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## **Rockport School Pastoral Care Policy**

### **General**

Article 19 of the United Nations Convention on the Rights of the Child, provides that children have the right to be protected from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse by those looking after them. The Children (NI) Order 1995 provides for the welfare of the child to be the paramount consideration in specific court proceedings and Boards of Governors have specific statutory responsibilities under education legislation, to safeguard and promote the welfare of registered pupils.

### **Pastoral Care Policy Statement**

In Rockport School, we:

- recognize our responsibility for the moral, intellectual, personal, social and spiritual development of all our pupils, regardless of their age or ability.
- recognize that we have a responsibility to meet the needs of pupils as individuals and enable them to be secure, successful and fully participating members of the school and its wider community.
- are committed to the maintenance of an atmosphere characterized by mutual respect and by good interpersonal relationships between staff and pupils, an atmosphere in which young people feel secure, know they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment where they are protected from physical, social, emotional, intellectual and sexual harm.
- acknowledge that the ultimate responsibility for the care and welfare of our pupils in school rests with the Board of Governors. However, the Head, Senior Management and all staff – teaching and non-teaching – have a responsibility for the implementation of pastoral care. The Head is responsible to the Board of Governors to keep them informed of the effectiveness of the Pastoral Care Policy within the School. The Senior Management Team will support class teachers in their efforts to achieve the aims of the pastoral care policy.
- recognize and acknowledge that prime responsibility for children rests with their parents and carers and therefore endeavour to keep a close working partnership with parents and carers to ensure that in all decisions the welfare of the child is the paramount consideration.
- are committed to ensuring that the principles and practices outlined in this Pastoral Care Policy Statement and resulting procedures are reflected in our management structure, pastoral care arrangements, curriculum provision, monitoring and evaluation procedures.

- recognize that in fulfilling our pastoral care responsibilities, there may on occasions be a need to work in partnership with external agencies – the Department of Education for N.I., EA, Social Services, the PSNI Care Unit and other relevant sections and we are committed to fulfilling our role in multi-agency working in promoting the care of our pupils.

### **Rockport School Pastoral care system**

Through its pastoral care arrangements and provision, Rockport School demonstrates its continuing concern for the personal and social development of all its pupils, regardless of age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life. Pastoral care is at its most effective when it is all pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curricular activities.

Procedures in place which facilitate an effective pastoral care system include the following:

#### **Care and Welfare**

- Strong staff-parent relationships, particularly through form teacher.
- Daily staff briefings.
- Excellent staff-pupil ratio.
- High number of staff on duty during free time.
- Regular liaison with cottage staff.
- Regular updates of staff on medical matters.
- Staff presence at meal times to supervise diet, manners and allergies.
- Pro-active role of Housemothers.
- Vigilance of staff in security of children.
- Form Tutor groups

#### **Providing a sense of purpose**

- Interactive and interpersonal skills are encouraged in Early Years through structured activities
- Pupils are actively encouraged to participate in a wide range of social, extra-curricular and academic activities.
- Pupils are encouraged to evaluate their own interests and abilities in order to pursue suitable GCSE choices and eventually career.
- All children are encouraged to exercise a degree of self-discipline and a sense of responsibility for the community. Older children are given tasks to help ensure the smooth running of the school.

#### **Raising and maintaining self-confidence and self-esteem.**

- Staff work hard and communicate frequently with each other, the Head, parents and the children to create a happy, secure environment in which the children feel their contributions can be valued.
- Staff look out for and encourage emerging strengths of individual children, both in the classroom and beyond
- Staff provide individual guidance and support in individual subject areas as children progress through the school.
- Form teachers and tutors show a particular interest in the activities of the children.
- Awarding certificates and prizes at Assembly.

- Awarding of trophies such as Industry and Perseverance, outstanding effort etc., on Sports and Speech Day.
- Boarding staff particularly follow up and maintain an interest in the activities and interests of the boarders.

#### **Encouraging good relationships among the children.**

- All Rockport children are encouraged to develop their own interests and personality without detriment to others. Time is taken to ensure minor disputes are generally settled to the mutual satisfaction of all concerned.
- Form teachers are encouraged to be vigilant in the relationships of those in their form. The system lends itself to ensuring that conflicts and problems are sorted out quickly.
- The many diverse teamwork situations in sport, music and drama ensure pupils have to get on with each other and appreciate each other's strengths and weaknesses.

#### **Security.**

- The security of each individual child is paramount.
- No chances should ever be taken or concerns ignored.
- Staff are advised to check something unnecessarily rather than to regret not having done so.
- Because Rockport operates an 'Open Door' policy to its parents, it is likely that staff will recognize parents around the school at delivery and collection times. However, if anyone is remotely suspicious of someone, it is much better to approach them and ask to provide help. If a staff member is still wary of an individual after approaching them, he/she will report the incident to the office immediately.

#### **Medical and dietary needs.**

##### **Children**

- All parents are required to complete a medical form for each child
- These forms are returned to and retained by the Housemother.
- At the beginning of each year the entire staff are briefed about the conditions of all children and particular attention is paid to serious conditions like asthma, allergies and special diets.

##### **Staff**

- All staff are required to complete a medical form, so that appropriate action can be taken if an accident ever occurs

### **Structure and Responsibilities**

#### **Statutory duty of Board of Governors**

The Board of Governors of Rockport School has a statutory duty, under Article 17 of the Education and Libraries (NI) Order 2003, to safeguard and promote the welfare of registered pupils at the school at all times when:

- on the premises of the school; or
- in the lawful control or charge of a member of the staff of the school

Pupil welfare embraces all aspects of school life through the pastoral care system, child protection, pupil behaviour, health and well-being, physical safety and security. The Board of Governors has a responsibility to take an active interest in all aspects of the school's activities which promote pupil welfare.

## **Curriculum**

The curriculum on offer at Rockport helps equip young people to deal with the challenges they face in life. It includes the area of Personal Development and Mutual Understanding at primary level and Learning for Life and Work at post-primary level. Both provide opportunities to promote positive mental and emotional health among young people. Throughout their schooling, children and young people at Rockport have to deal with a wide range of personal and social issues that may affect them, such as relationships, working with others, sex, drugs, smoking, alcohol and other health related issues. To do so effectively, requires them to have opportunities provided through the curriculum to discuss and explore such issues, so that they are able to make good choices and decisions. These opportunities are on offer through the curriculum-based classes and the provision of PDMU and Learning for Life and Work lessons to all children, where an open forum for discussion is encouraged.

Rockport School also supplements its delivery of PDMU/LFLW by using resource materials prepared by agencies or organisations external to the school or by using individuals or staff from these agencies or organisations to take lessons or learning programmes. This is normally done where a specialist expertise, for example medical knowledge, is helpful in dealing with a particular issue or where an agency has a relevant expertise through its normal business.

### **Support for vulnerable pupils**

A pupil may, at any time, experience difficulties in their personal and social circumstances which impair their ability to learn. All staff should be alert to the signs of distress and equipped to respond appropriately. The pastoral care system includes a support system, which may be tapped into when pupils are facing challenging times and are feeling vulnerable. Facilities such as mentoring or counselling are provided either by school staff or external experts.

Rockport School has established links with local statutory services, such as Social Services, the Child and Adolescent Mental Health Service and community and voluntary sector organisations, such as the NSPCC or Barnardo's, which offer support to children and young people.

### **Staff Members**

All members of staff, teaching or support, play a vital role in ensuring the safety, security and happiness of all our children and as such are integral to the effective delivery of a sound pastoral care system.

## **Procedures**

The implementation of Rockport School Pastoral Care Policy is documented in the series of policies and procedures which follow and which are not listed in any order of priority:

- Child Protection
- Code of Conduct
- Complaints Procedure
- Young Carers
- Responding to Suicide/Death
- Special Educational Needs
- Positive Behaviour Management

- Bullying
- Use of Reasonable Force
- Suspension/Expulsion
- LFLW Programme
- Procedure in Case of Illness or Injury
- Fire Drills
- Care in the Sun
- Head Lice
- Security Policy
- Housekeeping Policy
- Catering Policy
- Response to misuse of drugs
- Response to underage sexual activity
  
- Confidentiality
- Selection and Management of Volunteers and Peripatetics
- Away Days and Overnight Stays
- Work Experience

A separate policy is available for the Boarding department, which outlines and details policies and procedures pertinent to the safe and effective running of the boarding department. The Boarding Policy is attached at the end of this document.

## **Child Protection Policy**

The Board of Governors of Rockport School has a duty to ensure that a child protection policy is prepared and implemented. A copy of the child protection policy is made available free to parents of registered pupils and available for inspection at the school.

The Board of Governors has delegated lead responsibility for safeguarding and child protection to a specific member of the governing body. This designated governor receives appropriate training from the EA's Child Protection Support Service for Schools and is able to advise the governors on issues such as:

- the role of designated teachers
- the content of child protection policies
- the content of a code of conduct for adults within the school

Rockport School has a trained Designated Teacher with specific responsibility for child protection matters. There is also a second named trained teacher (Deputy Designated Teacher) to assume the responsibilities in case of absence. The names of both teachers are made known to all pupils, teaching staff, parents and members of the Board of Governors.

A code of conduct regarding the standards of behaviour expected of staff in their interactions with pupils is adhered to by all staff. Advice is given within this code of conduct which pertains to dealing with young people, how to address them, how to interact with them and how to safeguard against situations which may prove challenging.

Clear procedures are in place if there are concerns that a child is being abused, whether the concerns come by way of a disclosure from the child, observed behaviours by members of staff, or a report from a parent or another member of the public. Clear procedures are also in place, where an allegation of child abuse is made against a member of staff. The procedure to be followed will depend on whether the complaint is about the Headmaster, the Designated Teacher or another member of staff.

Rockport School maintains a confidential Record of Child Abuse Complaints made against members of staff. The record is reviewed by the Board of Governors annually and is available on request to the Education and Training Inspectors during inspections. The Board of Governors is provided with a report on all aspects of Child Protection within the school at least termly.

Pupils understand the child protection arrangements and information is displayed in the school about how they can raise a concern or complaint.

The chairperson of the Board of Governors shares responsibility with the headmaster to ensure that:

- governors are vetted in line with the Department of Education requirements
- a sufficient number of governors are suitably trained in child protection matters
- staff who work in the school are properly checked and vetted to ensure that the confidence of parents and the public, in their arrangements to protect children, is sustained
- all reasonable steps are taken to guard against employing people who might harm children or put them at risk.

# **Rockport School Child Protection Policy**

## **1. Child Protection Ethos**

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

## **2. Principles**

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

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

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

## **3. Other relevant policies**

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

- Behaviour Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Boarding Policy
- Sex Education
- Use of Mobile Phones/Cameras
- ICT and access to the internet
- Whistle-blowing Policy

This policy will be made available to parents and any parent wishing to obtain a copy should contact the School Office or visit the school website at [www.rockportschool.com](http://www.rockportschool.com)

#### **4. School Safeguarding Team**

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

- Principal – Mr George Vance
- Designated Teacher – Mrs Rhonda Palmer (VP)
- Deputy Designated Teacher – Mr Scott McIlveen
- Designated Governor for Child Protection – Mrs Amanda Small
- Chair of Governors – Mr Michael Burke

#### **5. Roles and Responsibilities**

##### **5.1 The Chair of the Board of Governors**

The Chair of the Board of Governors must:

- Ensure that the school has a Child Protection Policy in place
- Ensure that Governors undertake appropriate child protection and recruitment & selection training in line with that provided by the SEELB
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive regular updates in relation to child protection activity at Governors' meetings

##### **5.2 The Designated Governor For Child Protection**

The Designated Governor will advise the 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 twice-termly updates
- Recruitment, selection and vetting of staff

##### **5.3 The Board of Governors**

The Board of Governors must ensure:

- That the school has a Child Protection Policy in place and that staff implement the policy;
- Relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same;
- That confidentiality is paramount. Information should only be passed to an entire Board of Governors on a strictly need to know basis.



## 5.4 The Headteacher

The Headteacher must ensure that:-

- DENI Circular 99/10 is implemented within the school
- That a designated teacher and deputy are appointed
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors' meetings (twice-termly updates)
- That the school child protection policy is reviewed annually and that parents and pupils have access to this document.
- That confidentiality is paramount, information should only be passed to the entire Board of Governors on a strictly need to know basis.
- Allegations against school staff are managed.

## 5.5 The Designated Teacher (And Deputy)

The designated teacher and deputy must:-

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training annually)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff (and parents)
- Make referrals to Social Services (Gateway team) or PSNI Public Protection Unit where appropriate
- Liaise with the South Eastern Education & Library Board designated officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide a twice-termly verbal report to the Designated Governor regarding child protection issues (without detailing pupils' names; etc.)
- Notify the Chair of the Board of Governors in the event of an allegation against the Headmaster.
- Ensure that key safeguarding lessons form part of the preventative curriculum.
- Promote an ethos of safeguarding within the school.

## 5.6 Staff - The Class Teacher / Classroom Assistants / Ancillary Staff

Staff see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

The member of staff must:

- read, understand and sign the Staff Code of Conduct (**Appendix 5**)
- refer concerns to the Designated/deputy teacher for Child Protection;
- listen to what is being said and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions
- Avail of whole school training and relevant other training regarding safeguarding children
- **NOT** give children a guarantee of total confidentiality regarding their disclosures

These recommendations also apply in pre-school and day care.

