying in Schools Act \(Northern Ireland\) 2016 Statutory Guidance for Schools and Boards of Governors 2019.](#)

2.3 The International context:

- [United Nations Convention on the Rights of the Child](#)

3.0 Ethos and Principles

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

4.0 The Consultation Process

4.1 This policy is subject to consultation which will be carried out in line with whole school development planning consultation to pupils, parents, staff and governors in the form of an online survey on a three-year cycle.

4.2 The anti-bullying policy may be subject to interim review if required.

4.3 It was last reviewed in Spring 2019 and is due for review in Spring 2021, followed by a review in 2023 or before if necessary.

4.4 Pupil Voice will feed into consultation and ongoing anti-bullying messaging through the involvement of the pupil council and through whole school pastoral provision such as PATHS

4.5 Draft copy of the policy will be published on the school website, school stakeholders will be furnished with a link by email and social media and invited to provide comment on the policy ahead of amendment and approval by the school's board of governors.

5.0 What is Bullying?

5.1 Legal definition of Bullying: *“bullying” includes (but is not limited to) the repeated use of— (a) any verbal, written or electronic communication, (b) any other act, or (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils. (2) For the purposes of subsection (1), “act” includes omission* **(Addressing Bullying in Schools Act (NI)2016)**

5.2 When bullying is talked about in school, teachers explain that bullying is when someone means to do it (intentional) and it usually happens over a period of time (sustained).

5.3 More fully, bullying can also be described as: “A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.”

5.4 Motive

- Understanding the motive behind bullying behaviour can be key to resolving it.
- Motivations can be complex and can relate to emotional issues within relationships, the impact of adverse childhood experiences and to personality traits.
- At Forge we recognise, value and celebrate equality, diversity and difference. We acknowledge that bullying can be motivated by prejudice and may relate to race, faith, culture, gender, sexuality, age, political affiliation, pregnancy, marital status, personal attribute and disability. This list is not exhaustive and other prejudices or differences may motivate bullying.
- Bias and prejudice on the basis of difference occurs very easily amongst children and it is to be expected that we will encounter negative behaviour relating to any or all of these issues from time to time. Staff attempt to address through our proactive educational approach, explaining and appreciating diversity and difference through PDMU, assemblies, events, displays, R.E, current affairs discussions and through the ethos and practice of an anti-bias curriculum.

5.5 In the case of **assessing** whether a single incident constitutes bullying behaviour rather than a one off incident, school staff will consider the following criteria:

- Severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on individuals (physical/emotional)
- Impact of the incident on wider school community
- Previous relationship between those involved
- Previous incidents involving the individuals concerned

The detail above in points 5.2 – 5.4 is not exhaustive and a more comprehensive analysis of what constitutes bullying behaviour, can be referenced in the 2011 DE report, ['The Nature and Extent of Bullying in Schools in the North of Ireland'](#)

6.0 Preventative Measures

- 6.1 We are committed to identifying Bullying pre-emptively when possible and to promoting and maintaining a Listening and Telling Culture.
- 6.2 In dealing with emotive issues such as bullying we are committed to a Child Centred approach to meeting the social and emotional needs of all of our pupils whether they are displaying positive or negative behaviours. Bullying is an emotive issue and an emotive word and its use is not always helpful in resolving what are often, ultimately, complex relationship issues between young children.
- 6.3 We will always do our best to resolve concerns and issues. We will always listen. We ask that as adults concerned with the wellbeing of future generations be measured and considered in our responses to these issues and remember that all of our pupils are children.
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6.5 Every member of the school community – pupils, parents, carers, staff (T/NT), Governors - may be expected to work collaboratively together to:

- foster positive self-esteem; respect the right of others to be safe
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress* and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviours
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of telling a trusted person about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

6.6 Addressing Cyber Bullying

6.1 Technology has provided us with more and faster ways to communicate on a global basis than has ever been the case in the past.

6.2 We acknowledge the potential for children to be exposed to bullying through written, verbal, image and video exchanges online and we aim to tackle this issue through responding to reports of online abuse with parents and pupils and also proactively through E-Safety education as an aspect of PDMU.

6.3 An ongoing example is through the use of interactive E-Safety Drama workshops with organisations such as BEAM Creative.

- 6.4 The school has a specific E-Safety Policy which refers in more detail as to how we deal with cyber bullying.

6.7: Bullying and children with Special Educational Needs/Additional Needs

Some vulnerable children or children with special educational needs may be more susceptible to being bullied and may have difficulties in processing their experiences or expressing concerns. Conversely, some children with additional needs may engage in bullying behaviour and need a different or more intensive level of support to develop appropriate positive behaviour than typical.

Strategies to address these issues that may include:

- enabling children to express concerns through non-verbal means, through social stories or other relevant methods should be explored and used where appropriate.
- encouraging awareness among adults with close contact with SEN and vulnerable children (class teachers, assistants, support workers) of their key role in monitoring and acting upon concerns and in providing age and ability appropriate ways to enable children to express concerns.
- whole class pastoral education encouraging an understanding of the need to support peers and report concerns for others
- nurturing positive behaviour through the school's own policies and, when appropriate, through external support from the EA behaviour team or other relevant specialist support.

7.0 Responsibility

- 7.1 The Board of Governors of Forge Integrated Primary School recognise their duty as defined in Sections 2 and 3 of the ABSA (NI) 2016* to secure measures to prevent bullying.
- 7.2 Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe and to apply the preventative measures as detailed in Section 6 of this policy.
- 7.2 Under the ABSA (NI) 2016*, the school (its Board of Governors and staff) has a duty to take measures to prevent and respond to concerns of bullying behaviour involving a registered pupil at the school:
- On the premises of the school during the school day
 - While travelling to or from the school during the school term
 - While the pupil is in the lawful control or charge of a member of the staff of the school; or

- While the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school
- 7.3 There is a responsibility on all members of the school community to engage with measures to prevent bullying and to respond appropriately to bullying concerns as laid out in Sections 7 - 12 of this policy.

[*Addressing Bullying in Schools Act \(NI\) 2016](#)

8.0 Reporting a Bullying Concern

8.1 Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Pupils are therefore encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Pupils can make staff aware of bullying related concerns:

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- By sending an email or message to a member of staff or to a dedicated email address or comment function on a school media platform
- By posting a comment in a 'worry box'
- By use of an established non-verbal cue (a visual prompt card which may be in place for younger children or children with additional needs; see section 6.7)

8.2 Parents/Carers Reporting a Concern

- In the first instance, bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the member of staff on the school's Senior Leadership Team within that Key Stage or Vice-Principal, as applicable.

- Where the parent is not satisfied that appropriate action has been taken by the Senior Team Member/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

8.3 Communications

- All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

8.0 Responding to a Bullying Concern

- 9.1 The focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.
- 9.2 In the first instance, when responding to a concern raised about possible bullying a member of staff addressing it should:
 - 8.1 Clarify facts and perceptions
 - 8.2 Check records as stored on the SIMS Behaviour Monitoring Module (or in the case of incidents that may have context prior to September 2021 Pastoral Care Records)
 - 8.3 Assess the incident against the criteria for bullying behaviour
- 9.3 A decision will need to be made as to whether the alleged behaviour is deemed by the school to constitute bullying. Teachers will make this decision in consultation with a member of the school's senior leadership team. If the first respondent to a concern is a member of the leadership team they will consult with a second member of the team.

<p>If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET the policy needs to state that socially unacceptable behaviours will be:</p> <ul style="list-style-type: none"> dealt under the school's Positive Behaviour Policy addressed as appropriate, through the SEN Code of Practice & details recorded in SIMS Behaviour Management Module (BMM) 	<p>If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the policy should set out the process/procedures to be followed. State for example that:</p> <ul style="list-style-type: none"> the Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours. Support details are recorded on the Bullying Concern Assessment Form (Part 3) see SIMS Behaviour Management Module (BMM)
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- 9.4 If an incident or issue is not deemed to be bullying, that will be explained to the complainant along with the reasons for that decision. The concern will be dealt with in line with the school's positive behaviour policy.
- 9.5 If an incident is deemed to be bullying, staff use the following further measures to work towards resolving the issue:
- 8.4 Identify any themes or motivating factors
 - 8.5 Identify the type of bullying behaviour being displayed
 - 8.6 Identify intervention level
 - 8.7 Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions.
 - 8.8 Track, monitor and record effectiveness of interventions
 - 8.9 Review outcome of interventions
 - 8.10 Select and implement further intentions as necessary
- 9.6 In the first instance we will attempt to use a restorative approach to resolve bullying issues. If, through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought.
- 9.7 In the event of a situation where a satisfactory restorative resolution is not achieved, or in cases where the severity of behaviour is such that it is felt necessary to take a more consequential approach, interventions may include sanctions such as time out, temporary removal of privileges such as play times or participation in events and other sanctions in line with the school's Behaviour Policy.
- 9.8 Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

10.0 Recording

10.1 Schools are legally required, under the Addressing Bullying in Schools Act (NI) 2016 (enacted September 2021) to maintain a record of all incidents of bullying and alleged bullying behaviour.

10.2 The school will centrally record all relevant information related to reports of bullying concerns, including:

- how bullying behaviour was displayed (the method)
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed

10.3 Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

10.4 Records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

11.0 Professional Development of Staff

- 11.1 Forge Integrated Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff.
- 11.2 The school is committed to providing staff with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provision as resource and operational capacity allows.
- 11.3.1 Records of training will be maintained as part of the schools in service training log and training will feed into policy review and procedural development.