## 5.7 Parents

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Child Protection Policy;
- reporting to the office when they visit the school other than for dropping off or collecting their child
- raising concerns they have in relation to their child with the school.

## 6. What is Child Abuse?

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

We use the following definitions:

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

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

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel

frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

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

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

*(From the Regional Child Protection Policies and Procedures - 2005)*

## **Signs and symptoms of abuse – see Appendix 1**

### **7. Procedures for Making Complaints in relation to child abuse**

#### **7.1 How a Parent can Make a Complaint**

At Rockport we aim to work closely with all our parents 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 or form teacher or the Designated teacher for child protection/Deputy or the Principal. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the **flowchart in Appendix 2**.

#### **7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff**

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

The designated teacher may need to seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information. The designated teacher may also consult with the South Eastern Education & Library Board's designated officer for child protection or Social Services (Gateway Team) before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

The consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought prior to making a referral to Social Services. The exception to this is where to seek such consent would put that child, young person or others at increased risk of

significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

Where consent of the parent/carers and/or the young person is sought to make a referral to Social Services we will explain at the outset, openly and honestly, what and how information will, or could be shared and why, and seek their agreement to making the referral. In circumstances where the consent of the parent/carer and/or the young person is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone the Eastern Health & Social Services Gateway Team. He will also notify the South Eastern Education & Library Board's designated officer for child protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the SEELB designated officer for child protection.

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

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Do's	Don'ts
Do listen to what the child says.	Don't ask leading questions.
Do assure the child they are not at fault.	Don't put words into the child's mouth.
Do explain to the child that you cannot keep it secret but that help is available.	Don't ignore the child's behaviour.
Do <b>document exactly</b> what the child says, using his/her exact words.	Don't remove any clothing to examine any marks or injuries.
Do remember not to promise the child confidentiality.	

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

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

If a complaint is made against the Designated teacher the Principal will be informed.

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

Where an allegation is made against a member of staff, a detailed record of the complaint, signed by the Principal, shall be retained on the child's file and the file of the member of staff concerned. An entry will also be made in the school's Child Protection File.

If, as a result of a subsequent investigation by one of the investigating agencies, the member of staff concerned is totally exonerated, the record on the file of the member of staff concerned shall be expunged, and the entry in the school's Child Protection File removed, deleted or struck through.

However where disciplinary investigation or action is undertaken in the context of child protection, all details relating to the complaint and disciplinary sanction shall be maintained on the teachers file for a period of 5 years. The record on the child's file should be noted accordingly, and should be maintained indefinitely in case there should be subsequent complaints.

This procedure with names and contact numbers is shown in **Appendix 4**.

#### **7.4 Where a complaint has been made about possible abuse by a volunteer**

Any complaint about the conduct of a person working in the school in a voluntary capacity should be treated in the same manner as complaints against a person who is on the school's staff, and the above procedures followed. If the Principal has any concern that a child may be at risk, the services of the volunteer should be terminated immediately.

### **8. Attendance at Child Protection Case Conferences and Core Group Meetings**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an Initial and/or Review Child Protection Case Conference or Core Group meeting convened by the Eastern Health & Social Care Trust and where possible a school representative will be in attendance. Feedback will only be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection Register will be monitored in line with what has been agreed in each child's protection plan.

### **9. 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 and where physical or sexual abuse is suspected, a legal duty to report this. However, only those who need to know will be told.

## **10. Record Keeping**

All child protection records, information and confidential notes are kept in separate files in a locked steel cupboard. These records are kept separate from any other file that is held on the child or young person.

If a complaint about possible child abuse is received by the school and is not referred to Social Services – or if it is referred and Social Services do not place the child's name on the Child Protection Register – a record will be permanently preserved and a confidential copy will be sent to any school to which the child subsequently transfers.

If Social Services inform the school that a child's name **has** been placed on the Child Protection Register, a record of this fact and associated documentation from Social Services will be maintained on the Child Protection File while he or she continues to attend our school.

When the child's name is removed from the Child Protection Register, then all Social Services records will be destroyed and only the school records retained for permanent preservation. Should a child transfer to another school whilst their name is on the Child Protection Register, then we will inform the receiving school that his/her name is on the Register and the name of the child's Social Worker will be forwarded as well. All Social Services records held by us in relation to the child will then be destroyed. The schools own child protection records in relation to the child will be held in secure and confidential storage for permanent preservation.

## **11. Vetting Procedures**

All staff including volunteers who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

## **12. Code of Conduct for all staff, paid or unpaid**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. The school has a code of conduct for staff which is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector.

**The school's Code of Conduct is included at Appendix 5.**

## **13. Staff Training**

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

When new staff, teacher training students or volunteers start at the school they are briefed on the school Child Protection Policy and Code of Conduct and given a copy of the policy which includes what to do if they have concerns about a child.

#### **14. The Preventative Curriculum**

Throughout the school year child protection issues are addressed through assemblies and in LFLW & RS classes. Relevant information is displayed in prominent places to provide advice on who to speak to and to communicate child helpline numbers. See the Child Protection Contacts poster at **Appendix 6**.

Within the LFLW & RS schemes of work pupils have the opportunity to:

- Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries and gender issues in relationships.
- Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss.
- Develop strategies to promote personal safety, for example, responding appropriately to different forms of bullying, abuse, physical violence, developing safe practice in relation to the internet, getting home, understanding and managing risk, the place of rules and boundaries.

Outside agencies and visiting speakers are often used to deal with controversial issues in a sensitive manner.

#### **15. Monitoring and Evaluation**

Rockport School will update this Policy regularly and review procedures in the light of any further guidance and legislation as necessary.

On-going evaluation will ensure the effectiveness of the Policy.

## Appendix 1

### Signs and Symptoms of abuse – possible indicators

#### Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

#### Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smells; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

#### Emotional Abuse

Physical Indicators	Behavioural Indicators
<b>Well below average in height and weight; “failing to thrive”;</b> poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self mutilation;	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison;



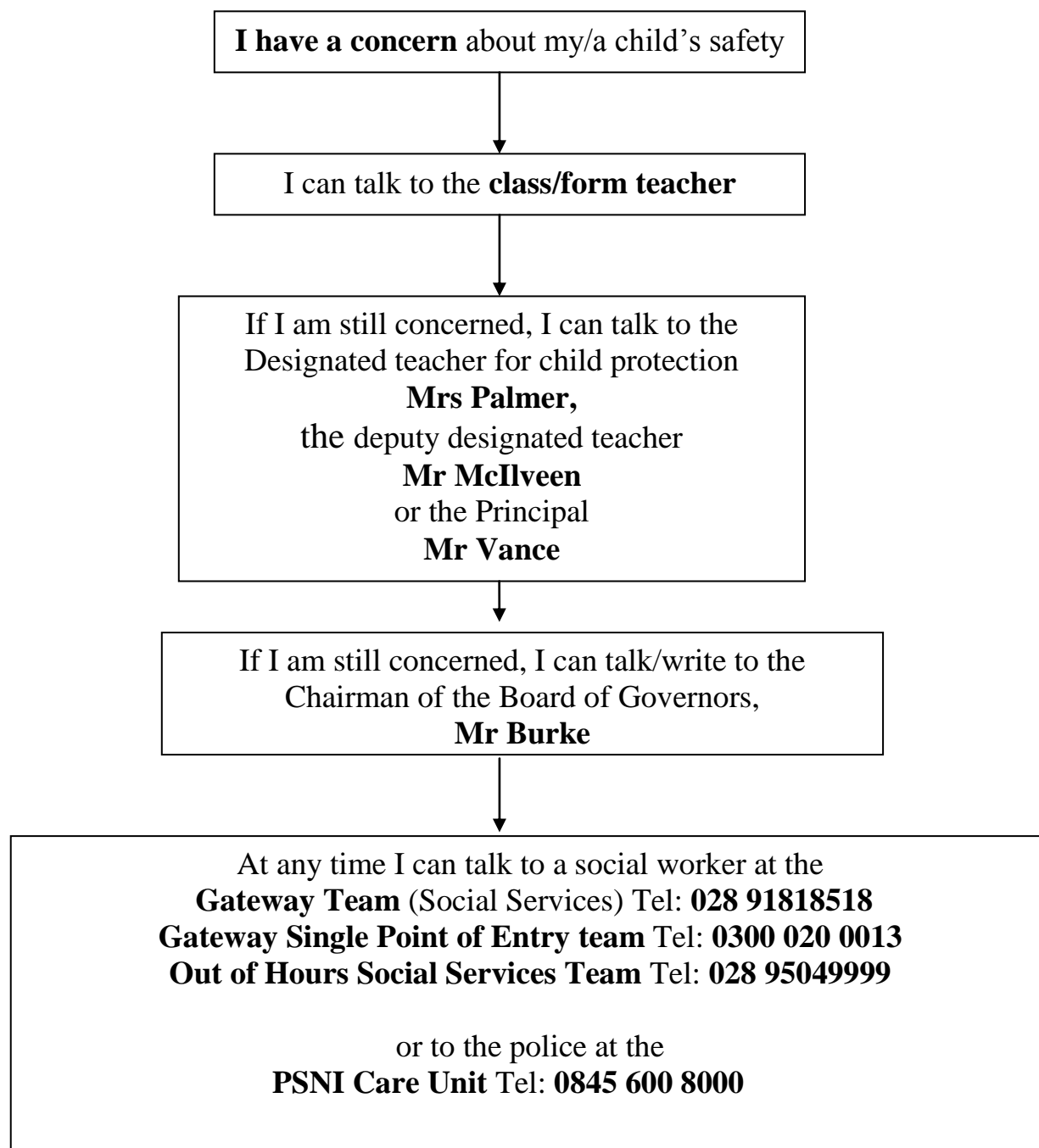
signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.
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### Sexual Abuse

Physical Indicators	Behavioural Indicators
<b>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</b> bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