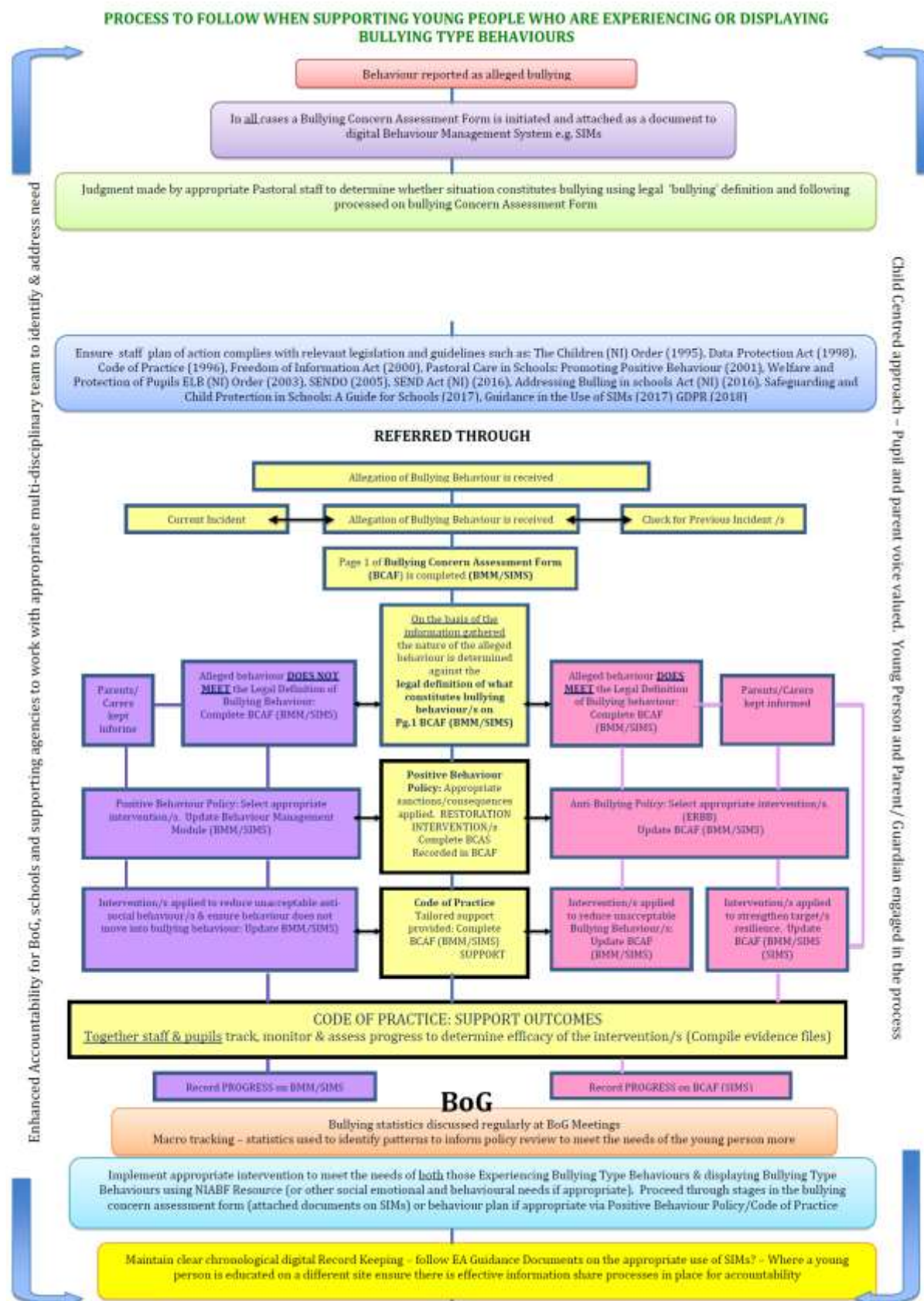
12.0 Monitoring and Review of Policy

- 12.1 It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.
- 12.2 To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:
- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
 - identify trends and priorities for action
 - assess the effectiveness of strategies aimed at preventing bullying behaviour
 - assess the effectiveness of strategies aimed at responding to bullying behaviour
- 12.3 It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. It is our intention to review this policy on our standard three-year cycle or sooner if any incident or external policy change occurs which highlights the need for such a review or if directed to by the Department of Education and in light of new guidance. The next review should therefore take place in the Spring of 2024 if not before.

13.0 Links to other school policies

- 13.1 The Anti-Bullying Policy forms part of the school's overall Pastoral Care Policy. It links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.
- 13.2 It also links with the school's E-Safety Policy and Positive Behaviour Policy. The school outlines the types of behaviour which are considered to be appropriate and inappropriate along with the sanctions which will be used as part of the positive behaviour promotion process.

Appendix 1 Dealing with Bullying Incidents in School – Flowchart



Appendix 2: Sample BCAF SIMS Record

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

"bullying" includes (but is not limited to) the repeated use of —

(a) any verbal, written or electronic communication

(b) any other act, or

(c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

Bullying Concern Assessment Form

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

Bullying Concern Assessment Form

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred. The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	NO the above criteria have not been met and bullying behaviour has not occurred. The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

PART 2

2:1 Who was targeted by this behaviour?			
Select one or more of the following:			
<input type="checkbox"/> Individual to individual 1:1	<input type="checkbox"/> Individual to group	<input type="checkbox"/> Group to individual	<input type="checkbox"/>
<input type="checkbox"/> Group to group			

Bullying Concern Assessment Form

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- ☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- ☐ Any other physical contact which may include use of weapons)
- ☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- ☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- ☐ Electronic (through technology such as mobile phones and internet)
- ☐ Written
- ☐ Other Acts
- Please specify: _____

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- ☐ Age
- ☐ Appearance
- ☐ Cultural
- ☐ Religion
- ☐ Political Affiliation
- ☐ Community background
- ☐ Gender Identity
- ☐ Sexual Orientation
- ☐ Family Circumstance (pregnancy, marital status, young carer status)
- ☐ Looked After Status (LAC)
- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability
- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other _____

Bullying Concern Assessment Form

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carers:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						

Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carers:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						

Bullying Concern Assessment Form



PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a- Following the Review Meeting, to what extent have the success criteria been met?

- ☐ 1 – Fully
- ☐ 2 – Partially
- ☐ 3 – Further intervention/support required

Give details:

Part 4b- If the success criteria have not been met, continue to:

- ☐ Re-assess Level of Interventions and implement other strategies from an appropriate level
- ☐ Track, monitor and review the outcomes of further intervention
- ☐ Keep under review the Stage of Code of Practice each pupil is on
- ☐ Follow Safeguarding Policy
- ☐ Seek multi-agency input (EA, Health and Social Services etc.)
- ☐ Engage with Board of Governors

Agreed by:

School	Signed:
	Date:
Parent	Signed:
	Date:
Pupil	Signed:
	Date:

Appendix 4 C2k Guidance on Completing a BCAF Record on SIMS Behaviour Management Module:

Using **SIMS** to record a **bullying** concern

FORGE INTEGRATED PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Aims of the Behaviour Policy

- to encourage a calm, purposeful and happy atmosphere within the school
- to foster positive, caring attitudes towards everyone where achievements at all levels are valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- to have a consistent approach to behaviour throughout the school with parental co-operations and involvement
- to raise pupil self-esteem
- to provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- to help pupils, staff and parents have a sense of direction and a feeling of common purpose

Forge Integrated Primary School Core Mission Statement

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self respect and respect for others. Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

Pupils have a right to:

- be valued as members of the school community
- get help when they seek it, whether with their work or with bullying or other personal worries, and to have sympathetic audience for their ideas and concerns
- make mistakes and learn from them
- be treated fairly, consistently and with respect
- be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- be taught in a pleasant, well managed and safe environment
- work and play within clearly defined and fairly administered codes of conduct
- experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- develop and extend their interests, talents and abilities

Pupils have a responsibility to:

- come to school on time, with homework done, and suitably equipped for the lessons for the day ahead
- respect the views, rights and property of others, and behave safely in and out of class
- co-operate in class with the teacher and with their peers
- work as hard as they can in class
- conform to conventions of good behaviour and abide by school rules
- seek help if they do not understand or are in difficulties
- accept ownership for their own behaviour and learning, and to develop the skill of working independently

Teachers have a right to:

- work in a non-threatening environment where common courtesies and social conventions are respected
- express their views and to contribute to policies which they are required to reflect in their work
- a suitable career structure and opportunities for professional development
- support and advice from senior colleagues and external bodies
- adequate and appropriate accommodation and resources

Teachers have a responsibility to:

- behave in a professional manner at all times
- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked
- show interest and enthusiasm in the work in hand and in their pupils' learning

- listen to the pupils, value their contributions and respect their views
- be sympathetic, approachable and alert to pupils in difficulty or falling behind
- identify and seek to meet pupils' special educational needs through the SEN Code of Practice
- share with the parents any concerns they have about their child's progress or development
- expect high standards and acknowledge effort and achievement
- pursue opportunities for personal and professional development

Parents have a right to:

- a safe, well managed and stimulating environment for their child's education
- reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- be well informed about their child's progress and prospects
- be well informed about school rules and procedures
- a broad, balanced and appropriate curriculum for their child
- be involved in key decisions about their child's education
- a suitably resourced school with adequate and well-maintained accommodation

Parents have a responsibility to:

- ensure that their child attends school regularly and arrives well slept, in good time, with homework done, and suitably equipped for the lessons in the day ahead.
- be aware of school rules and procedures, and encourage their child to abide by them
- show interest in their child's classwork and homework, and where possible, provide suitable facilities for studying at home
- act as positive role models for their child in their relationship with the school;
- attend planned meetings with teachers and support school functions
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Positive Consequences (Rewards)

In Forge we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task, but recognise that external consequences or rewards are necessary as well. We use the following positive consequences:

- non-verbal rewards such as a thumbs up or a smile
- praise
- showing work to another teacher and to the Principal
- stickers
- displaying work
- whole class recognition at assembly

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Negative Consequences (Sanctions)

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage the pupils to try to resolve disputes themselves and to take responsibility for their own actions. A range of negative consequences might be used in the school. These include:

- withdrawing attention
- completing work at break time or during club time
- trying to make amends for upsetting or hurting others
- writing a letter explaining why things went wrong (parents to sign letter)
- missing a break time
- withdrawal of a privilege
- discussion with – Member of Positive Behaviour Team
- discussion with the Vice Principal
- discussion with the Principal

Procedures in place where there is concern about a pupil's behaviour

If there is concern about a pupil's behaviour his or her parents will be invited to talk to the class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil. The teacher will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or the pupil each week.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Principal or Special Needs Co-

ordinator. An Education Plan will be written by the teacher and discussed with the parents.