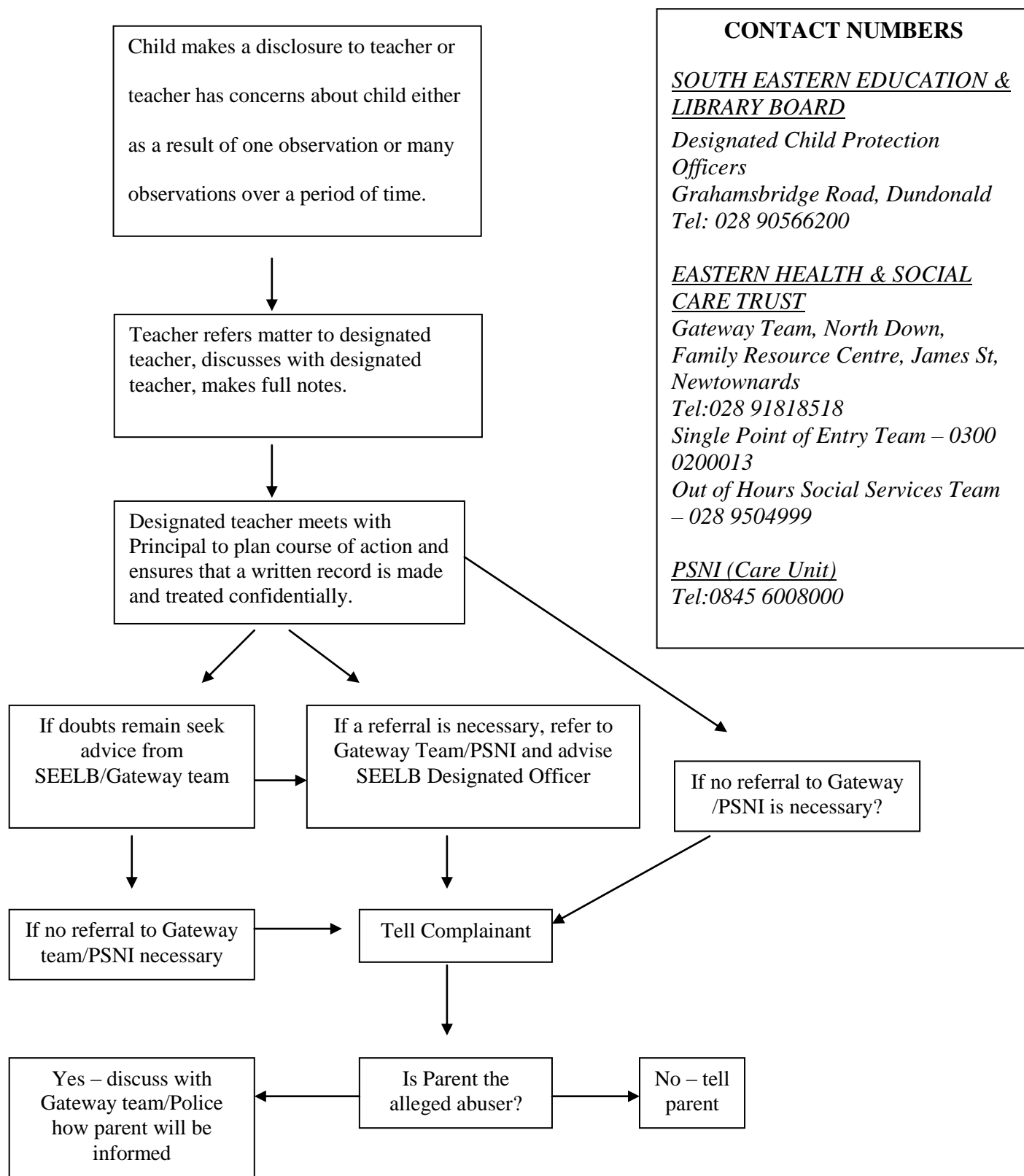
## Appendix 2

### How a Parent can make a Complaint



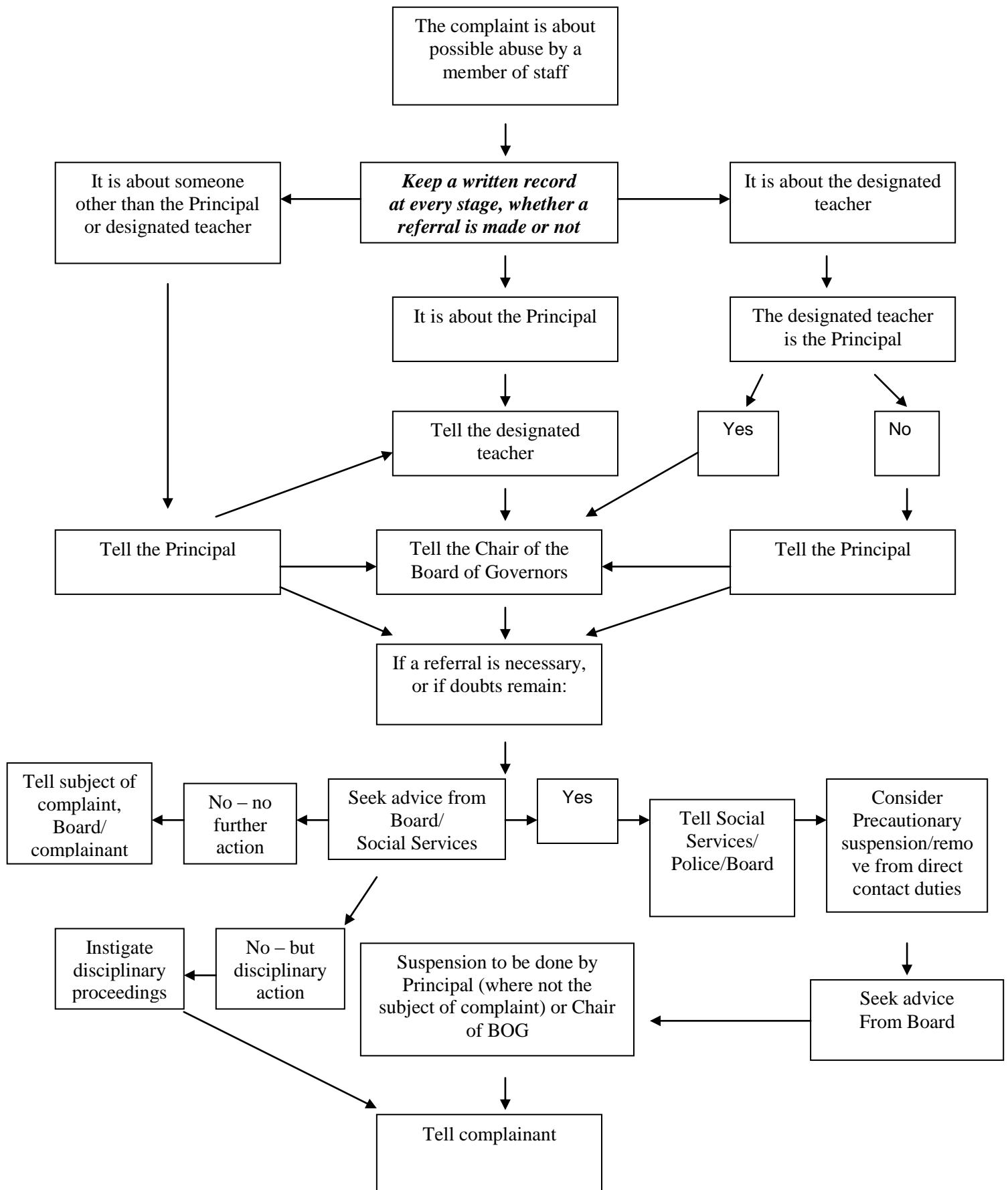
## Appendix 3

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



## Appendix 4

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





### **STAFF CODE OF CONDUCT**

#### **Private Meetings with Pupils**

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but is not advisable to use signs prohibiting entry to the room.
- Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

#### **Contact with Pupils**

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.

- Staff should be particularly careful when supervising pupils in Boarding, where more informal relationships tend to be the norm, and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment. This also applies in approved out of schools activities, and on residential tours and trips.

### **Choice and Use of Teaching Materials**

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

### **Relationships and Attitudes**

Within the Pastoral Care Policies of the school, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

### **Social Networking**

Staff should be aware of the dangers inherent in engaging in social networking activities; especially with pupils and parents, and with sharing any personal information with others. Staff should avoid making any comments or posting anything which might be construed as being derogatory, defamatory, rude, threatening or inappropriate about the school or anyone at or connected with the school. Staff must use social networking sites responsibly and ensure that neither their personal/professional reputation, nor the school's reputation is compromised.

### **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

From time to time it will be prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

**Signed:**

**Date:**

### Child Protection Contacts

The designated child protection teacher is

Mrs Palmer

The deputy-designated teacher is

Mr McIlveen

#### Important telephone numbers

- Social Services (Gateway Team) 028 9181 8518
- PSNI – CARE Unit 0845 600 8000
- Childline 0800 1111
- NSPCC Helpline 0800 800 500
- Out of hours Social Services 028 95049999

#### Reporting an Incident

If you have concerns about a possible risk of harm to a child, please

**Inform the designated teacher at the earliest opportunity**

## Complaints Procedure

Any complaint to do with child protection, whether reported verbally or in writing to the school, **must** be investigated by the school, as a criminal offence is being alleged.

- The D.O. and the D.D.O. will discuss the matter with the Head.
- The Head reports the matter to the Chairman of the Board of Governors.
- The D.O. will conduct discreet, preliminary inquiries and in consultation with the Head, will decide at what point it is necessary to involve external agencies.
- the D.O. will make one of three choices:
  - ( a )        The event could not possibly have happened.
  - ( b )        There is a possibility it happened (therefore it may be necessary to arrange leave for a member of staff).
  - ( c ) It most definitely happened and immediate action must be taken. Please note that once the D.O. has made contact with the Police, (s)he loses all power to deal further with the alleged offence.
- The D.O. will acknowledge the complaint within 5 days and will get back to the complainant as soon as possible, but no later than 14 days
- If the complaint is made against the D.O., the D.D.O. will report it to the Head.

A flow chart detailing the complaints procedure is detailed with the Child Protection Policy.



## Young Carers

Rockport realizes that in all schools there are pupils who have to cope with particular difficulties at home, including caring for parents, siblings or other relatives. Such circumstances may adversely affect a pupil's health and welfare, behaviour, attendance and academic performance. Physical and behaviour indicators may, therefore, become apparent in relation to that pupil which concern staff.

Bearing in mind our pastoral care ethos, Rockport endeavours to work in partnership with parents/carers and in our determined desire to promote the paramountcy of the welfare of children, we as a school have a responsibility to endeavour to support a young carer by:

- Enabling and encouraging young carers and their families to seek and receive understanding, help and support from the school. Parents and young people are encouraged to advise us, in confidence, if a young person is fulfilling the rôle of carer to enable the school to facilitate the situation;
- Maintaining up-to-date records in relation to a young carer and ensuring that only those staff who "need to know" will be advised of the situation so as to best respond to the young person's individual needs;
- Identification of a young carer through recognition of physical and/or behavioural indicators (it is rare for a young person to disclose they are a carer and therefore the stresses of such a rôle become apparent through behaviour and physical signs);
- Discussing the matter with the D.O. or D.D.O. as to the way forward, which would best support the young person;
- Ensuring that each case of a young carer is handled with sensitivity and confidentiality so as to preserve the dignity and privacy of the young carer and his/her family;
- Providing a co-ordinated approach to support young carers within the school;
- Liaising with outside support agencies such as The Education Welfare Office, Social Services and Medical Services, for guidance and to ensure appropriate support.

Staff within Rockport who have direct responsibility for a pupil who is a young carer should not carry the responsibility or concern of managing and supporting the pupil by themselves. The Designated Staff's and the Education Welfare Officer's guidance and support must be availed of and a co-ordinated approach is necessary to enable the young person to have the best experience of education and school.

It may be appropriate, depending on the demand upon the school in relation to young carers, for staff to partake of relevant externally provided training. The School will arrange such training for relevant Pastoral Care Staff when appropriate.

## **Crisis Management for accidental and non-accidental death**

This policy is designed for crisis management in the following situations:

- Accidental death of pupil or staff member.
- Suicide of pupil or staff member.

Suicide among children and young people in Northern Ireland has increased in recent years. We believe it is imperative as a school to have considered the issue of child suicide affecting our school and have agreed a policy and procedure for managing such a situation.

We aim to provide a secure and healthy living environment for our pupils. Through the taught curriculum we aim to increase self-esteem, self-confidence and coping skills in all pupils and to identify those pupils at risk and refer them for appropriate help.

In the event of a crisis as outlined in the first paragraph, the Senior Management Team have an outline "Action Plan" which is essential so that at such a sensitive time no one or nothing is overlooked. The support of staff is crucial so that they can be empowered to help pupils, parents and the community. The first 48 hours after a crisis are vitally important and the Action Plan addresses this period initially. In the weeks following this, ongoing help and support for those most affected by the events will be undertaken by staff and outside support agencies, e.g. CRUSE, etc.

### **Crisis Procedures**

To handle effectively the 48 hour period after a crisis, the Senior Management Team will follow this Action Checklist to guide them in relation to response to and management of the situation:

- Is there a clearly defined communication system in place?
- Have the facts been confirmed?
- How and when should staff be informed?
- How and when should pupils be informed?
- What specific information about the incident will be given to staff and pupils?
- How will the school help to protect the family's privacy?
- Who is the spokesperson for the school and what comment, if any, will be made to the media?
- What will members of staff be advised to say if contacted by the media or other agencies?
- How should the personal possessions of the deceased person be dealt with?
- What form of counselling and support will be provided for those pupils and staff who are upset and from whom?
- Where will the counselling centre(s) be located?
- For how long will special counselling be provided?

## **Ongoing support**

In dealing with the long-term effects, it must be recognized that some pupils and staff may continue to experience a sense of loss, rejection, anger and disillusionment for some time and that the “grieving” process needs to be worked through by each. A number of areas need to be considered:

- Facilitation of expressions of grief, e.g. memorial service, special assembly.
- Vigilance by staff with counselling and support for pupils will minimize the risk of copycat attempts by peers.
- Pastoral staff to have regular contact with the most vulnerable pupils.
- Continued support and contact with the family of the deceased person.
- Opportunities provided for staff to reflect on their own reactions and share their findings on the monitoring of vulnerable pupils.
- Careful handling of incomplete homework, sanctions, sick days, etc.
- Some grief counselling may be appropriate for a group of pupils – both friends of the deceased pupil and other vulnerable pupils with recent family loss.
- Care and empathy should be exercised at prominent dates or occasions such as inquest, anniversary, etc.
- Understanding of unusual, out of character behaviour should be recognized as the individual’s way of coming to terms with their grief and treated sympathetically and if necessary referred to an appropriate expert.
- Review of events – warning signs with hindsight.  
– lessons to be learnt.

### **Internal Supports may include:**

- The school’s pastoral care personnel.
- The Board of Governors.

### **External Supports may include:**

- The family doctor.
- The health professionals who visit the school, including psychology services.
- The Social Services.
- Members of relevant voluntary agencies, e.g. the Samaritans, CRUSE.
- The local clergy.

Only one person will be responsible for talking to the media. This will be the Head, or in his absence, the Chairman or Vice Chairman of the Board.

## **Special Educational Needs**

### **Introduction**

**Rockport** provides a broad and balanced curriculum for all pupils. Some pupils have individual learning requirements, which could create barriers to learning. Teachers take account of these requirements and make additional provision to support these pupils and enable them to access the curriculum effectively and achieve expected progress.

Special educational needs may be experienced by an individual either throughout or at any time during their school career. Barriers to learning may include communication and interaction, cognition and learning, behaviour, emotional and social development, sensory, physical or medical issues.

This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the needs of individual pupils.

### **Philosophy**

All pupils regardless of their strengths and weaknesses are valued members of our Rockport School community. They should feel secure and supported, have opportunities to experience success and know that expectations of them are high.

All pupils are entitled to a broad and balanced curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.

Effective assessment and provision with close partnership between pupils, parents, school, library boards and external agencies will enable the pupil's needs to be met with success. (SEELB offer 15 hours p.a. consultation and support to Rockport).

Rockport shares a whole school responsibility to ensure all pupils are given the opportunity to achieve their full potential.