After a short while, the plan will be reviewed and if there has been progress the child might continue with the plan or it might be withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to the educational psychologist with the parent's permission.

In very exceptional circumstances a pupil might be suspended or excluded from school. The scheme for the Suspension and Expulsion of pupils from Board Controlled Schools will be followed. It is the responsibility of the Board of Governors to deal with legal issues should they arise.

Evaluation

The effectiveness of the policy will be measured by:

- children knowing the rules, having been set clear parameters of behaviour
- a reduction in the number of pupils referred to external agencies
- all staff, parents and children having an awareness of positive behaviour procedures.

FORGE INTEGRATED PRIMARY SCHOOL ROAD SAFETY EDUCATION POLICY

Road accidents are the biggest single cause of death for all children between the ages of 1 and 15 years. (Road Safety Education in Schools Good Practice Guidelines)

What is Road Safety Education?

Road Safety Education, in its widest sense, can be defined as the continuing effort to educate all road users in the proper use of roads. Within the school system it may further be defined as the systematic use of all available resources to instil not only the mechanics of safe behaviours but also attitudes which ensure that such knowledge is translated into practice.

What will Road Safety Education promote?

Road Safety Education taught thoroughly and progressively over a period of time will result in better informed and considerate pedestrians, cyclists and drivers. Ultimately this will result in a decrease in the number of accidents on our roads with a consequent reduction in deaths and injuries.

Aims of Road Safety Education

Our main aim is to equip our pupils with the essential skills and knowledge to enable them to survive on our roads.

In Forge we aim to do this by:

- supporting and resourcing Road Safety teaching within Key Stages
- encouraging parental responsibility and awareness

By doing this we aim to minimise the number and severity of casualties among our pupils.

Foundation and Key Stage 1 Objectives

- Children should develop awareness and knowledge of the traffic environment
- Children should be introduced to the basic principles governing the movement of traffic
- Children should be introduced to safe patterns of pedestrian and passenger behaviour

Key Stage 2 Objectives

- Children should be given opportunities to further their knowledge and understanding of the traffic environment by considering the safety aspects of

traffic movement. They should also begin to identify hazards within that environment.

- As pedestrians, cyclists and passengers, children's road-user skills should be developed in relation to their increased independence and experience of an increasing variety of traffic situations
- Children should be encouraged to develop an appreciation of the behaviour of other road users and sensitivity towards others in their own use of the road.
- Children should begin to develop an understanding of how accidents happen, common accident situations and the consequences of an accident, particularly involving their own age group.
- Children should be given the opportunity to explore the transport options open to them and to decide which best meet their needs, wants and resources.

Teaching Road Safety

Road Safety Education may be approached in the following ways with the main emphasis, in both approaches, being on active learning, through the key primary experiences of observation, communication, classification, investigation, etc.

References can be made to road safety in the context of other curricular areas or, where appropriate, opportunities can be planned by the teacher to build road safety into general topics covered by the class.

Resources

1. A Road Safety Calendar/Visual Teaching Aid is available to every primary classroom in Northern Ireland. It is a rich resource of visual materials, which also provides ideas for promoting important road safety messages.
2. Road Safety Personnel, based within local Road Safety Education Office.
3. Our immediate environment. Each school has particular hazards and road safety problems associated with their immediate locality. As such, the teaching method at Forge will reflect this diversity.
4. Central to all, is expertise and commitment of the classroom teacher in establishing the link between materials and/or resources and the Northern Ireland Curriculum.
5. PSNI officers taking special focus assemblies or class visits.



FORGE INTEGRATED PRIMARY SCHOOL

POLICY FOR RELATIONSHIPS AND SEXUALITY EDUCATION (2015/16)

Introduction

In 2001, CCEA gave primary schools specific guidance on the provision of Relationships and Sexuality Education. This material was accompanied by the Department of Education Circular 2001/15. At this time, Relationships and Sexuality Education was a statutory component of the Northern Ireland Curriculum through the Cross-Curricular theme of Health Education. Then, the introduction of the (revised) Northern Ireland Curriculum in all grant-aided schools as required under the Education (Northern Ireland) Order 2006 www.deni.gov.uk/circular-2007-06-commencement-order.pdf meant that Relationships and Sexuality Education-related issues resides in a new area of learning: Personal Development and Mutual Understanding (PDMU) in the primary curriculum. The flexibility which the Northern Ireland Curriculum offers also allows schools to teach Relationships and Sexuality Education through other areas of learning.

In 2007, CCEA provided non-statutory guidance for primary schools in delivering Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and produced the teaching resource *Living.Learning.Together*.

RSE is a statutory element of the Northern Ireland curriculum which builds, in a developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them. It enables them to form values and establish behaviours within a moral, spiritual and social framework and view themselves as unique human beings.

Values

RSE is not intended to be value free and it should lead children to the acquisition of knowledge, skills and the development of attitudes, beliefs and values which prepare them to view their relationships in a responsible and healthy manner. It is stated in Guidance Circular 2013/16 that,

“The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities.”

As is stated in our Core Mission Statement,

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self respect and respect for others. Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

We aim to ensure that:

- skills and interests are developed
- knowledge is valued and acquired
- independence is fostered
- moral standards are encouraged

Our school sets out to promote the holistic development of the children’s academic, social, spiritual, psychological and emotional needs, recognising each child and its background as unique. Set in this context the following moral and value framework was agreed upon in order to promote Forge Integrated Primary’s specific and unique ethos.

Aims and Objectives of our RSE Programme

- To enhance the personal development, self-esteem and well being of the children
- To help the child develop and maintain healthy and respectful friendships and relationships
- To foster an understanding of, and a healthy attitude to feelings, human development and relationships in a moral, social and spiritual framework
- To promote responsible behaviour, the ability to protect themselves and to make informed decisions, communicating these using appropriate language
- To help the child come to value family life and prepare for adult life

- To discuss the ideal of stable, loving relationships and marriage whilst acknowledging that this is not always possible
- To understand the stages of development from infancy through to puberty
- To provide children with access to accurate and clear information, suitable to their maturity, to correct misunderstandings they may have gained from their peers or through the media.
- To recognise the diversity of family life in today's society, particularly the fact that some children may have gay, lesbian or bisexual parents or carers, some of whom may be in a civil partnership.

Equality of Opportunity

The provision of RSE in Forge Integrated Primary School is delivered in line with The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006. This is available at www.legislation.gov.uk. All pupils will receive adequate preparation for the emotional and physical changes that occur at adolescence, regardless of their age, gender, culture, disability, religion or social class.

To ensure that the learning experiences are effective, positive and relevant to all pupils, the programme should be developmental, accessible and be appropriate to the age and maturity of the pupils, meeting the needs of both genders. As maturity is not always determined by chronological age, teachers have to be alert to the personal and emotional circumstances of each individual pupil.

Teachers will have to be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupils' capacity to understand the issues. This will be particularly important in relation to children with special education needs where physical development may outstrip emotional maturity.

Implementation of the RSE Programme

The responsibility for the RSE policy and programme development included within this role is under the guidance of the SMT. All teachers are responsible for teaching the aspects of the RSE programme appropriate to the age of the pupils under their care. The RSE programme will be delivered via the Living Learning Together Resources (CCEA). It is intended also to be a major focus of circle time and PDMU (Personal, Development and Social Understanding) learning activities.

The RSE Programme

The RSE programme is designed to be a working and developmental programme, accessible and appropriate to the learning aims and objectives set out in this document, and to the age and gender of the children concerned.

The Living, Learning Together (CCEA) resource is used throughout the school and provides learning activities and methodologies for teachers to use. Topics covered are:

1. Personal Understanding and Health
 - Self-Esteem and Self-Confidence
 - Managing Feelings and Emotions
 - Keeping Healthy and Safe
2. Mutual Understanding in the Local Wider Community
 - Relationships with Family and Friends
 - Responsibilities and Conflict Situations
 - Similarities and Differences
 - Learning to Live as a Member of the Community

Teaching Styles and Learning Strategies of the RSE Programme

Due to the nature of the RSE programme, learning has to be approached in a sensitive manner. The following strategies were embodied in the RSE programme to facilitate and support teachers' delivery of RSE topics.

- Brainstorming
- Discussion techniques – small group work
- Reporting back
- Debate
- Standpoint-taking
- Listening exercises
- Questionnaires and quizzes
- Trigger resources – drawings, situation cards, photographs, magazine articles used for discussion, problem-solving and role-play.
- Visitor technique
- Story telling
- Videos
- Role-play
- Circle Time

Dissemination of the Policy

The content of this policy has been discussed, amended and agreed by the staff of Forge Integrated Primary School. It has been agreed and tabled by the Board of Governors on November 2015. It will also be available to all parents on request from the school via the school website or from the school office. All health or educational visitors discussing issues related to RSE, will be provided with a copy of the school policy and be asked to adhere to and follow its aims and objectives.