### **Aims and objectives**

- To ensure that all pupils placed on the Special Educational Needs Register have their needs met, recognising the stages of the Code of Practice.
- To make clear the role of all partners involved in the support of individual pupils.
- To enable all pupils to have full access to all elements of the school curriculum
- To implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum.
- To create an environment that meets the Special Educational Needs of each pupil.
- To ensure that all Individual Pupil Profiles are of good quality and meet the requirements outlined in the Code of Practice.
- To provide 1:1 tuition with experienced specialist dyslexia practitioners in the Cottage. *(Presently charged as an extra, but Governors to consider*

*discretionary budget for parents unable to afford additional Cottage fees or SEN charges to be absorbed into school fees).*

### **Educational inclusion**

Through appropriate curricular provision, Rockport respects the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Require a range of different teaching approaches and experiences.

Teachers respond to pupil's needs by:

- Providing support for pupils who need help with communication, language and literacy, understanding their learning style.
- Planning to develop pupil's understanding through the use of all available multi-sensory experiences
- Planning for pupil's full participation in learning, and in physical and practical activities
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Supporting individuals in managing their emotions, particularly trauma or stress, and to engage in learning.
- Helping pupils to record their knowledge and achievements

### **Special educational needs**

Pupils with special educational needs have additional learning needs that call for special provision to be made. All pupils may have special needs at some time in their lives. Rockport recognises that the 1981 Code of Practice and 1993 Education Acts instruct schools to distinguish between the different stages of assessment in the Code of Practice.

#### **Rockport's Special Educational Needs Co-ordinator (SENCO):**

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for individual pupils
- Equips every member of staff with the confidence to address SEN
- Manages responses to children's special needs
- Supports and advises colleagues
- Seeks advice from and liaises with external and support agencies where necessary
- Maintains the school's SEN register
- Contributes to and manages the records of all children with special educational needs

- Manages school-based assessment and completes the documentation required by outside agencies and library boards especially in regard to access arrangements for GCSE examinations (form 8)
- Acts as a direct link with parents
- Monitors and evaluates the school's Special Educational Needs provision

### **The role of the governing body**

As outlined in the Code of Practice the governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils. They report annually to parents on the success of the school's policy for pupils with special educational needs.

Pupils with special educational needs will be admitted to Rockport in line with the school's agreed admissions policy.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with a Statements of Special Educational Needs (presently £500 pa).

The head teacher informs the governing body of how the funding allocated to support special educational needs has been allocated.

The head teacher and the SENCO meet to agree on how to use funds directly related to statements.

### **Assessment**

Early identification of SEN is vital. The class teacher informs the SENCO of any concerns at the earliest opportunity so that early intervention can be put in place as required.

The class teacher and the SENCO assess and monitor the pupil's progress in line with existing Rockport practices and with the addition of further assessment where needed.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Rockport uses the five stage model in response to pupil's special educational needs based on those set out in the Code of Practice.

### **Cause for Concern:**

- The class teacher identifies areas of concern and in consultation with SENCO, implements various strategies within the classroom that are appropriate. Parents are informed of action.

### **School Action:**

- The SENCO supports the class teacher in gathering information and co-ordinating the pupil's provision in class.
- Assessments are conducted to facilitate an understanding of an individual pupil's barriers to learning and how these can be overcome.
- Cottage 1:1 tuition with a specialist is offered at an extra charge.
- In some cases, and at the request of the SENCO, advice or assessment from the Learning Support Service SEELB is carried out at primary level.
- Progress is closely monitored and assessed.
- Individual Pupil Profiles are established at this stage where appropriate.
- Review meetings are held with parents and class teacher each term.
- At Stage 3 the teacher and the SENCO are supported by outside agency involvement. Individual Education Plans are in place and targets are reviewed on a termly basis or earlier where necessary.
- Specific, targeted intervention is implemented.
- Termly review meeting with parents, SENCO, class teacher and any agencies involved.
- Multi-disciplinary assessment is applied at Stage 4 following consistent intervention, only if this intervention is deemed unsuccessful or insufficient to meet the needs of the pupil.

### **Statement:**

- Pupil has a Statement of Special Educational Need set out by the Library Board at Stage 5.
- Rockport implements outlined provision.

### **Inclusion**

All pupils are given the opportunity to achieve their full potential. Teachers use a range of strategies to meet the pupil's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stages of learning.

Individual Pupil Profiles feature significantly in the provision that we make at Rockport, informing staff of needs and strategies to be implemented. Profiles are to be kept on the MIS.

Rockport supports children in a manner that acknowledges the pupil's entitlement to share the same learning experiences that their peers enjoy.

Wherever possible, we would not withdraw children from the classroom situation. There are times when to maximise learning, pupils work in small groups, or in a one-to-one situation with an SEN specialist.

### **Partnership with parents**

Rockport's prospectus contains details of our policy for special educational needs, and the arrangements made for these pupils in our school.

A named governor takes a special interest in special needs and is willing to meet with parents and SENCO to discuss any problems.

Achievement for all – To improve the engagement of parents of pupils with SEN with their school:

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have morning daily meetings to share the progress of pupils with SEN and can meet with parents at any time during the school day. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

Parents with any complaint regarding the provision made at Rockport with pupils with SEN should put the complaint in writing and follow the normal complaints procedure.

The Governing body encourages staff to participate in In-service training in relation to SEN. Recent whole staff training has included ASD training.



### **Monitoring and evaluation**

- The SENCO monitors the movement of pupils within the SEN system at Rockport.
- The SEN register is fluid. It is regularly reviewed and updated by SENCO.
- The SENCO is involved in supporting teachers involved in preparing Individual Education Plans or Pupil Profiles.
- The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area.
- The SENCO and the named governor with responsibility for special needs also hold meetings.
- The Governing Body reviews this policy every three years and considers any amendments in light of the annual review findings.
- The SENCO is familiarised with the entire contents of JCQ rules and regulations for Access Arrangements/ Adjustments.
- The SENCO processes applications on line for GCSE Access Arrangements.
- The SENCO will hold evidence for inspection purposes for GCSE qualifications

**Learning Support Statement of Intent -**  
**Our commitment to the school, pupils and parents**

We offer to the whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.  
We employ a range of strategies to achieve this including:

- Identification & assessment of individual needs
- Designing individual learning programmes
- Advising and working with colleagues (academic & pastoral)
- Liaising with external agencies
- Communicating with parents

We are committed to equal opportunities and show due regard in our work, policy and procedures.

## Rockport SEN Concerns Administrative Procedures

	<b>SCHOOL MONITORING</b>
<p><b>Stage 1</b> <b>Initial Concern</b></p> <p><b>School based (20% of pupils)</b></p>	<p>Teacher, parent or previous school identifies an initial cause for concern and communicates this to the SENCO, completing Cause for Concern form. Evidence to be collated</p> <p>Pupil's name put on SEN register.</p> <p>Appropriate classroom strategies and differentiated programmes are put into place to meet needs in the classroom</p> <p>Parents consulted and kept informed.</p> <p>Progress monitored and reviewed by class teacher.</p> <p>If progress significant after two reviews then no further action required.</p> <p>Pupil's name removed from register.</p> <p>If concerns continue move to Stage 2</p>
<p><b>Stage 2</b></p> <p><b>School based</b></p>	<p>Teacher meets with parents and requests permission for SENCO to assess pupil.</p> <p>Accordingly pupil to be offered 1:1 tuition with a specialist teacher if appropriate( at an extra charge)</p> <p>Class teacher to continue differentiated strategies</p> <p>IPP to be put in place by SENCO</p> <p>Pupil's name remains on SEN register</p> <p>After review pupil either stays at stage 2, reverts to</p>

	Stage 1 or may be moved to Stage 3
<b>Stage 3</b>  <b>School and external agencies</b>	<p>If 1:1 tuition unsuccessful, SENCO will advise Head that external assessment by SEELB or private Educational Psychologist is necessary in consultation with parents and staff.</p> <p>SEELB offers 15 hours p.a. child assessment at primary level</p> <p>School will provide evidence of SEN.</p> <p>Medical issues should be referred to pupil's GP by parents</p> <p>Pupil's name remains on SEN register</p> <p>Evidence of need to be provided and filed</p>
<b>Stage 4</b>  <b>External agencies</b>	<p>SEELB considers need for statutory assessment and if agreed makes a multi-disciplinary assessment to confirm decision, advising parents of proposals</p> <p>Head may give special direction either modifying or dis- applying the NI Curriculum for 6 months (Curriculum regulations 1990 SR&amp;O 1990 No 288)</p> <p>Pupil's name remains on register</p> <p>Evidence of need to be filed</p>
<b>Stage 5</b> <b>External agencies</b> <b>School annual review (2% of pupils)</b>	<p>Board arranges monitors and reviews a Statement of SEN.</p> <p>Pupil's name remains on SEN register.</p> <p>Evidence of need to be filed</p>

**What if I am concerned about a pupil? Target Setting - A Problem to Solution Approach**

**1. Clarify the concern**

What is the real source of my concern?  
How will I define it?  
Is it something to do with me, school, child, family, others?  
Who has actually got the problem?

**2. Get your evidence**

What is the extent of the problem?  
What patterns can I identify?  
What evidence is available?  
Have I got a balanced view of the Issue?  
What else might I need but haven't got?

**3. Plan**

What ways are open to me to improve the situation?  
What planning strategies could I use?  
Am I moving towards a solution?  
What are the significant outcomes?  
Where is the child's voice in this process?

**4. Action**

How will the plan be converted into action?  
How will I know I am doing what is intended?  
How will I know if it is working?  
How will the results of the review be fed back into the plan?  
**Is it working?**

Pupil's Name:	D.O.B:	Year
		Class
CoP Action	Agencies Involved:	
<b>Achievements and Difficulties</b>	<b>Comment</b>	
Reading		
Spelling		
Handwriting/Presentation		
Comprehension of Written Materials		
Numeracy		
Oral Ability		
Work Rate/Completion of Tasks		
Motivation		
Concentration		
Motor Control		
Physical/Sensory		
Behaviour		
Co-operation with Adults		
Co-operation with Peers		

Self Esteem/ Confidence	
Personal Organisation	
Sequencing	
Auditory Memory	

IPP in place						
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<b>Review Date:</b>						
<b>Date Completed:</b>						
<b>Signed</b>						

**Record of Concerns**

**Name of pupil:** \_\_\_\_\_

**Concern raised by:** \_\_\_\_\_

**Form:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Details of particular strengths?**

**What progress has been made?**

**What is the exact nature of the concern?**

**What strategies have already been tried regarding this concern? (e.g. different curriculum, extra peer support, planned individual work, IEP, parental involvement)**

**What further action is necessary? What do you want to get out of this requested involvement?** (e.g. small group/individual withdrawal, phone call/meeting with parents, SENCO to interview, counselling, targets set, referral to senior management, further training)

**Signed** \_\_\_\_\_









## Positive Behaviour Management



### Policy Statement

The school aims to create a safe, happy and caring environment in which every child can realize his or her full potential.

The policy is based on promoting positive behaviour. It requires a whole school approach that is clearly understood by pupils, staff, parents and governors.

Our aim is to implement a policy that is both measured and appropriate; and one in which there are clear procedures for dealing with a range of different behaviours in a fair and consistent manner.

Consequences are designed to improve behaviour and are to be appropriate, measured, incremental, graduated and timely.

The policy is designed to promote respect for oneself, respect for others, respect for property and the environment, as well as to maintain and develop the positive relationships and mutual respect which we recognise already exist between staff and pupils in this school.

### Consequences

#### Level 1 – Minor issues:

(eg. Failure to produce prep; etc.)

#### Teacher led - No written record is required

- **Informal chat:** A quiet word by a teacher often will prevent more major problems from developing
- **Reprimand:** A verbal reprimand by the class teacher or form teacher. Where it is considered that a reprimand is appropriate, it will be constructive in its approach and will include advice or set targets on how to improve behaviour
- **Extra prep:** e.g. Failure to produce work resulting in having to finish classwork at home
- **Separation:** Moved to isolation/single desk in class – for a set period only and within the teacher's vision and direct control.
- **Catch-up:** Time-out for supervised work at break or lunchtime.
- **Removal of minor privileges:** e.g. Loss of break time or time after lunch

## **Level 2 – Moderately serious Misbehaviour:**

**(e.g. Disruption, persistent refusal to cooperate or produce overdue work, etc.)**

**Teacher led - A written note is kept of the incident by the teacher for three months or one term**

- **Parental Involvement:** Contact parents to agree strategies to improve behaviour
- **Faculty Referral:** Refer to Head of Faculty for potential placement on a Support Card (Green Card)
- **Deputy Head Referral:** for potential placement on a Report Card (Red Card)
- **Withdrawal outside class-time:** Remove (under supervision) children causing problems from the social setting at break or lunchtime

## **Level 3 – Serious or Persistent Misbehaviour**

**(e.g. Failure of previous consequences, fighting, unkind or vindictive behaviour)**

**Teacher in consultation with Faculty Head - A written record is kept by Deputy Head**

- **Parental Interview:** A formal interview with the parents will be arranged (parents may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which may include:
- **Withdrawal:** For short periods only. Child will be removed from the class to include break and lunchtime and complete normal classwork work under the supervision of the Head of Faculty/Deputy Head
- **Withdrawal of privileges:** e.g., exclusion from an after-school activity, a school trip, school sports team, excursion or tour

## **Level 4 – Behaviour requiring serious consequences**

**Head/Deputy Head: A written record is kept on individual pupil file/Engage database**

In serious cases of inappropriate behaviour one or more of the consequences listed below will be invoked: either immediately as a result of a serious incident; or if all previous measures have been exhausted and have still failed to address serious or persistent behaviour.

**Weekday Detention:** Parents must be given 24 hour written notice to include details of detention including the reason, date, place and time of detention. Failure to attend may result in a Saturday Detention.

**Saturday Detention:** Parents must be given 48 hour written notice to include details of the weekend detention including the reason, date, place and time of detention. Failure to attend may result in a Suspension.

<b>Suspension:</b>	Suspension for serious breaches of conduct may be applied with immediate effect: The school will either apply a fixed-term suspension or an indefinite suspension pending the outcome of any investigation.
<b>Referral:</b>	A child may be referred for EA or other professional psychological or behavioural assessment. This may lead to support from the Behavioural Support Service, or in the child being issued with a statement of behavioural difficulties.
<b>Exclusion:</b>	Following a serious incident a pupil may be definitely or indefinitely suspended which may in turn lead to permanent exclusion from the school.

### **Behaviour Outside School**

Note: In accordance with guidance from the Department of Education for Northern Ireland, Rockport School reserves the right to impose consequences on any pupil for incidents directly related to school, but which occur outside the school premises or outside school hours.

### **Appendix 1: SCHOOL RULES**

School rules exist primarily to promote safety and secondly to enable children to learn to live happily together, to have concern and consideration for each other and to develop effectively.

### **ROCKPORT SCHOOL RULES**

#### **Guiding Principles**

- At all times, pupils must maintain such a standard of conduct and appearance as to uphold the good name of the School, whether in or out of uniform.
- The school rules will automatically prohibit any action or inaction that:
  - *Contravenes Health and Safety Regulations*
  - *Offends common sense, or normal civilized behaviour*
  - *Breaks the law*

## **Specific Rules**

### **1. Respect for Others**

- Pupils must treat others with respect and **bullying** in any form will not be tolerated
- Appropriate language must be used at all times
- Pupils may only write on whiteboards with permission
- Pupils must behave in an orderly and mannerly fashion, both in school and in public
- Public displays of affection are discouraged
- **Noise** should be kept to a minimum at the following times;
  - After lights out in the evening
  - During Prep
  - During Roll Call
  - After a bell in the Dining Hall
  - Whilst staff enter or leave assembly
  - In class and in the vicinity of examination halls and classrooms in use

### **2. Respect for Property:**

- No pupil may interfere with another pupil's property; pupils are also responsible for naming and looking after their own property
- It is forbidden for pupils to touch or interfere with anything that is in or on a teacher's desk or in cupboards
- Pupils may be authorized to bring a laptop or tablet into school, provided this is to be used for school purposes
- **Mobile Phones**
  - We advise against bringing mobile phones into school. However, those who do bring a phone need to observe the following rules:
  - Phones should be switched off during lessons
  - Cameras must not be used unless authorized as part of a lesson
  - No image, reference or any other information relating to school must ever be recorded, transmitted, shared online or posted on any social media site
- **Valuables**
  - Large sums of money or valuables must not be brought into school

- Valuables which are brought in should be signed-in for safe keeping
- Books owned by the School must be kept in good condition
- Any pupil who causes damage to school property must report it immediately, and will be responsible for the cost of its repair

**3. Appearance.** At Rockport, great emphasis is placed on manners and etiquette, and particularly on the uniform guidelines as issued

- **Hairstyles** must not be extreme:
  - Boys' hair must not be longer than the top of the shirt collar.
  - All hair bands and bobbles must be dark green or black.
  - No hair colouring or hair gel is allowed in the Junior School
  - In the Senior school, artificial hair colouring must be subtle
  - Boys in the Senior School may wear subtle gel
- **Make-up and Jewellery:**
  - No nail varnish is allowed
  - Subtle make-up is permitted from Year 10
  - Boys and girls may wear an inexpensive watch and one signet ring
  - Girls are allowed a pair of plain gold or silver stud earrings
  - Girls from R10 may wear a short plain gold or silver chain
  - No body jewellery is to be worn
  - All jewellery must be removed for games

**4. Attendance and Absence:**

- All pupils must register with their form teacher between 0840 and 0855
- Senior School pupils must record their departure time with their form teacher at registration
- Pupils arriving after 0855 must register with the School Office
- Pupils leaving at any other than the authorized time must sign out in the school office on departure and sign in upon their return
- Pupils are not permitted to leave the premises during the normal school day, except when approved



- No pupil should be absent from school, except for illness, without permission previously obtained from the Headmaster
- For any leave of absence, an application must be made to the Headmaster in writing
- **Illness:**
  - On return to school after illness pupils must bring a note from a parent or guardian stating the dates of absence and the nature of the illness
  - Pupils who are “off games” must bring a letter from home and hand it to their Form Teacher who will inform the Head of Sport

## **5. Health and Safety Rules**

- Running is forbidden indoors
- Ball games are only permitted in designated areas
- Anything which has the potential to cause harm or danger to oneself or to others must not be brought to school
- Chewing gum must not be brought into school
- Kiwi fruit, nuts and food containing nuts must not be brought into school
- Any prescribed medicines or drugs must be held and dispensed by House Staff
- The front car park should not be used as a play area at collection and delivery times
- Sixth Formers may only drive vehicles onto the school grounds with prior permission from the Headmaster
- Sixth Form Parking permits will be issued from the School Office and may be revoked at any time by the Headmaster
- Sixth Form Parking will only be permitted in designated areas

## **6. Out of Bounds.** Although inside the school grounds, the following areas are *Out of Bounds*;

- The boarding house, during the school day
- The Staff Room, staff offices, all staff accommodation and area around staff houses
- All maintenance areas and the back lane to the domestic site
- All tractors, maintenance vehicles and the vehicle hangar
- The Kitchens and all food preparation areas
- The river at all times

## **General**

All Rules apply while the pupil is in School uniform and at School events, in or out of School Grounds.

Pupils found guilty of continual severe breaches of discipline are liable to suspension, which could eventually result in their permanent exclusion from School

## **Anti-Bullying**

Rockport makes its attitude to bullying quite plain to children and parents – zero tolerance. Through carefully planned and continually reviewed policies, Rockport strives to keep bullying to a minimum and to deal quickly and effectively whenever situations arise.

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. At times bullying is easy to recognize as it manifests itself in a violent and/or aggressive manner with the victim being physically abused. At other times, however, it is not so easily identified and may have a more emotional or psychological effect on the victim as in name-calling, threats, extortion or isolation. Usually bullying is a campaign, over time, against a child, but sometimes there can be just one incident.

**Examples of bullying:** (this list is not exhaustive).

Physical	pushing, kicking, punching, hitting or any use of or threatened use of physical violence.
Written/Verbal	name-calling, sarcasm, spreading rumours, nasty teasing, hurtful notes, sexual taunting.
Emotional	excluding, being deliberately unfriendly, tormenting, racial taunting, threatening or rude gestures, mobile phone text messages and e-mails.
Menacing	demanding money, possessions, to copy homework, or that the victim or bystanders do not report the bullying.

Bullying is a highly distressing and damaging form of abuse and is not acceptable in our school. Staff are vigilant to the possibility of bullying occurring and will take immediate steps to endeavour to stop it from happening.

The school has a Positive Behaviour Management Policy, which is based on explicit Rules, Rewards and Sanctions, known, understood and agreed by all pupils, teachers and parents. The system gives pupils responsibility and choice which is designed to build self esteem, to teach self discipline, to create good relationships in the classroom and to use, not abuse, all school facilities.

**To help prevent and eliminate bullying, we will endeavour to:**

- Develop children's social skills, e.g. to be assertive rather than resorting to aggressive or submissive behaviour. This will be addressed through the LFLW/PDMU programme.
- Promote self-discipline among pupils and a respect for others.
- Encourage good behaviour on the part of pupils.
- Secure the standard of behaviour that is acceptable within the school.

As a caring staff we will give our whole-hearted support to the victims of bullying by:

- Listening attentively
- Taking incidents seriously
- Reassuring the child that the incident will be dealt with
- Identifying how the situation could have been avoided or resolved

### **Actions to be taken if bullying is suspected:**

- Ensuring zero tolerance – the Head currently reminds the pupils that bullying will not be tolerated in any form
- An atmosphere is provided in the school to ensure children feel safe to speak out
- Children, parents, teachers, volunteers, peripatetics and non-teaching staff are encouraged to speak out when they witness bullying behaviour
- offenders are dealt with firmly by having appropriate and agreed structures in place
- The staff pupil ratio is excellent both in class and at break times and ensures a high level of supervision
- Rockport has a very approachable staff, who investigate or report incidents promptly
- Daily staff briefings ensure tight communication
- Through LFLW/PDMU lessons, pupils learn that no pupil needs to be intimidated by another and learn the importance of peer support, i.e. they are encouraged to look out for each other and to tell staff when something is amiss
- All staff are encouraged to be vigilant and available
- The Head addresses the risks in Assembly from time to time
- A pro-active structure of 'listening' is available throughout the school – Form Teacher, House Mother, LFLW teacher, DO, DDO etc.
- Bullying incidents will be recorded in a notebook. Relevant notes will be transferred to a child's file
- The school encourages close communication with parents
- The whole Rockport ethos expects a tolerance of others
- Where a particular approach to a child is required, the Head will discuss this with staff to ensure consistency. Training of staff to recognize bullying is covered through Child Protection and Behaviour Management Training
- If the child persists in misbehaviour, the parent will be sent for and the parent, with the child present, informed of his/her record of bullying
- In partnership with the parent, a plan of action will be drawn up as to the next steps to help the child to conform to the standard of behaviour acceptable in the school. This plan of action may require reviewing and developing

### **Possible Sanctions:**

- Home/School Link Book or Link Book with Housemother in the case of boarders
- Report Card – shown daily to the Deputy Head
- Daily/weekly report
- Withdrawal of free time at break and/or lunchtime

- Removal of privileges such as representing school teams, attending extra curricular activities, taking part in class or school trips
- After school detention, agreed to by the parent(s)

Parents are advised to raise concerns about their child/ren with the Head in relation to suspected or confirmed bullying occurring.

If the bullying becomes persistent and the above mentioned methods of dealing with such behaviour prove to be ineffective, the Head and Senior Management Team may need to explore other avenues for dealing with the pupil(s) and the victim(s), seeking advice from relevant agencies and, if need be, referring the matter under the Child Protection procedures stated.

## **Use of Reasonable Force**

Rockport School recognizes its dual responsibility to ensure the welfare and safety of its pupils and to promote and secure good behaviour and discipline on the part of its pupils.

This policy and these procedures have been formulated following full consideration of, and in line with, guidance provided by the Department of Education for N.I. in relation to the Education (N.I.) Order 1998 which enables a member of staff to use, in relation to any pupil at the school, such force as is reasonable to prevent a pupil from:

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

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it, and the degree of force employed must be in proportion to the seriousness of the behaviour or the consequences it is intended to prevent. It should not be used as a form of discipline but rather when other behaviour management strategies have failed.

Reasonable force can be used only by teachers and specifically authorized members of non-teaching staff.

The need to use reasonable force to restrain or control a pupil should be rare. Furthermore, it is emphasised that corporal punishment remains unlawful and that neither article 4 of the Education (N.I.) Order 1998 nor the D.E.N.I. Circular in any way authorize teachers or others to use any degree of physical contact which is deliberately intended to cause pain, injury or humiliation.

The right of a teacher or specifically authorized member of non-teaching staff to use reasonable force applies where the pupil concerned is on the school's premises and when the member of staff has been authorized to have lawful control or charge of the pupil concerned elsewhere, e.g. supervision of pupils in bus queues, on an authorized out of school activity such as an educational visit, swimming, etc.

The circumstances when it might be acceptable to use reasonable force fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury to the pupil or to another pupil or person.
- Where there is a developing risk of injury to another pupil or person, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Physical intervention can take a number of forms. It might involve staff:

- Using voice and body language.
- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding – by wrist, or put hand under elbow.
- Pushing – using both hands on top of shoulders or waist level at back. =
- Leading a pupil by the arm, at the elbow.
- Shepherding a pupil away by placing a hand in the centre of the back.

The Code of Conduct for staff clarifies the situation with regard to physical contact with pupils. Immediately after an incident, the Head should be informed.

An incident file will be kept by the Head to include:

- Name(s) of pupil(s) involved
- Witnesses
- Where the incident took place
- Reason that force was necessary
- The management of the incident by staff member and the strategies employed

## **Suspension and Exclusion**

Rockport, as a school, is responsible for promoting good behaviour on the part of its pupils, and for securing an orderly and safe learning environment for all its pupils and staff. The act of suspension or exclusion will only be considered as a last resort, all other behaviour management strategies having been exhausted. In other words, if the behaviour of one or more pupils is considered to be such that it affects the order and safety of the staff or the other pupils, exclusion will be considered. If a suspension or exclusion is to happen, it could be for reasons such as:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse.
- Presenting a significant risk to the health/safety of other pupils by selling illegal drugs.
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform with agreed school policies on, for example, discipline or dress code.
- Crude racial abuse over a prolonged period.