DRUGS EDUCATION POLICY

Introduction

Drugs misuse is a major threat to individuals, families, the school environment and the community because of the adverse effect on the health and well being of those concerned. For this reason, at all times the rights of pupils, families and the school will be protected.

Policy on misuse of drugs on school premises

1. Use of prescribed drugs

Procedure arrangements should be made with the child's teacher for a child receiving medication in the form of prescribed drugs along with a signed letter of consent.

2. Suspected Use of Illegal Drugs/Substances

The following members of staff should be informed – Principal/Vice-Principal/Designated teacher in charge of Drugs Issues/Teacher in charge of Pastoral Care who will take necessary steps to confirm/refute suspicion.

3. Confirmed use of Illegal Drugs/Substance

Procedure

- a. Discussion with pupil, parents and PSNI.
- b. Application of sanctions by the Principal – suspension and subsequent expulsion will be considered in line with the school's Positive Behaviour Policy.
- c. Where a pupil has been identified by the school as having experimented with illegal drugs, or as being at risk of doing so, he or she will be offered appropriate counselling and support within the school's general arrangements for the pastoral care of its pupils. There will be regular monitoring of the pupil concerned and regular communication with the parents/guardians until the problem has been resolved.

The local PSNI will be informed in every case where a child is suspected of having controlled drugs on his/her person or in his/her belongings or where drugs are found on the school premises.

Forge Integrated Primary School recognises that drugs occupy a significant place in our society. Therefore, as well as operating a strict discipline policy to prevent drugs being used or being present on the premises the school offers a balanced education programme in relation to drugs use. Education in relation to the misuse of drugs will

be approached through a variety of subjects, eg Literacy, PE, RE, PDMU and more generally through the ethos of the school as being a Health Promoting School.

Pupils:

- will have access to drug information and education
- will be encouraged to speak in confidence to a member of staff about drug related incidents
- will be informed that drugs must not be brought into school or school related events for any reason and the Drugs Discipline policy will operate immediately if this rule is infringed

Staff:

- will refer cases to support agencies for counselling and advice as and when appropriate

Parents:

- will be made aware of drugs education information given by schools to pupils and should have access to it
- will be encouraged to support the school policy on drugs
- will be encouraged to maintain a supportive home atmosphere within which a child may discuss any drug related incident

Governors:

- will be made aware of the drug education information given to pupils by school
- will be made aware of their legal responsibility in the context of the School's Drugs Discipline Policy.



FORGE INTEGRATED PRIMARY SCHOOL

ANTI - SMOKING POLICY

- Forge Integrated Primary School became a non-smoking environment from January 2001. The policy was updated in October 2015 to include the use of e-cigarettes in line with Department of Education Policy.
- All staff - teaching, peripatetic, support and Non-Teaching as well as parents, visitors and pupils may not smoke while on school premises. This includes all indoor premises in accordance with legislation and also extends to the school grounds and outdoor areas in line with DE guidance.
- The prohibition of tobacco or e-cigarette smoking will apply during related school activities undertaken outside school premises, eg. Educational Visits.
- Failure to comply with its provisions will be dealt with through the Disciplinary Procedures.

Relevant legislation and Guidance: The Smoking Order (NI) 2006, Dept. of Education Circular 2004/1 (Encouraging a Smoke Free Environment in Schools; DE Circular 2014/15 (Encouraging a Smoke Free and E-Cigarette Free Environment in Schools).



Health Education

At Forge Integrated Primary School we view Health Education as an integral part of the curriculum for all pupils. We aim to promote positive attitudes towards a responsible healthy lifestyle.

Aims

- To Promote positive, healthy attitudes towards health.
- To help enable our pupils to make age appropriate, informed choices regarding their lifestyle.
- To promote a sense of responsibility towards individual, family and community health.
- To encourage the adoption and maintenance of a healthy lifestyle.
- To provide a safe, secure and stimulating environment which encourages pupils to be healthy and safety conscious both in and out of school.
- To promote good relationships with respect and consideration for others.

At Forge Health Education will be taught through a variety of subject areas and through topic work. Some aspects of Health Education will be taught more explicitly than others. Many aspects of Health Education will be taught through PDMU.

Health Education Themes Explored through Topic Work at Forge Integrated Primary School

Lifestyle

Physical Fitness - Sleep, rest and exercise.

Leisure time activities

Misuse of substances - tobacco, alcohol, solvents

Personal Hygiene

Immunisations

People who help us - nurses, doctors, dentists etc.

The NHS

Environmental issues relating to health - litter, vandalism and pollution.

Nutrition and Health

Nutritional Needs

Eating Patterns

Relationships and Sexuality Education

Feelings about myself

Feelings about Others

How my body Works

My Growth and Development

Making Decisions

Coping with Personal Problems - people we can turn to for help

Individual Differences

Family life

Relationships with Peers

Relationships with those in authority

Coping with problems in relationships

Understanding people with disabilities

Understanding that people grow old

Understanding people from different cultures and with different beliefs

Safety Education

Safety in School

Safety at Play

Road Safety

Home Safety

Water Safety

Dealing with Emergencies

Lifestyle Education

Aims

1. To provide opportunities for pupils to choose healthy meals and snacks in school
2. To encourage children to make responsible decisions about their own diet
3. To develop an understanding of the link between a healthy diet, exercise, hygiene and good health.
4. To promote dental health and reduce the early onset of dental health problems.
5. To provide a range of opportunities for exercise and physical activity.
6. To promote knowledge and understanding of what is meant by a healthy environment.

Strategies

- At morning break, children encouraged to eat fruit vegetables, milk or water.
- Parents encouraged to support Healthy Breaktime Snacks
- Promotion of healthy menu through the school kitchen
- Health Related Information displayed around school at various times
- Use services of health visitors - dental hygienist, school nurse, community police officer, to reinforce health messages.

- Opportunities for pupils to participate in after school activities.
- Year 5/ 6/7 pupils participate in swimming and a wide range of physical activities.
- Make pupils aware of the hazards associated with litter and involve pupils in maintaining a litter free school.
- Involvement of pupils in planning and organizing recycling projects.

Safety Education

- To make children more aware of the safety issues those concern them in their every day lives at home and school.
- To develop children's understanding of safe use of technology including the Internet and phone safety
- To increase pupil's awareness of safety in their homes and their local environment.
- To increase pupils awareness of safety in urban areas.
- To raise children's awareness of road and transport safety and help them to develop safe procedures.

For more detailed information on aspects of Health Education at Forge see:

- Physical Education Policy
- ICT Handbook
- Relationships and Sexuality Education Policy
- Pastoral Care and Child Protection/Safeguarding Policies
- School Website



FORGE INTEGRATED

PRIMARY SCHOOL

PHYSICAL INTERVENTION

PROCEDURES AND POLICY

Schools have a 'duty of care' to their pupils. This may involve all staff having to handle pupils to prevent them harming themselves, others or damaging property

1. Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school. The policy is intended to explain the school's arrangements for physical intervention. Its contents are available to parents and pupils.

The policy has been developed in response to the recommendations and guidance from Circular 99/9 "Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Contain Pupils." This policy provides a framework for the Use of Reasonable Force/Safe Handling within Forge Integrated Primary School and takes into account information provided in the Regional Policy Framework on the Use of Reasonable Force/Safe Handling, May 2004.

It also follows the DfES Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviours in Association with Learning Disability and/or Autistic Spectrum Disorders 2002 and regional policy on the use of reasonable force/safe handling.

2. Purpose of the Policy

Forge IPS believes that good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the safety and well being of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Every effort will be made to ensure that all staff in this school:

- i. Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- ii. Are provided with appropriate advice to deal with these difficult situations.

Physical intervention will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff, good order or property are at risk, but should be reasonable and proportionate. **Any intervention must be in the paramount interests of the child.**

3. Definitions

a. Physical Contact

If a child is very upset or ill and requires physical comfort or first aid the staff member will seek a second adult to be present if possible.

b. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by hand, arm or shoulder with little or no force.

c. Restrictive Physical Intervention

This will involve the use of physical intervention/reasonable force when there is an immediate risk to pupils, staff or risk of significant damage to property. All such incidents will be recorded in the **School's Incident Book** and on the Record of Restraint/Physical Intervention Form. A copy of this is to be placed in the pupil's file, another copy in the Restraint/Serious Incident File in school (located in the School Office).

4. Underpinning Principles

Everyone attending or working in this school has a right to:

- Learn and work in a safe environment

Pupils attending this school and their parents have a right to:

- Individual consideration of pupil needs by staff who have a responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Be informed about the school's complaints procedure

5. Staff Authorised to Use Restrictive Physical Intervention

By reason of their conditions of service, the Principal can authorise all teachers and classroom assistants to use restrictive physical intervention.

Authorisation is not given to volunteers or parents.

The Principal is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force. The Principal will ensure that those authorised are aware of and understand, what the authorisation entails.

Those whom the Principal has not authorised will be told what steps to take in case of an incident where physical intervention is needed, for example to contact an authorised member of staff.

Supply staff will not be authorised to use physical intervention as defined in 3 (d) unless they are familiar with this school's policy, have undertaken training and have been authorised to do so by the Principal.