This list is not exhaustive.

### **Step 1**

Use of all other behaviour management procedures.

### **Step 2**

Verbal warning about suspension in presence of child and parents, to be recorded.

### **Step 3**

Suspension to be delivered to child with parents present, to be recorded.

If suspension does not produce the desired change of behaviour, the school will move directly to the final stage, Step 4.

### **Step 4 - Exclusion**

Normally the school will proceed through the three stages outlined above **BUT** incidents such as drug dealing on the school premises, or serious bullying involving extortion or blackmail are examples of behaviour that necessitate exclusion for a first time offence.

This list is not exhaustive.

Only the Headmaster or the Chairman of the Board of Governors can exclude. The Head/Chairman will exclude the pupil (temporarily or permanently) in the presence of the pupil and the parents with another staff member present.

The Head will communicate:

- the period of exclusion.
- the reason for exclusion.
- the appeals procedure.



Within 48 hours of exclusion, the Head will make the above points in writing and will advise the parents of their right to see the pupil's school record.

### **Appeals Procedure**

If parents wish to appeal, they must do so in writing to the Board of Governors, stating reasons why their child should not have been excluded.

- The Board of Governors has up to 28 days to consider the case before setting a date to meet with the parents.
- The parents may bring a friend to the meeting and if requested in writing, the pupil may attend. If the parents plan to bring a legal representative, they must advise the Board of Governors at least 48 hours prior to the meeting.
- In advance of the meeting, all written statements from both school and parents should be submitted. All written documentary evidence must be delivered to the Board of Governors not less than 14 days before the date of the meeting, once notice of the date has been given to them by the Board of Governors, otherwise it will not be considered.

Following the meeting, the Board of Governors may give an immediate extempore decision if circumstances of the case so permit, or otherwise to reserve its position and give its written decision within 7 days.

If the school is forced to exclude a child, it will inform the Education Authority

## **Rockport School LFLW Policy**

At Rockport we envisage the study of LFLW covering a wide area of human activity: family, home, child development, peers' influence, environmental issues, healthy living, abuse and much more. Each of these themes interacts with the others and as such, cannot always be dealt with in isolation. For comprehensive teaching of LFLW, most topics need to be taught and developed from year to year, taking the level of maturity of the children into account.

LFLW is part of the overall 'Personal Care' system within Rockport, e.g. counselling, discipline, behaviour, etc. It will also run hand in hand with the academic side of things and indeed, by definition, enhance it. LFLW has natural links with the careers education programme, especially in Senior School. LFLW also combines with the academic programme in the form of a leaving statement, i.e. A Record of Achievement. The academic side will cover pupils' progress/results; the personal side will hopefully cover or comment on issues such as attendance, punctuality, appearance, peer and staff relationships, hobbies and interests, etc.

### **Key Stage 1**

The underlying philosophy of PDMU is "that children have the right to be safe and that adults have the responsibility to ensure the safety of children." The topics covered through discussion, illustrations, stories, games and puzzles are:

- Getting lost or separated
- Bullying
- Approaches by strangers
- Keeping secrets
- How to deal with unwanted touching (how to protect their own bodies)

The aims of PDMU at KS1 are:

- To teach children positive and practical ways of getting help and of dealing with potentially harmful or dangerous situations.
- To make them aware that they are special and no-one has the right to make them feel afraid or unhappy.

By the end of the course, the children will know how to:

- Protect their own bodies.
- Say "no"
- Get help
- Tell
- Be believed
- Not keep secrets
- Refuse touches

- Not talk to strangers
- Break rules (if it is necessary to protect themselves)

The aim of the course is to make children aware of the very real dangers which exist in their world, to equip them with appropriate strategies for dealing with them and to teach this in a relaxing, non-frightening way.

## **R5– R12**

An LFLW programme is the ideal tool with which to raise students' confidence and enable them to develop inter-personal, social and communication skills, vital in preparing students for adult life. Throughout the school years and the Key Stages, the fundamental aims for LFLW remain the same:

- To promote positive self-image to young people as individuals taking responsibility for themselves and towards others
- To help young people to explore the idea of individuality and to encourage self-awareness
- To enable young people to assess and to understand peer group pressure
- To develop strategies for assertiveness in the face of peer group pressure
- To explore values and attitudes; fairness and justice; right and wrong; responsibility; respect and tolerance; personal, family and cultural beliefs
- To promote skills communication; assertiveness; decision making; social skills; safety strategies
- To develop pupil knowledge – rights; health; laws and rules; people; sources of help
- To help pupils show understanding – empathy; relationships; effects of change; expectations

The effectiveness of the LFLW programme can only really be assessed as the children have a chance to use certain 'life skills' in real life situations and there may be certain indicators that these skills have been acquired in the context of the school, such as – communications will be better, relationships more supportive, behaviour more responsible, service to others more common and mutual respect more apparent.

Developing the emotional intelligence of the children at Rockport is our visionary aim. It requires commitment to enhancing self-esteem and belief in the value of LFLW. It will help build good citizens for the future.

## **Procedure in case of illness or injury**

### **Pre-school and Early Years**

Small cuts and grazes are dealt with by the teachers themselves. If there is a deeper cut or a lot of dirt is in the wound, the teacher will take the child to Housemother. If a child has bumped his/her head, he/she will be taken to Housemother and stay with her until she is either happy that the child is perfectly alright, or the parents will be contacted to bring the child home. In the case of illness, the Housemother will telephone the parents. Depending on the severity of the illness and the time delay involved, the child will either stay in the classroom, being kept warm and happy, or be taken to lie down in Housemother's room until the parents can collect him/her. No Early Years/pre-school children are ever left unattended. In all these cases, the parents will be informed by the Housemother as to what exactly has happened. Parents will always be informed by the class teacher about injuries to the head.

### **Medication**

All medication (which the child requires in class) apart from Antihistamine, Inhalers or Ventolin Syrup, should be handed in to the House Mother, so that she can control all administration.

### **Emergencies when parents cannot be contacted**

The Housemother will take children to the Casualty Department at The Ulster Hospital, driven by another member of staff. All parents are required to fill in a medical form and a consent form. The medical form will be taken to hospital with the child.

### **R5 to Senior School**

Housemother deals with all cuts, grazes, bumps, sprains, headaches, etc. Children go to Housemother when they need to, accompanied by another child in most instances. Housemother has a sign on her door to indicate where she can be found if she is not in her room.

### **Medication**

Any medication required during the day must be brought to Housemother and she will ensure that the pupil receives it at the appropriate times.

### **Illness**

Parents will be informed if a child is ill and Housemother will look after him/her until the parents can collect him/her. If parents have given their child Calpol or some other medicine in the morning, they are advised to write or speak to the Housemother or teacher.

If their children are still ill, or have been during the night, they are advised to give the children an extra day in bed rather than risk infecting others or the children being miserable in school.

### **Injuries**

Housemother will give First aid to the pupil and then take the pupil to hospital for treatment if this is required and the parents are not available to do so themselves. Again parents will be informed.

### **Housemother's Day Book**

Housemother keeps a record of every visit by children, including time of the visit and action taken. Housemother plays an important pastoral rôle and gets to know the children well, so children sometimes come on the pretext of a sore stomach but really to have a chat about something that is

concerning them and Housemother always attempts to find time to listen to them. Housemother liaises closely with the DT or DDT regarding Child Protection matters.

### **Accident Procedure in school grounds**

When a pupil sustains a bad injury at games or otherwise:

- Staff member should send a pupil immediately to fetch Housemother.
- The pupil should be kept **as warm as possible**.
- The pupil should not be moved (apart from being turned carefully on his side if unconscious)
- On arrival of the Housemother, the staff member should inform the School Secretary.
- The Housemother will decide whether to ring for an ambulance.
- The office staff will inform the Head, who will then inform the parents or guardian.

### **Accident Procedure away from school**

- Take any steps possible in keeping with medical procedure guidelines. If there is uncertainty about state of illness or accident, accompany child to nearest hospital.
- Contact the school/Head immediately so that contact can be made with the parents to make whatever arrangements are necessary.
- If contact with school or parents proves to be impossible, the member of staff must make any decisions 'in loco parentis'.

## Guidelines for Medical Procedures

This document is not a comprehensive guide to treatment, but is intended to ensure that certain procedures are carried out by all concerned. Any case of injury or illness about which there is any doubt must be referred to the doctor or hospital.

### Accidents

- All accidents must be reported to the Head and the school secretary, or in the Head's absence, the Deputy Head.
- All accidents must be reported fully in the Housemother's Day Book, including location witnesses, precise details on the condition of the child (medical and emotional) and action taken.
- If a child is injured and needs to be taken to Casualty, the Housemother should inform the office and proceed as soon as possible. The child should be made as comfortable and warm as possible after First Aid treatment has been given. If there is a suspected fracture to the arm, it should be supported by a sling. Cuts requiring stitching should be clean and covered with a dressing.
- If a child has suspected concussion, two adults must accompany the child. The Housemother should travel in the back seat with the child, ensuring the child is kept warm and taking a basin in case the child vomits. The child must be given nothing to eat or drink.
- If a child has a severe fracture, again two adults should accompany the child. In the case of a fractured leg or suspected spinal damage, an ambulance should be called.
- In the case of severe bleeding, every attempt should be made to stop it by compression and the child should be taken to Casualty as soon as possible with two adults accompanying the child.
- A full report of any accident and resulting visit to hospital must be given to the parents of the child, either by telephone or in writing. This should be confirmed by an entry in the Day Book.
- At all times a second adult must accompany Housemother and the child.

### Medical Treatment

All visits to Housemother by children for medical reasons must be recorded in Housemother's Day Book. This must include the time, what the child complains of, any visible symptoms, temperature (where appropriate). All details of medication must be entered as well as any treatment and if further action is required.

- Only medication approved by the school doctor or the child's own doctor may be given. Medication can **never** be given to a child for whom it was not originally prescribed.
- When a child is on a prescribed medicine, it is the responsibility of the Housemother to ensure that it is taken at the correct interval and frequency and that the child completes the course: medication must be sent home at weekends if necessary.
- **Calpol and Paracetamol may not be given to children under 7 years without parental consent.**
- Approved medicines are:

Calpol (Junior and +6)	TCP Gargle
Paracetamol soluble	Arnica Cream
Kolanticon Gel	Savlon
Merocets	Sudocrem
Benylin or other cough linctus	Vicks

Bonjela  
Piriton  
Waspeze

Kaolin and Morphine  
Glucose Tablets  
Jungle Gel

- It is normally the responsibility of the parents to take weekly boarders and day children to the doctor.
- Conditions which must be followed up by a visit to the doctor:
  - Earache
  - Very sore, red throat
  - Cough and tight chest in asthmatics
  - Unusual skin rash, especially if blisters present, or tiny red flat spots which do not blanch on pressure.
  - Any other serious illness obviously requiring a visit
- Housemother should put any child who has had a temperature in the preceding 24 hours off games. Doctor's recommendation on this must also be adhered to.

#### **Guidelines for Housemother when a child comes with a medical complaint**

- ( a ) Assess the child and if necessary take temperature. If the child has no temperature and seems well enough to return to class, he/she should return after being clearly told that if the condition becomes worse he/she should return to see the Housemother.
- ( b ) If the child has a temperature, he/she should be put to bed in sick bay. The child's medical form is checked and if appropriate, medicine according to age is to be given. Calpol Junior to under 7's, Calpol 6+ to Prep School children and usually paracetamol tablets to Senior School pupils, a jug and glass of water and be checked regularly. The parents of day children must be informed and where suitable the child should go home.
- ( c ) The Housemother should keep in mind possible psychological reasons that may be behind continuous visits to her, e.g. complaints of stomach pain often mean that a child is unhappy and it is important for the Housemother to talk to the child and try to find out what is upsetting him. This must be talked over with Housemother and the parents. If it is felt that the child has spoken in confidence, particularly about relationships at home, this should be respected unless the child is at risk. It may be necessary to discuss the matter with the Head.

#### **HEAD INJURIES**

##### **IF A CHILD FALLS AND BANGS HIS/HER HEAD OR IF THERE IS A BLOW TO THE HEAD, EXTREME CARE MUST BE TAKEN.**

- Nothing should be given to eat or drink, especially no painkiller.
- Careful observation of the child is vital. If any sign of head injury occurs –disorientation, loss of memory, blurred vision, drowsiness, sickness, loss of consciousness (however brief), the child must be taken immediately to Casualty.
- A second adult should accompany Housemother. (The Head/Deputy Head/ most senior member of staff will take charge in the Housemother's absence).

- If the child shows no signs of the above, a careful watch must be kept for the following 1 – 2 hours and parents must be informed so that they can continue observation.
- A swelling from a minor bump can be reduced with a cold compress.
- Cuts should be cleaned and assessed as to whether they require stitching/staples. Check the medical form to assess whether the child has had a recent Tetanus injection.