6. Reasonable Force

The Education (NI) Order 1998 (part II article 4) states:

"A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purposes of preventing the pupil from doing (or continuing to do) any of the following, namely;

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

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

7. Staff from the Authority and other Allied Services Working Within the School

Educational support services and Health Service staff working in schools will have their own policies regarding physical intervention. Such staff will, whilst on the school premises, **be expected to be aware of and operate within the policy of the school.**

8. Training

All staff, including supply staff, will be made aware of this policy and the Positive Behaviour Policy. All staff will be provided with training in managing behaviour, including how to diffuse potentially difficult situations and how to avoid confrontation without prejudicing good discipline. Such training will include advice about physically intervening with pupils and will be carried out ‘within house’. Further advice through the behaviour support team will be sought for particular children when necessary.

9. Strategies for Dealing with Challenging Behaviour

Staff working with pupils experiencing a range of emotional and behavioural difficulties, severe learning difficulties may mean that in some instances pupils will not be in control of their behaviour.

The school’s Principal and SENCO under the Code of Practice (SEN) will ensure that all staff are aware of the needs of individuals who are at risk of exhibiting poor behaviour and strategies to avoid or deal with this. Those pupils can be helped to develop self-control through the use of appropriate behavioural programmes and by staff consistently using positive strategies to be used as determined by risk assessments. Good communication between staff is essential particularly at breaks/lunchtimes where less structured situations can allow behavioural issues to surface. (Refer to positive behavioural policy)

10 Types of Incidents where Physical Intervention may be Required

The incidents described in Circular 99/9 and Department of Education 2002 fall into three broad categories

- a) Action due to imminent risk of injury
- b) Action due to developing risk of injury or significant damage to property
- c) Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations which fall into one of the first two categories are

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by mis-use of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way which he or she might cause an accident or injury to himself, herself or to others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are

- A pupil persistently refuses to obey an instruction to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

3. Consequences and Rewards as an Alternative to Physical Intervention

A system of positive rewards and consequences has been developed in our school to encourage appropriate behaviour. Examples of these are found in our positive behaviour policy.

4. Acceptable Measures of Physical Intervention

The use of any degree of force can only be deemed reasonable if:

- a. It is warranted by the particular circumstances of the incident
- b. It is delivered in accordance with the seriousness of the incident and the consequences which it is intended to prevent
- c. It is carried out as the minimum to achieve the desired result
- d. The age, level of understanding and gender of the pupil are taken into account
- e. It is likely to achieve the desired result.

Wherever possible assistance will be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property

Physical intervention will stop if the child has

- Difficulty in breathing
- Vomits

- Has a fit or seizure
- Experiences swelling or change of hue in skin

Wherever physical intervention is used staff will keep talking to the pupil in a reassuring manner unless risk assessment has indicated that this is likely to inflame the situation.

Children will not be held on the ground.

Unplanned Physical Intervention will trigger a risk assessment that may lead to a Physical Intervention Plan/Positive Handling Plan being developed. (see 13 below).

13. Planned Physical Intervention and Risk Assessment

- Planned physical intervention will arise from risk assessments that the school will carry out on a few pupils as necessary.
- Such assessments will be written and signed by school, parents/guardians and (where appropriate) pupil
- Planned physical intervention will be agreed in advance (school, parents, other agencies, child)
- Implemented only by named staff
- Must be a written and signed plan. Those who sign the plan should be those normally present at an Annual Review in the case of Statemented pupils and by parents/guardian and child in other cases
- Recorded as per unplanned intervention
- Be part of a holistic care/individual plan
- Shortest time/minimum force

14. Unacceptable Measures of Physical Intervention

The school is aware of acceptable and unacceptable measures of physical intervention as outlined in regional policy framework. (see appendix II)

15. Recording

Where physical intervention as defined in 3(d) has been used to manage a pupil, a record of the incident will be kept. This record will be made on the school's PCIL forms and will include

- The name of the pupil(s)
- The date, time and place of the incident
- A brief description of the incident and any actions taken

Forms will be filed in the pupil's pastoral care record, which is kept in the Principal's office, will be completed as soon as possible after the incident by a member of SMT, normally prior to staff going home. It will be countersigned by the Principal and reported to the Chair of Governors.

The school will review such records regularly to ensure that:

- Records are being appropriately kept
- Patterns of behaviour in individual pupils or at particular times of the day/certain lessons are being identified and problems addressed
- Training issues arising from the above are being identified and addressed

16. Action After an Incident

See also Section 19

The Principal will ensure that each incident falling into 3(d) above is reviewed and investigated further as required.

In the case of unplanned intervention a meeting will always be held and will involve parents/guardians, pupil (if appropriate) and other relevant professionals.

Meetings of this type will be arranged within 5 working days of the physical intervention incident.

If further action is required in relation to a member of staff or pupil, this will be pursued through the appropriate procedure

- Child Protection/Safeguarding Procedure (this may involve investigations by other agencies such as Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure

The member of staff will be kept informed of any action taken.

In the case of action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Where staff have been involved in an incident involving physical intervention they should have access to debriefing and support. Within the school, this will be made available through the Principal.

17. Complaints

Any complaints received by the Principal from parents, staff or any other persons regarding alleged ill treatment of pupils or injuries received by a student during the course of physical intervention must be investigated fully by the Principal.

The chair of Governors will be informed of complaints.

18. Support

Staff who have been involved in difficult incidents will be offered the full support of the Principal and SMT in talking through the incident.

Pupils who have witnessed an incident of physical intervention and who are distressed will be given opportunity to discuss events with an appropriate member of staff.

Parents should be informed of the policy and its practical implications for pupils. They should be asked for their comments and the full policy made available to them on request. Parents who request that individual pupils be exempt from physical intervention should be informed that it is the policy of the school and that there are no exceptions on health and safety grounds.

This policy will be renewed and updated as necessary by the pastoral care team.

APPENDIX I

Documents

Department of Education document "Towards a Model Policy in Schools on the Use of Reasonable Force" August 2002; Pastoral Care in Schools; Promoting Positive Behaviour (2001); Pastoral Care in Schools – Child Protection/Safeguarding: Code of Conduct for Staff (1999/10) and Department of Education circular 2003/13 Welfare and Protection of Pupils.

APPENDIX 2

In addition, specific details of the use of planned or unplanned physical intervention will be recorded on a Record of Physical Intervention form which will include:

- How the incident developed
- Attempts made to calm the situation
- Names of staff or pupils who witnessed the incident
- The outcome of the incident including any injuries sustained, by any pupil or member of staff
- Any damage to property which had resulted
- Whether/how parents have been informed
- (where possible) pupils view of the incident and whether they wish to make a complaint
- and, after investigation, a summary of actions taken.

After the review of the incident, copies of the form will be placed on the pupil's file and on the school's general file on the use of physical intervention. A Health and Safety Accident/Incident Form will be completed when an injury has occurred during physical intervention.

Appendix 3: **Record of Physical Intervention Relating to a Serious Incident**

Date _____ Pupil _____ Year Group _____

How the incident developed

Attempts made to calm the situation

Names of staff or pupils who witnessed the incident

The outcome of the incident including any injuries sustained, by any pupil or member of staff

Any damage to property which had resulted

Whether/how parents have been informed

Pupils view of the incident

Summary of actions taken.

Health and Safety Policy



Date ratified by Board of Governors: 25 March 2019

Date of Review: Spring 2021

Mission Statement

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self-respect and respect for others.

Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

1. Health and Safety Policy Statement

- 1.1 In order to fulfil our mission statement is our policy to provide and maintain safe and healthy working conditions, so far as is reasonably practicable, for all our staff and pupils and to encourage a safety culture within the school.
- 1.2 It is the school's policy to provide adequate information to identify needs in respect of training and provide supervision as necessary for the health and safety of staff and pupils.
- 1.3 The Board of Governors acknowledges that the school has a duty of care for the health and safety of other people who may be affected by the school's activities. As a controlled school we are under the control of the Education Authority for Northern Ireland, which, for the purposes of employer and public liability is a self-indemnifying public body.
- 1.4 Forge Integrated Primary School recognises the need to manage risk in order to reduce it to a minimum while also allowing pupils and staff the freedom to engage in a meaningful and fulfilling educational experience.

2. Related Policies

We acknowledge that safety and health are broad terms and include physical and mental well-being. As such this policy will overlap with a number of other policies in our school including:

- First Aid and Administration of Medicines
- Critical Incident Policy
- Emergency Plans
- Safe Ways to School – Car Park Safety Policy
- Anti-Bullying Policy
- Behaviour Management & Discipline Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- Dogs on School Grounds
- Open Door Policy
- Educational Visits
- E-Safety Policy
- Intimate Care
- Privacy Notice
- Records Management policy
- Relationships and Sexuality Education
- Special Educational Needs
- Use of Mobile Phones/Cameras
- Use of Reasonable Force/Safe Handling
- Whistleblowing policy
- Fire Safety

3. Managing Risk

- 3.1 A Risk Assessment of the school grounds and buildings will be carried out annually by the Principal and the Building's Supervisor and reported to the Board of Governors.
- 3.2 All staff will be encouraged to adopt safe working practices and to report concerns about defective or dangerous equipment, structures or materials to the Principal or the Building Supervisor as soon as possible.
- 3.3 Educational visits and events that fall outside the normal classroom routine should be risk assessed. A risk assessment pro forma should be completed in respect of educational visits and events. It is not necessary to complete multiple risk assessments for recurring visits or events. For example, school swimming, where the venue and children attending remain the same for a period of time does not require multiple assessments.
- 3.4 In situations where for some reason a formal risk assessment has not been carried out and staff should do a basic dynamic risk assessment based on 'three what's' – What are we going to be
- 3.5 Pupils with additional needs that may present a risk to themselves or to others should have a confidential risk assessment carried out and appropriate measures put in place. These should be treated as confidential in the same way as IEPs are, and parents should be informed of their existence and content. Risk assessments for pupils with additional needs should transfer to a child's new teacher at the change of the school year and should be reviewed at transition. If the risk has reduced the Risk Assessment should be amended accordingly or scrapped.

4. Maintaining Safety Equipment

The school will work with the EA to maintain a safe building and environment. The following issues will be addressed through either scheduled or response maintenance:

- 4.1 Damage to buildings, fixtures and fittings – through buildings supervisor or EA Helpdesk.
- 4.2 Maintaining and testing emergency fire extinguishers – on EA maintenance schedule.
- 4.3 Maintaining and testing emergency lighting and alarms – through EA contract and weekly in-house testing.
- 4.4 Maintaining and testing defibrillator – batteries and function checked by Principal – batteries replaced 2018 due for replacement 2021.
- 4.5 Replenishing first aid supplies – Principal and office staff
- 4.6 PAT Testing – annually via EA contract.

5. Responding to Accidents, Incidents and Illnesses

- 5.1 In any Hazardous scenario safety is the first priority. Any member of staff coming upon an accident or incident should immediately assess the situation for danger. A safe environment should be established before further action is taken.
- 5.2 In an injury or illness emergency staff should call an ambulance and then instigate first aid or seek help from a first aider.
- 5.3 There are a number of staff in school with first aid training a list of whom can be found in the First Aid and Administration of Medicines Policy (add link).
- 5.4 First Aid supplies are maintained in a cabinet in the office store as are portable first aid kits for educational visits.
- 5.5 A defibrillator is available in the school foyer.
- 5.6 Children who become ill at school may be sent home. This will be ascertained on the basis of teacher's professional judgment and on NHS guidance.
- 5.7 Children who have contagious illnesses may be required to stay off school on the basis of the recommended periods prescribed by NHS guidance on common contagious illnesses. A copy of this guidance is available from the school office and can also be located online via NHS direct.
- 5.8 In unusual cases where there is no standard advice at hand, school can contact the school health team, located at Knockbracken Healthcare Park, for guidance or further referral.

6. Emergency Routines – Evacuation, Lock Down and Red Card

- 6.1 In an emergency where the building is deemed unsafe due to fire or other threat staff should raise the alarm through the break glass points and begin the evacuation drill. Evacuation drills will be rehearsed at least once per term.
- 6.2 In an emergency where there is a perceived threat outside the building staff should instigate the lock down drill. Details of both evacuation and lock down are detailed in our emergency plans policy and displayed in all classrooms
- 6.3 In a situation where a teacher needs urgent assistance to a classroom or other area a red card system is in place. All classes practice this routine and information relating to it is displayed in all classrooms.

7. Reporting and Recording Accidents

- 7.1 Pupils or members of staff who sustain an injury at school or on a school visit should have an Accident Report Form completed by the most appropriate person available to do so. This will usually be the person who was supervising pupils at the time of the incident or in the case of an adult, themselves or their line manager. Accident report forms will be forwarded to the Education Authority.
- 7.2 Any injury sustained by a pupil which results in the need for any first aid treatment beyond the most basic should be reported to parents via a 'cheque

book' slip and by telephone if necessary. Any injuries where there is even a minor suspicion of concussion should be reported to the parents by telephone at the time of reporting.

8. Guidance

- 8.1 There is comprehensive health and safety guidance available related to a wide range of risks and issues on the Education Authority website <https://www.eani.org.uk/school-management/health-safety>
- 8.2 A list of relevant guidance documentation and advice is included in the appendices of this policy document.

9. Training

The school will support the training of staff to maintain a good level of skill and understanding in order to promote a safe school environment and culture. Training in the following aspects of school life has been carried out over the course of the past year, or is scheduled for the coming months for specific staff or groups of staff. An in service training log is maintained in the school office.

Staff who wish to attend training courses pertaining to health and safety will be encouraged to do so and enabled to as far as is possible.

- First Aid Training
- Child Protection Training
- COSHH Training (Control of substances hazardous to health)
- Anaphylaxis Awareness
- AED Training
- Fire Safety Training
- Mood Matters (Mental health awareness training)

10. Safe and Sustainable School Travel

10.1 As a school we support a move towards sustainable and active school travel and we are involved in a Sustrans partnership to encourage a move towards walking, cycling and use of public transport to school with safety and risk reduction as an underpinning feature. Research supports the view that the benefits of reduced traffic congestion, a more active routine and reduced pollution are beneficial to children and these benefits we seek to balance against risk by including strong safety messages as an integral part of learning and also through training and input from sustrans and the police and other relevant services.

10.2 We recognise that for some parents, and at some stages in their children's development, transporting children to school by car is the only viable option.

11. Traffic Management

11.1 Parents have been asked to observe a certain procedure when dropping off children within the school grounds. Vehicles are to be restricted to the car parking areas outside the playground. Fencing and signage has been installed to reinforce this and parents are provided with guidance leaflets on driver conduct on school grounds.

11.2 Parents have been asked to adhere to a code of conduct for dropping of and picking up pupils.

11.3 School doors open at 8.50am. Some pupils arrive prior to this time either for breakfast club or because they are early.

11.4 The school cannot be responsible for pupils who arrive early but we have made the decision that it would be irresponsible to close the gates and

exclude children from the grounds. Such action puts children in a potentially more dangerous situation in the grounds of Wellington College or on the public roads in the vicinity.

- 11.5 School staff are on duty from 8.50am and at 3.00pm at the school gates and wear high visibility clothing. This is a voluntary agreement and while staff will advise and encourage good driver behaviour they cannot be expected to police it. Aggressive or abusive will not be tolerated against staff and if necessary drivers will be prohibited from school grounds and incidents reported to the police.
- 11.6 Parents are welcomed into school between 8.50 and 9.00am to settle their children and discuss minor issues with the teacher. By 9.00am parents are expected to have left the classrooms and quickly leave the building to allow lessons to begin.
- 11.7 The School door will be locked at 9.10am and pupils arriving after this time will be recorded as late. Parents dropping off children late have been asked not to accompany them to classrooms to avoid additional disruption.
- 11.8 Teachers will supervise children in classrooms from 8.50am
- 11.9 Children waiting on late parents are supervised in the foyer until pick up.

12. Playground and lunchtime supervision

- Pre-school: Staff supervise children in classrooms from 8.50am
- Morning Break: One or more members of staff will be on duty in the playground.
- Lunchtime: Lunchtime supervisors are on duty from 12.30- 1.10 pm in the dining hall, in the classrooms where children eat packed lunches and on the playground.
- Wet Play Times
- When weather is too bad for outdoor play pupils will be supervised in their classrooms.

Alternative Arrangements

- Pupils are not permitted to remain in classrooms during break or lunchtimes unless the teacher has given permission.
- Pupils who are making travel arrangements to and from school which differ from their normal routine need to provide written or parents need to make an in person telephone call asserting parental permission, otherwise changes will not be permitted.
- Pupils who are not going outside at playtimes because of illness or because of behaviour will be supervised in a designated area. It is the responsibility of class teachers to do so, or to arrange for adequate supervision to be in place.

13. Educational Visits/Safety on School Trips

During the course of the year pupils from all year groups will have the opportunity to go on educational visits to various attractions and venues in the local and wider area. Such visits assist greatly in adding depth and context to the learning and teaching that occurs in various curricular areas and in the development of pupil's social and interactive skills.

The EA publication "Educational Visits: Policy Practice and Procedures" states: "Young people derive considerable benefit from taking part in educational visits; they have opportunities to participate in activities and experiences not available in the normal classroom setting"

It is of paramount importance that pupil's safety and well-being is assured while on school trip.

To ensure safety on school trips the following procedures must be followed:

Prior to the Trip

- The venue will be vetted by the class teacher prior to booking to ensure it is a suitable for the age of pupils and the topic to be covered. This may be done through a pre-trip visit, through conversation with venue staff, or through recommendation by another teacher/school etc.
- In the case of trips beyond the local area, Parents will be notified of the trip and sign a consent form. In the case of trips in the local area, ie: within walking distance of the school parents will be asked for consent on enrolling their pupils at the school.
- Parents and pupils will be made aware of appropriate clothes, lunch, etc. which will be needed.
- Preparation regarding the plan of the day and what will happen will take place in class.
- Pupils will be reminded to listen to the adult in charge and do exactly as they say at all times.
- Parents may be used at times as an accompanying adult with the teacher. In cases such as these, in compliance with our Child Protection Policy proper vetting procedures will be carried out prior to the trip.
- Educational visits and events that fall outside the normal classroom routine should be risk assessed. A risk assessment pro forma should be completed in respect of educational visits and events. It is not necessary to complete multiple risk assessments for recurring visits or events. For example, school swimming, where the venue and children attending remain the same for a period of time does not require multiple assessments.

On the Trip

- An upper ratio of one adult to fifteen pupils will be adhered to. In the case of pupils in Key Stage 1 this could be one: ten or higher if deemed necessary depending on the nature of the activity and the needs of the pupils.
- Each group will carry a small first aid kit to deal with emergencies.
- In Key stage 1 the teacher in charge will be responsible for having a spare change of clothes for a pupil who may get wet etc.
- An appropriate arrangement for peers looking after each other (either partners or small groups) will be put in place.
- On the bus pupils will wear seatbelts if they are available.
- Pupils will be toileted in groups with an accompanying adult.
- In the case of a pupil getting 'lost' the teacher in charge will go to look for him/her while the other adults supervise the rest of the group. If a swift resolution (minutes) is not arrived at the lead teacher should seek advice from SMT immediately and consider contacting police for assistance without undue delay.
- Pupils will walk at all times and behave in an orderly fashion.
- Pupils who are felt to present a danger to themselves or the rest of the class by their behaviour may be excluded from the trip.
- If an emergency does occur the teacher in charge will contact the relevant emergency service to respond and contact the school as soon as possible, who will in turn notify parents.
- In the case of residential trips, pupils will be accompanied, where possible by a male and female adult.