## **Fractures**

Due to the difficulty in diagnosing most fractures, children should always be taken to hospital if there is any doubt about an injury. The child should be kept as still and warm as possible and the injury supported – by a sling in case of the arm. Injuries to legs can be supported by bandaging to the opposite leg or immobilizing knee and ankle joints but in the case of a bad leg injury, an ambulance must be called. Ankles can be bandaged and the child assisted to the car. Open fractures must be covered with a sterile dressing, a padding of cotton wool and a firm bandage. Again, depending on the severity of an open fracture, it may be advisable to call an ambulance.

**Any spinal injury must be dealt with by the emergency services. The child must not be moved.**

## **Choking**

Try to get the child to cough out food. Bend the child over with head lower than lungs, sitting or bending, slap sharply between shoulder blades with heel of the hand. Try 4 times if necessary. A small child can be placed over the knee.

If this fails, try abdominal thrust (Heimlich Manoeuvre - stand behind the child, place clenched fist with thumb inwards in centre of stomach area between navel and breastbone. Grasp fist with other hand and pull both towards you with a quick inward and upward thrust. Repeat up to 4 times. If unconscious, lie on back with head well back to keep airway open, kneel astride and thrust with heel of both hands inward and up.

## **Asthma**

Reassure and calm, sit down, leaning slightly forward with arms on table or sit in bed with pillows supporting arms.

Sometimes an attack of breathlessness can be stopped by inhaling steam from a kettle or running a hot tap. **Croup** should be dealt with in this way.

If asthma has occurred before and child has an inhaler, he should be encouraged to use it. **The parents must be informed about an attack.**

Ventolin will give fast relief.

Becotide helps to prevent attacks.

Any asthmatic children in the boarding department should have inhalers, they should carry a Ventolin (or similar) inhaler with them. A spare should be available in the Housemother's room. The Housemother should supervise use of preventative type inhalers and recordings on peak flow charts, which the doctor supplies if he feels it is necessary. Spare inhalers must be given to the Housemother.

## **Common complaints**



### **Stomach pain.**

- Appendicitis – pain in lower abdomen, usually slight temperature, tenderness and nausea. Difficult to diagnose, if in doubt consult doctor.
- Constipation can cause general pain in the lower abdomen. Children who are prone to this should be encouraged to drink more – at least 1 cup/glass of fluid at every meal and 1 before bed. Orange squash and whole oranges are helpful.
- If stomach pain is accompanied by vomiting and diarrhoea, take the child's temperature, put to bed and ensure adequate fluids are taken. Re-assess after 6 hours. **Remember, Appendicitis can present in this way.**

### **Kidney infection.**

- Slight pain, frequent passing of urine, may feel hot when urinating. Child must be taken to the doctor.
- Tenderness or injury of testicles must be referred to the doctor. In the case of a kick to testicles, any swelling must be treated rapidly and must not be left overnight.

### **Minor Cuts and Grazes**

Clean thoroughly, either under a running tap or with cotton wool soaked in a Savlon solution. Use cotton buds to remove grit. If it is not possible to clean the cut or graze, dress and refer to the practice nurse or casualty. Clean cuts and grazes should be covered with Melolin dressing or ordinary plaster if they are minor.

### **Severe Bleeding**

Try to stop the bleeding by applying pressure over the wound with a sterile dressing and **lift injury above the level of the heart**. Take to hospital as soon as possible accompanied by a second adult.

### **Nose Bleeds**

Sit the child down, with the head well forward, pinch the soft part of the nose for 10 minutes or until bleeding has stopped. If unsuccessful, blow nose and try once more. If it continues for more than ½ hour, take to hospital. Do not plug the nose.

### **Burns and Scalds**

Any burn larger than a 10p piece should be referred to hospital. Any burn from electrical equipment of deeper than the surface of the skin must also be referred to hospital.

**Treatment of minor burns:** Place affected area under cold running water for ten minutes. Dress with Melolin. Do not apply any cream or lotion. Blisters should not be broken as this can increase the risk of infection.

### **Insect Bites**

Wasp and bee stings: remove sting and treat with Waspeze. **Children with known allergy should be taken to hospital immediately.** Any children who have unusual swelling after being stung should be seen by a doctor.

Midges – apply insect bite cream such as Anthisan.

### **Rashes**

Many viral infections cause toxic red rashes and are often mistaken for measles. They disappear as rapidly as they appear, but often persist for a few days. Most children should be immunised against Measles and German Measles. Chicken Pox is a common infectious childhood illness. If a child has blister type spots, starting initially on the back, then it may be Chicken Pox. Impetigo is a common infection and must be treated by the doctor. Yellow crusts appear on the areas affected, often around the mouth or hands.

### **Septicaemia Symptoms**

Be aware of the following symptoms. Do not take any chances and do not waste any time.

- Fever/vomiting.
- Drowsiness/impaired consciousness.
- Rash.
- Rapid breathing.
- Cold hands and feet.
- Abdominal/joint muscle pain.

### **Meningitis Symptoms**

- Fever/vomiting.
- Severe headache.
- Stiff neck.
- Dislike of bright lights.
- Drowsiness/impaired consciousness.
- Rash (tumbler test).

### **Foreign Bodies**

Splinters - remove with tweezers or sterilized needle and ensure area is clean.  
Eyes - If a foreign body is embedded, do not attempt to touch or remove. Cover with eye patch and take to hospital.

### **Aches and Pains**

Headache - Take temperature, if necessary give paracetamol. A note should be taken of any child complaining of recurring headaches, especially if severe, in which case the doctor should see the child.

Toothache - Give paracetamol, wash mouth out with either warm or cold water. Painful gums and any inflammation or ulcers can be relieved with Bonjela. Dental appointment should be made by parents.

Earache - Any problems with earache can be caused by an infection and the child **should see a doctor as soon as possible.** Child or Housemother will let parents know. Any child who has recently had their ears pierced must keep their ears covered with a plaster during games. The child should keep a supply of these in his games bag.

Sore throat	- Mild cases can be relieved with TCP gargle, Merocets or paracetamol. If a sore throat persists, looks red, is very painful and the tonsils look infected, the child must see a doctor.
Cold sores	- If the cold sore has already appeared, it may be helped with Blistezel. Any child with a tendency to cold sores should get a prescription for Zovirax from their own doctor.
Sunburn	- Calamine lotion may soothe it. The child should be told to use sun lotions.
Hiccups	- Sit the child down quietly, tell him to hold his breath or give him a long drink. Place a paper bag over mouth and nose and make the child breathe in and out.
Bruises-	Raise and support injury if bruising is bad. Apply cold compress and Arnica cream.
Verrucas	- These should be pared down every other night and a suitable topical preparation(supplied by the parents) painted on nightly. A protective sock should be worn in the changing rooms and showers to prevent spreading the infection to other children.
Winding	- Sit child in a relaxed breathing position, loosen clothing. Calm and reassure child. Gently massage upper abdomen.
Muscular pain	- Caused by strains can be relieved by rubbing in arnica cream. Massage will help.

### **Anaphylactic Shock**

Each child in the school who could have possible anaphylactic reaction has had an emergency procedure drawn up by school and parents. Procedures are posted in prominent positions all around the school and all staff dealing with these children carry Emergency Procedure cards.

### **ADHD**

The parents of any children requiring drugs for ADHD will sign an agreement with school and will have the responsibility of keeping Housemother informed about any change in dosage.

## Fire Procedure

It is essential that both pupils and members of staff are familiar with a procedure to follow at any time of the day or night when the fire alarm sounds. Children must appreciate the serious nature of such an exercise and must never be allowed to become apathetic about the routine. Periodic drills will be practised.

### REMEMBER

- The first priority is to save lives – not to save buildings or personal property.
- All fire drills must be recorded in the register which is kept in the Bursar's Office

### Day-time fire

Alarm sounds

#### Office

All office staff go directly to the all-weather pitch, taking the registers and the staff book.

#### Classrooms

- Member of staff turns off lights and closes windows and doors on way out if possible. The class goes to the all-weather pitch in silent single file with the member of staff taking up the rear.
- All pupils line up in form order. Form teachers receive registers from office staff at the all-weather pitch. They then check the roll. Any discrepancies should be reported immediately to the controller. This will usually be the Head. In the Head's absence, the controller will be the Deputy Head. Staff who are not form teachers will report to the controller in case a form needs the roll called and the form teacher has not turned up for whatever reason.
  - The school secretary will take a register of all staff and any contractors/visitors who are on the premises. Any discrepancies should be reported immediately to the controller.
  - While the controller is on the all-weather pitch, the Deputy Head and Groundsman will
    - go to the front hall to check the location of the activated detector on the control board.

They will then proceed with caution to investigate. If there is **ANY** suspicion that the fire alarm is in response to a real fire, they will **immediately leave the building**, call the fire brigade and notify the controller.

If the alarm is false, they will turn off the alarm bell and notify the controller that the school may be dismissed.

In the event of the alarm sounding during the day when classes are not in session, all staff and pupils on the premises should walk immediately, in silence, to the all-weather pitch. The routine should then follow as ( a ) above.

### After Supper

If the alarm sounds in the period after supper, the pupils go to the Jackson Hall for a roll call to be taken by the evening duty staff. All adults on the campus should attend to assist.

## **Night Alarm**

It is essential that all fire doors in the bottom corridor and on stairwells are checked shut and that the steel steps outside lights are on before bedtime and that **the boarding lists are correct**

## **Alarm Sounds**

### **Boys' dorm:**

- Dorm lights on.
- House Master will make sure that the boys are out of bed and are wearing dressing gown and slippers. He will assemble the boys by the fire door and check that the number of children is correct.
- The children will leave the dorm via the steel stairs and will cross over to the Jackson Hall (key on the duty board). The House Master will count the children as they leave the building and will be the last to leave.

### **Girls' dorm:**

The Housemother and House Mistress will do a similar drill upstairs with the girls.

- In the Jackson Hall the children will line up by dorms in silence and the House Master will call the roll.
- The Housemother will remain with the children whilst the House Master and House Mistress return to the front hall to check the alarm zones and to see whether the alarm has sounded falsely.
- The children will either return to bed or the following calls will be made as appropriate:

999	EMERGENCY SERVICES
9042 5939	THE HEAD
9042 6415	THE DEPUTY HEAD
9042 7192	THE HOUSE MASTER
9042 8789	THE HOUSE MISTRESS (Flat 1)
9042 6626	THE HOUSE MISTRESS (Flat 2)

## **LOCATION OF BREAKGLASS CALL POINTS**

### **MAIN BUILDING**

#### **Basement**

A1 Outside housekeeper's door.

## **Ground Floor**

- B1 Outside Bursar's office.
- B2 Beside children's front door.
- B3 Hub.
- B4 New Beatty hallway.

## **First Floor**

- C1 On landing outside Supper Room.
- C2 Senior boys' dormitory (just inside door).
- C3 Beside boys' fire escape door.

## **Top Floor**

- D1 Senior Girls' Dorms beside door to bathroom stairs.
- D2 Top of stairs outside staff bedroom.
- D3 Beside girls' fire escape door.

## **Early Years Building**

- PP1 Hallway beside front door.
- PP2 Beside Jackson Hall fire door.
- PP3 Beside east corridor fire door.
- PP4 Beside west corridor fire door.

## **SUN POLICY**

As part of the overall health policy, Rockport has a sun policy for the summer term.

### **Advice to parents**

Through the weekly newsletter/end of term letter, advice is offered to the parents about care in the sun. Essentially parents are advised to send a sun block cream (SPF 15) in their child's games bag and they are charged for the standard school sun hat.

### **Advice to children**

- a ) Playgroup, Reception and Early Years staff will advise children and parents about the use of sun-hats and sun-cream during the summer term.
- b ) From R5 upwards, games staff will remind children about the need for sun-cream and sun hats during the summer term.

### **Sun Block**

#### **Early Years**

Apart from children with allergies (whose parents will be required to supply appropriate cream) school will purchase sun block to be applied by staff.

#### **R5- Senior School**

All parents are advised to provide a sun block (SPF 15). It is to be kept in the child's games bag and applied before going out to games when the weather is appropriate. The children will apply the cream themselves – staff will not apply the cream.

## Head Lice

Rockport's policy on control of head lice is based on:

- guidelines issued by the Health and Social Services Board (closely reflecting national guidelines).
- a shift of control of the problem by the school to the community.

The school reminds parents of the following general points:

- Head louse infection is more a societal than a public health problem. It cannot be solved by the school, but the school can advise parents how to deal with the problem
- Head lice are only transmitted by direct, prolonged head-to-head contact
- Transmission of head lice in the classroom is relatively rare. When it does occur, it is usually from a 'best friend'.
- The perception that there is a serious 'outbreak' with many children infected is rarely the case. The 'outbreak' is often an outbreak of agitation and alarm, not louse infection
- The school acknowledges that the primary responsibility for the identification, treatment and prevention of head lice rests with the parents

The school will:

- Advise, inform and support the parent on how to tackle the problem
- Advise the parent if a problem is suspected
- Assure the parent of confidentiality
- In the case of boarders, check the child's head if the child makes a request

The school will not:

- Send out alert letters.
- Carry out head inspections.
- Exclude from school any child who has or is thought to have, head lice.

It is well to remember that head lice will not be eradicated in the foreseeable future, but a sensible, informed approach should help to limit the problem.