Addendum – Health and Safety in the Context of Covid-19

The Covid-19 Pandemic has led to an increased risk to staff, pupils and related members of the school community and the school has put in place specific risk assessments and procedures to reduce risk as much as possible.

Risk assessments have also been completed for individuals who may be more vulnerable due to underlying health issues.

Risk assessments are reviewed in line with changes to DENI, EA and PHA guidance and are published on a specific Covid-19 tab on the school website.

Appendix 1: Hazard Report

Date: _____

Section 1 – To be Completed by person reporting a concern

Concern/Hazard:

Briefly outline what it is that you are concerned may be unsafe

Reported by: _____ Reported to: _____

Section 2 – To be completed by person dealing with the concern/hazard

Assessment of Risk (Please circle):

High Risk:	To be made safe immediately and addressed urgently
Moderate Risk:	To followed up and addressed as soon as possible
Low Risk:	To be addressed through ongoing maintenance
Very Low Risk:	No immediate action, monitor

Actions

In house repair	Referred to Helpdesk	Other
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Comments/Details:

Completed by: _____ Date: _____

Forge Integrated Primary School

First Aid and Medical Policy



Reviewed March 2019

Date Ratified by BOG: 25 March 2019

Review Date: 2021

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Definitions and Foreword

This policy is based on the DE guidance document 'Supporting pupils with Medical Needs' 2008 and upon established practice and training.

The school recognises that there will be, during the course of school activities, episodes of illness and injury and the school will need to respond to both appropriately.

1.1 First Aid is:

'Help given to a person who has been hurt or is suddenly taken ill. First aid is the steps you can take before a person gets expert medical help. First aid can sometimes save a person's life, but more often it is help given in an everyday accident or illness.' **British Red Cross**

For the purposes of this policy, this is the definition we will adopt for first aid with the additional caveat that, acting in the best interests of the child and family in a holistic sense, we at school may on occasion tend to very minor injuries and illnesses without seeking further medical help where a simple intervention solves the issue without putting undue stress on other resources, pupils or parents.

In all but the most insignificant of cases, parents will be informed of such interventions.

1.2 Medical Need or Intervention is defined as supporting pupils or staff with medical needs appropriately, for example, in assisting with the administration of prescribed medication in such circumstances as this is agreed and appropriate. Medical need is more likely to relate to planned and ongoing intervention whereas first aid is a response intervention.

1. Legal Duty

Neither teachers nor support staff at Forge IPS are contractually required to administer medicines and do so voluntarily. The exception to this is that nonteaching staff are sometimes employed on contracts which require them to carry out certain medical procedures. Staff who provide support for students with medical needs, or who volunteer to administer medication, need support from the Principal and the parent/guardian, access to information and training, and reassurance about their legal liability.

2. Indemnity Policy

If a member of staff administers medication to a student, or undertakes a medical procedure to support a student and, as a result, expenses liability, loss, claim or proceedings arise, the employer will indemnify the member of staff provided all of the following conditions apply:

2.1 The member of staff is a direct employee.

2.2 The medication/procedure is administered by the member of staff in the course of, or ancillary to, their employment.

2.3 The member of staff follows the procedures set out in this guidance; and the procedures outlined in the individual student's Medication Plan, Care Plan or Action Plan, or written permission from parents/guardians and directions received through training in the appropriate procedures.

3. Confidentiality

- 3.1 Each student should be treated as an individual. Where medication will be required during the school day, parents should provide the school with full information about their child's needs and should be encouraged to forward any GP, consultant or nursing advice to ensure their child's needs can be met effectively.
- 3.2 Staff noticing deterioration in a student's health over time should inform either the Principal or any member of the Senior Leadership Team. The class teacher will, in consultation with a member of the Senior Team, inform parents of these concerns.
- 3.3 The Principal and school staff should treat medical information in a confidential manner. The Principal should consult with the parents/guardians, or the student if appropriate, as to who else should have access to records and other information about the student's medical needs. Medical information is collated by the pastoral team and admin team at the beginning of each academic year. Updates to the medical register are made as and when the school become aware of changes.
- 3.4 If information is withheld from staff they should not generally be held responsible if they act incorrectly in giving medical assistance, but otherwise in good faith.
- 3.5 The school should ascertain how much other children in a child's class should know about a particular child's chronic condition. This will depend solely on the discretion of the parents/guardians of the particular student. It can be helpful, both educationally and emotionally, for other children to be aware, for example, about diabetes or epilepsy and classmates can be very supportive if a student is known to be subject to, for example, hypoglycaemia. However, students with a medical condition are sometimes teased or bullied.
- 3.6 It is important that a school does not disclose details of a student's condition to other students without the consent of the parents/guardians *and* the student him/herself, if deemed appropriate. When consent is given the situation should be handled as sensitively as possible.

4. Coordinating Information and Medical Provision

- 4.1 The Principal is the senior point of contact for parents/guardians and staff, and the person to manage liaison with external agencies and medical professionals. The Principal coordinates medical and first aid provision at Forge IPS.
- 4.2 The school secretary is a key point of contact for parents in communicating, medical information to the school.
- 4.3 In cases where a medical issue may have an impact on a child's ability to learn, the SENCO is a key contact.

5. Collating and Retaining Medical Information

Parents/guardians are responsible for providing the school and Principal with comprehensive information regarding the student's condition and medication. This information is captured at several points:

- P1 data capture;
- Induction and information events relating to P1 Admission;
- Data capture at point of entry for all new entrants in classes other than P1; and
- At any point during the child's time at Forge if his/her medical needs change, parents/guardians should inform the school in writing immediately.

6. Medical Emergencies, Injuries and First Aid

- 6.1 In the case of minor injuries that could be considered 'everyday' such as a grazed knee, most staff can, if they are willing to, assist a child in dealing with it.
- 6.2 In the case of more significant injuries staff should request the attendance of a designated First Aider: N Watson, K McStravick; or in the absence of a designated first aider a member of staff with first aid training (See Appendix 1 – Trained First Aiders).
- 6.3 In the case of all but the most insignificant of injuries a designated first aider should be informed of the nature of the injury and any first aid carried out and an Accident Report Form should be completed along with a 'cheque book advice slip' for parents.
- 6.4 In the case of a head injury where there is even a suspicion of possible concussion, the parent should be contacted by telephone and advised of the incident at the time as well.
- 6.5 In any injury which necessitates the removal of a child to hospital, parents should be informed as soon as practically possible.
- 6.6 The school recognises that school staff will, during the course of any school day, assess and make decisions about many minor injuries. While they will endeavour to do so in good faith, with the information presented to them at the time, there may be occasions when an injury or medical condition turns out to be either more or less significant than originally perceived. We can never entirely exclude such an eventuality, however staff are advised to err on the side of caution and refer children either to further medical care and/or their parents if there is any doubt.
- 6.7 In any medical emergency where life could be at risk the first priority should be to follow the established DR ABC protocol. Key to this protocol is avoiding risk of danger to others and seeking assistance immediately via a 999/112 call and first aid. The school has Emergency Plans and a Critical Incident Policy which are relevant to medical emergencies and their aftermath.

7. School Health Service

- 7.1 The School Health Service aims to promote the physical, emotional and mental health of all students and young people during their time at school. The services offered will help to identify health and developmental concerns and enable appropriate action to be taken.
- 7.2 The School Health Service is responsible for providing a variety of services to schools including, health screening of students; immunisation; written advice to teaching staff on student health matters; medical advice for special education where a student has special educational (including medical) needs; and health promotion activities.
- 7.3 Forge IPS can access school health services through Knockbracken Heath Care Park.

8. Special Educational Needs

- 8.1 Students with medical needs do not necessarily have special educational needs. However, for those who do, their needs are addressed by the guidance contained within the Code of Practice for the Identification and Assessment of Special Educational Needs 1998 and the supplement to the Code published in September 2005.
- 8.2 Under the terms of the Education (Northern Ireland) Order 1996, a Health and Social Care authority must provide help to the Education Authority for a student with special educational needs, which may include medication needs, whether a child is placed in a mainstream or special school.
- 8.3 Health and Social Care authorities have a responsibility to provide advice and training for school staff in procedures which deal with a student's medication needs, which in turn should support that child's access to education.
- 8.4 Education Authorities, Health and Social Care authorities and schools should work together, in close partnership with parents, to ensure quality support in school for students with medication needs.

9. Risk Management

- 9.1 Dealing with medical conditions and medication needs must take into account the risks which arise from these and should aim to minimise the probability of anything more serious happening to the child. Action taken should optimise opportunities to minimise risk.
- 9.2 Detailed medical risk assessments or Care Plans are undertaken by the School Health Service in conjunction with the specific health professions qualified to inform such processes.
- 9.3 In the absence of a Care Plan drawn up by relevant medical professionals the school will seek, in co-operation with parents, to have one established. If necessary, an 'in house' risk assessment will be put in place by the school in the interim.

10. Storage and Administration of Medicines

- 10.1 There may be occasions where staff may be asked to administer medication, but they cannot be directed to do so. The administration of medication to students remains the responsibility of the parent or those with parental responsibility.
- 10.2 Medication should only be taken to school when absolutely essential and with the agreement of the Principal.
- 10.3 Parents/guardians should be encouraged to request, where possible, that medication be prescribed in dose frequencies which enable it to be taken outside school hours e.g. medicines that need to be taken three times a day should be taken in the morning, after school hours and at bedtime.
- 10.4 The school staff should be alerted to the particular risks for young persons in taking Aspirin and Ibuprofen and should not routinely administer these unless under clear medical guidance.
- 10.5 Prescribed medication will not be accepted in school without complete written and signed instructions from the parent/guardian.
- 10.6 The school **will not** give a non-prescribed medicine to a student unless there is specific prior written permission from the parents/guardians.
- 10.7 Only reasonable quantities of medication should be supplied to the school.
- 10.8 Each item of medication must be delivered to the school office, in normal circumstances by the parent/guardian, in a secure and labelled container as originally dispensed. Each item of medication must be clearly labelled with: Student name, Name of medication, Dosage, Frequency of administration, Date of dispensing, Storage requirements (if important), Expiry date.
- 10.9 The school will not accept items of medication in unlabelled or inappropriate containers.
- 10.10 Medication will be kept secure in the school office, out of reach of students. Unless otherwise indicated all medication to be administered in school will be kept in a locked cabinet.
- 10.11 The school will keep records indicating the time the medication was administered, by whom and dosage. These records will be retained under data protection guidelines. This information will be available for parents.
- 10.12 If a student refuses to take medicines the school will not force them to do so and will inform the parents of the refusal, as a matter of urgency, on the same day. If the refusal to take medicines results in an emergency, the school's emergency procedures will be followed.

- 10.13 It is the responsibility of parents/guardians to notify the school in writing if the student's need for medication has ceased. It is the parents'/guardians' responsibility to renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date.
- 10.14 The school will not make changes to dosages on parental instructions.
- 10.15 School staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Date expired medicines or those no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.
- 10.16 For each student with long term or complex medication needs, the Principal, will ensure that a Medication Plan, Action Plan or Care Plan as deemed appropriate indicating clear protocols is drawn up, in conjunction with the appropriate health professionals as required.

11. Epi-Pen Management

- 11.1 Pupils who self-medicate and/or require access to epi-pen for allergic responses should have two epinephrine applicators in school at all times.
- 11.2 Parents should ensure that this medical resource is made available on the first day of term and that applicators are replaced when the use by date of the medication has passed.
- 11.3 The school has a rolling programme of training staff in the administration of epi-pens, and the majority of staff will be familiar with their use.

12. Parental/Guardian Responsibility

Please note that parents/guardians should act responsibly towards their own child/ children and other students in keeping their child at home if acutely unwell or infectious.

13. Communication of Medical Information to Staff

The Principal is to ensure that staff receive regularly updated information regarding ongoing and/or significant medical conditions which require a Medication Plan, Action Plan or Care Plan provision. Staff will have access to such information in the following formats:

- 13.1 Teaching staff and Non-Teaching staff will be briefed by Principal or admin staff during annual August Inset with regard to any new intake students presenting with ongoing/significant medical needs. Advice and/or training will be sought when required through School nurse, HSC training or through private training/voluntary agencies as applicable.
- 13.2 The medical register will be available to all staff via SIMS. Pupil's medical needs are noted on their SIMS profile.
- 13.3 Staff will have access to hard copy of student photo profiles for those students presenting with ongoing or significant medical needs.

14. Self-Administration of Medication

Where it is appropriate to do so, students will be encouraged to administer their own medication, if necessary under the supervision of a member of staff. Parents/guardians will be asked to confirm in writing if they wish their child to carry their medication with them in school. At primary level we will require almost all medications to be held by the school staff for safety reasons. An exception to this is asthma medication, such as salbutamol, which may be retained by the student for self-administration.

15. The Retention of Emergency Medicines or Emergency Medical Devices by the School

The school has no obligation to maintain stocks of medicine and as a rule does not beyond basic first aid supplies. However, the following exceptions to that are in place:

- 15.1 The school maintain a supply of two salbutamol inhalers for emergency/back up use in the case of a child having an asthma attack and their own inhaler being inaccessible or empty. These may be included in a teacher's first aid kit on educational visits. These items are to be considered disposable when used and parents are asked to supply a replacement inhaler if one of the school's is given to their child.
- 15.2 The school maintains an AED, placed outside the secretary's office for emergency use. Battery life and maintenance is monitored by the Principal. Batteries were last replaced in 2018 and are due to be renewed in 2021.

16. Staff Training

Any staff who volunteer to assist in the administration of medication will receive appropriate training/guidance through arrangements made with the School Health Service, the EA or via the school Principal.

17. School Trips, Residential and Off Site Activities (including PE)

- 17.1 The school will make every effort to continue the administration of medication to a student whilst on trips away from the school premises, even if additional arrangements might be required.
- 17.2 Information regarding the organisation and management of medical conditions and medication on school trips and the areas of staff responsibility are maintained as follows:
- Educational Visits Policy.
 - Risk Assessments for educational visits and trips.
 - Consent Processes for Educational Visits
- 18.3 Parents/ Carers should ensure that relevant staff are fully informed of any medical needs that a child may have while participating in an offsite educational visit and agreement reached as to how that will be managed.

18. Conclusion

The Board of Governors and staff of Forge IPS wish to ensure that students with medical needs receive appropriate care and support at school. If you have a concern or complaint in regard to

the care and support of your young person, please contact the Principal or follow the guidance in the school's Complaints Policy.

Appendix 1

Forge Integrated Primary School Form M1

NB: This Form may be unnecessary if a pupil has a CARE PLAN from the School Health Team already in place and in the possession of the school.

Medication Plan for a Student Medical Needs

Date: _____ Review Date _____ Academic Year _____

Name of Student: _____

Date of Birth: ____/____/____

Class: _____ Medical Diagnosis: _____

Contact Information

1. Family Contact 1

Name: _____

Phone No (home/mobile) _____

(Work) _____

Relationship: _____

2. GP

Name: _____

Phone No: _____

3. Clinic/ Hospital Contact (if applicable)

Name _____

Phone No _____

Plan prepared by

Name _____

Designation _____ Date _____

Describe condition and give details of student's individual symptoms

—

—

Daily care requirements (e.g. before sport, dietary, therapy, nursing needs)

—

—

12

Members of staff trained to administer medication for this child (state if different for off-site activities)

—

—

Describe what constitutes an emergency for the child, and the action to take if this occurs

—

—

Follow up care

—

—

—

I agree that the medical information contained in this form may be shared with individuals involved

with the care and education of

Signed _____ Date _____

Parent/carer

Copy to:

School Doctor _____ School Nurse _____

Parent _____ Other _____ N/A _____

Appendix 2 FIPS Form M2

Request for a School to Administer Medication

The school **will not** give your child medicine unless you complete and sign this form, and the Principal has agreed that school staff can administer the medicine.

1. Details of Student

Surname _____ Forename(s) _____ Date of Birth ____/____/____

Class _____ Condition or illness _____

2. Medication

Parents must ensure that in date properly labelled medication is supplied.

Name/ Type of Medication (as described on the container)

_____ Date dispensed _____ Expiry date _____

3. Full Directions for use Dosage and method

—

—

—

NB: School staff will not administer a dosage that contravenes that indicated by the pharmacist's dispensing label.

Timing _____ Special precautions

Are there any side effects that the School needs to know about?

—

4. Self-Administration Yes/No (delete as appropriate)

5. Procedures to take in an Emergency

—

—

6. Parent/Carer Contact Details & Declaration

Name _____

Phone No. (Home/mobile) _____

(work) _____

Relationship to Child _____

Address _____

I understand that I must deliver the medicine personally to _____

(Agreed member to staff) and accept that this is a service which the school is not obliged to undertake. I understand that I must notify the school of any changes in writing.

Signature(s) _____ Date _____

7. Agreement of Principal

I agree that _____ (name of child) will receive _____

(quantity and name of medicine) every day at _____ (time(s) medicine to be administered e.g. lunchtime or afternoon break).

The child will be given/ supervised whilst he/she takes their medication by

_____ (name of staff member).

This arrangement will continue until _____ (either end date of course of medicine or until instructed by parents).

Signed _____ Date _____

(The Principal / authorised member of staff)

The original should be retained on the school file and a copy sent to the parents to confirm the school's agreement to administer medication to the named student.

Appendix 3 FIPS Form M3

Record of Medicine Administered to an Individual Child

Name of Child _____ **Name of Medication** _____

Illness _____ **Dosage** _____ **Frequency** _____

Date					
Time of Administration					
Initials of giver/ supervisor					
Comment					

Appendix 4

Emergency Call Format Form M4

EMERGENCY CALL FORM

TO BE DISPLAYED BY THE OFFICE TELEPHONE

REQUEST FOR AN AMBULANCE: Dial 999, ask for ambulance and be ready with the following information.

1. Your telephone number: (02890 492177)
2. Your location as follows: (Forge Integrated Primary School BT73HE)
5. A brief description of casualty's symptoms.
6. Helpful information to aid location – beside Wellington College, past their all-weather pitches, low rise red brick building.

Ambulance control will ask you specific questions, answer them clearly and be prepared to stay on the line. It can be helpful to use a mobile or cordless phone so that you can move back to the scene to get further info if necessary. However, in an emergency, making the call and making it early is the priority.

Appendix 5

Log of Staff with First Aid/Medical Training

Designated First Aiders (First Aid at Work Qualified)

Neville Watson Principal – First Aid at Work, Casualty Care, WEMSI EMT	FAW Sep 2020 CC Nov 2016 WEMSI Feb 2018
Kathleen McStravick – Senior Clerical Officer – First Aid at Work	March 2019

Emergency First Aid Trained Staff

Sara Gowan	August 2021
Paula Salmon	
Grainne Kerr	
Palma McAleer	
Angela Masterson	