## Security

The security of each individual child is paramount. No chances should ever be taken or concerns ignored. It is much better to check something unnecessarily rather than to regret not having done so.

The policy is based on a simple, workable access control system. Because Rockport operates an 'Open Door' policy to its parents, it is likely that you will spot parents around the school at delivery and collection times. However, if you are remotely suspicious of someone, it is much better to approach them and ask if you can help. If it becomes obvious it is a current parent you have not recognized, no harm is done, as the parent will be reassured about the vigilance of the staff. On the other hand, if you are still wary of the individual after approaching them, report the incident to the office as soon as possible.

### **Authorized Visitors**

Any visitors arriving at the school who are to wander freely around the school are required to:

- Visit the office to sign in and receive an official badge.
- Wear the badge while on site.
- Hand in the badge when they have finished their business.

If you see someone wearing an official badge, you need do nothing, as they have authorized entry.

### **Unauthorized Visitors**

If you see someone not wearing an official badge, you should:

- **If** you feel there is no danger, approach them and ask if you can help – be careful to ask who it is they wish to see as official visitors will usually know the name of who they need to see. Ask them to report to the office for an official visitor's badge.
- Always check afterwards if that has happened.
- If you feel there is some danger, do not approach the visitor, but go immediately to the office and report the matter.
- An encounter with any stranger without a visitor's badge should be reported immediately to the office and recorded immediately in the visitors' book. A brief description of the person should be noted and the car registration if possible.

If you ever spot someone suspicious leaving the premises and there is not time to do anything about it, report it to the office with as accurate a description as possible.

If you ever see a suspicious car in and around the grounds, or on your way in or out of the school, always report it to the office, preferably with the make, colour and registration of the vehicle.

The pupils are instructed to report incidents of strangers to staff – **never** ignore their reports.

### **Lock Up**

#### **( a ) Gate**

The back lane gate will be locked at all times. All staff parking is to be in the yard area and behind the dining hall and sports hall (except for office staff and Housemother). All parents will drive round the front or back of the main building.

#### **( b ) Early Years Building**

The main front door should not be held open during the day. It should remain closed, apart from going to and from school times and break times. The doors at end each of the building will be

checked in the afternoons by staff. It is the responsibility of the last person leaving the building in the afternoon/evening to lock the front door on departure.

A final check will be done last thing at night by the downstairs evening duty staff.

The first member of staff to arrive will open the building in the mornings.

#### **( c ) Main Building**

The Head will lock the front door as soon as the day children have departed at around 6.00p.m. If the Head is absent from school, the Secretary will lock the door as she leaves.

When the evening duty staff begin their duty, one of their tasks will be to lock all doors. The only door to be used is the school hall door and this will be secured using a digital rim latch to which all staff and boarders have the code.

The House Master will do a final check of the whole building (locks, lights and windows) and should lock the front door with the mortise lock, which overrides the digital rim latch, once all the children are in bed. Boarding staff will open the back door on the way to breakfast.

#### **( d ) Yard Buildings**

If an evening club is in operation, it is the responsibility of the member of staff running the club to lock up afterwards and to escort the children back to the main building if necessary.

The House Master will do a final check of the main building before retiring to bed.

The house staff will unlock the back doors to the main building in the morning and will take the lock-up keys to the Dining Hall where the groundsman will collect them before unlocking the rest of the school.

#### **The pupils**

Pupils are briefed termly about security procedures, by the Head in Assembly. They are also reminded periodically about safety and security by form teachers. They are advised to report any suspicions to the member of staff on duty, who will deal with the situation. They are also advised not to tackle any suspicious characters themselves. Children are told that if they are suspicious, they should try to keep a quick mental note of any details – description of person, car type/colour/registration. They are told not to make it obvious they are in a panic situation (e.g. running, screaming for help).

Pupils are made aware that they do not need to concern themselves with anyone wearing an authorized visitor badge.

As and when the police contact the school about suspicious behaviour in the area, the Head will address the school.

## **Housekeeping**

The Housekeeping Department is responsible for the daily cleaning of all areas of the school. Staff also carry out a deep clean at all half-term and end of term breaks.

It is important to have high standards, therefore staff must carry out their jobs to the best of their ability at all times. A cleaning schedule has been drawn up to help achieve this.

The schedule deals with the following.

- Frequency of cleaning
- Method of cleaning
- Cleaning materials used
- Work allocation

A hygiene schedule is drawn up for each area and is given to the cleaner responsible for that particular area.

### **Teamwork**

Teamwork is very important and staff should be flexible and show a willingness to work well together and on their own. This will create a pleasant working atmosphere and help to achieve the high standards at Rockport that are important to all.

### **Training**

All housekeeping staff are given full training in Chemical safety, COSHH, General Health and Safety, Manual Handling, Risk Assessment, Fire Regulations and Procedure, Electrical Safety and how to carry out a task correctly and safely. All safety information and chemical data sheets are available for staff at all times. It is the responsibility of the Housekeeping staff, after initial training, to follow all safety rules and regulations. All new staff are given a copy of chemical safety to read and keep for future reference. The Housekeeper carries out all training and she is also responsible for updating all policies within the department.

### **Chemicals**

All chemicals used within the school are purchased from a nominated supplier and all safety data sheets are available for staff at all times. The Housemother also holds a copy of all safety data sheets.

### **Reporting of maintenance/damage**

All Housekeeping staff are asked to report any damage or maintenance needs to the Housekeeper, who then reports it to the Deputy Head/Bursar.

### **Complaints**

If anyone has a complaint or comment concerning the Housekeeping Department, it must be passed on as soon as possible to the Housekeeper, who will deal with it as quickly as possible. If the Housekeeper cannot come to a satisfactory result, she will then talk to the Head about the matter. The Housekeeper records any complaints.

## Catering

It is the policy of Rockport Catering Department to provide the highest standard of service possible, making sure that the needs of the children and staff are catered for to the best of their ability, at all times providing a nutritious, balanced diet, starting at breakfast and finishing at supper, while also providing a healthy and safe place to work.

At Rockport, staff are catering for growing children, including some who suffer severe allergies to certain foods, e.g. nuts, eggs, and dairy products. Menu planning takes a great deal of thought and care, to achieve good balance, colour combination, textures, etc.

Rockport has a **NO NUT** policy, which is strictly adhered to. The Catering Manager is available to discuss any special diets with parents who have mentioned this on their medical form.

It is school policy to:

- Reduce fats.
- Improve fibre content.
- Reduce the use of sugar.
- Scale down the use of artificially flavoured and coloured ready-prepared products.
- Limit fried foods to a minimum throughout the menu cycle.
- Ensure that nuts or products containing nuts or nut oils do not enter the school.

Rockport provides a choice for Boarders, day pupils and Staff. This includes Breakfast, Lunch and Supper. Vegetarians are provided with a separate menu.

It is Rockport's Catering Policy to adhere to the following catering practices.

- All visible fats trimmed off meat and poultry.
- Foods are grilled, baked, dry roasted or stewed in preference to frying.
- If foods are fried, vegetable oil is used.
- Fresh drinking water is always available.
- Potato toppings are used for pies in preference to pastry.
- Fresh/frozen vegetables are served every day.
- Nuts or nut oils are not used.

Healthy eating is practised at Rockport.

It is Rockport's Catering Policy to follow a high standard of Health and Safety. This means that not only do the catering premises and practices comply with the Health and Safety law and local regulations, it also means food handlers must hold not only their catering qualifications, but their basic food hygiene exam and are regularly trained and updated on various areas of health and safety. They are also given COSHH and chemical safety training once a year.

All COSHH and chemical safety regulations are always available, not only on the catering premises, but are also held by the Housekeeper.

All Health and safety regulations and information, along with the fire policy, electricity standards, manual handling, catering risk assessment and Code of Practice are all held together on the catering premises and are available to staff at all times.

All maintenance work is checked and recorded. A registered outside body carries out Pest control. A weekly Hygiene Schedule is adhered to and recorded. A thorough clean is carried out at the end of every half term and term.

Any sickness of catering staff is recorded.

All temperatures of equipment, e.g. refrigerators, freezers and all food served is recorded on a daily basis.



## Drug Abuse

The school has a policy of zero tolerance to pupils either taking or bringing into school legal drugs (solvents, poppers, alcohol, cigarettes, etc.) or the use and abuse of prescribed and illicit drugs.

However, the school is aware that the use of drugs by young people is on the increase and, as a result, they are under considerable peer pressure to conform to a norm, which may see drug taking as acceptable.

Drug Education at Rockport takes place through the school's LFLW programme. Both legal and illegal drugs are discussed in various levels of detail at different times in the school and safety of legal drugs in the home is introduced at an early stage. Much work is done on the social aspect of drugs, on peer pressure and on advertising. An ex drug addict is brought in regularly to speak to Seniors and the police are involved in education where possible.

### **Use of solvents in school**

- Glues, felt tips, Tippex, etc. that are of a very volatile nature will be confiscated by staff if they consider them to artificially affect the state of the individual.
- In the classroom situation, the teacher should oversee the safe use of materials. Only small amounts should be available at any one time and should be despatched only by the teacher from a central source. The retrieval of such items will be closely monitored and all solvents will be stored in a locked cupboard/store. Security of these items will be the responsibility of the teacher.

### **Key Points**

- Pupil(s) suspected of abuse of drugs should be separated from the rest of the group, preferably by moving suspect(s) to an appropriate room, e.g. study, and transferring others to the care of another teacher.
- Ensure suspects are supervised at all times, preferably by two members of staff.
- Do not conduct any search of bags, desks, lockers, without the pupil(s) and another adult witness present.
- Do take temporary possession of suspected controlled drug. Take to the Head's study until arrival of police.
- If pupil(s) is/are suspected of concealing drugs on their person or in their personal belongings, every effort should be made, first to secure the voluntary production of unlawful substances, for example, by asking pupil(s) to turn out pockets or bags.  
**PHYSICAL SEARCHES OF A PUPIL MUST NEVER BE UNDERTAKEN BY A STAFF MEMBER.** A search of pupil's personal belongings should be made only with the pupil's consent and in the presence of him/her and another adult witness.
- In responding to illness/inappropriate behaviour, e.g. intoxication or physical collapse, the Housemother should be sent for immediately to organize any necessary medical treatment.
- In the case of all incidents, actual or suspected, unless there are exceptional circumstances, the parents of all pupils involved will be fully informed as soon as

possible and immediate contact will be made with the local police liaison officer.

- No comment will be made to the press/media by any member of staff except the Head. In his absence no staff member will do so. Rather it will be the Chairman/Vice Chairman of the Board.

### **Disciplinary Measures**

- The school reserves the right to suspend any pupil while a clarification investigation takes place.
- Any pupil found supplying/distributing drugs to others in or out of school may face automatic expulsion.
- Any pupil found in possession of drugs may face possible expulsion, but each case will be examined on its own merits.
- Counselling will be arranged as appropriate.

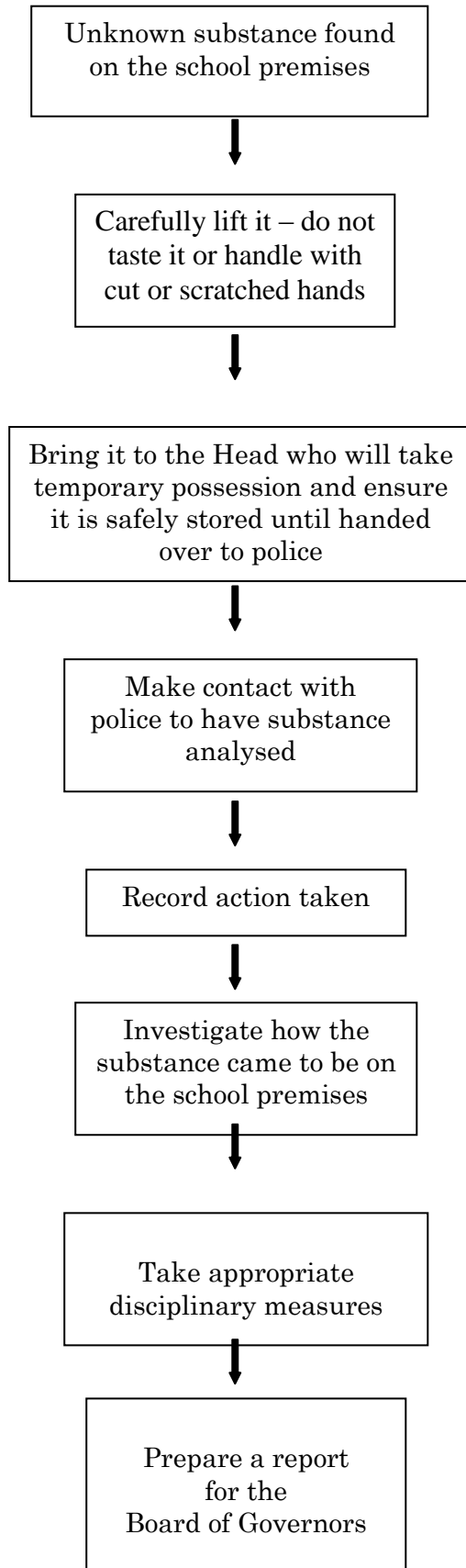
### **What to do**

The following three flow charts outline the procedures to be used in the case of :

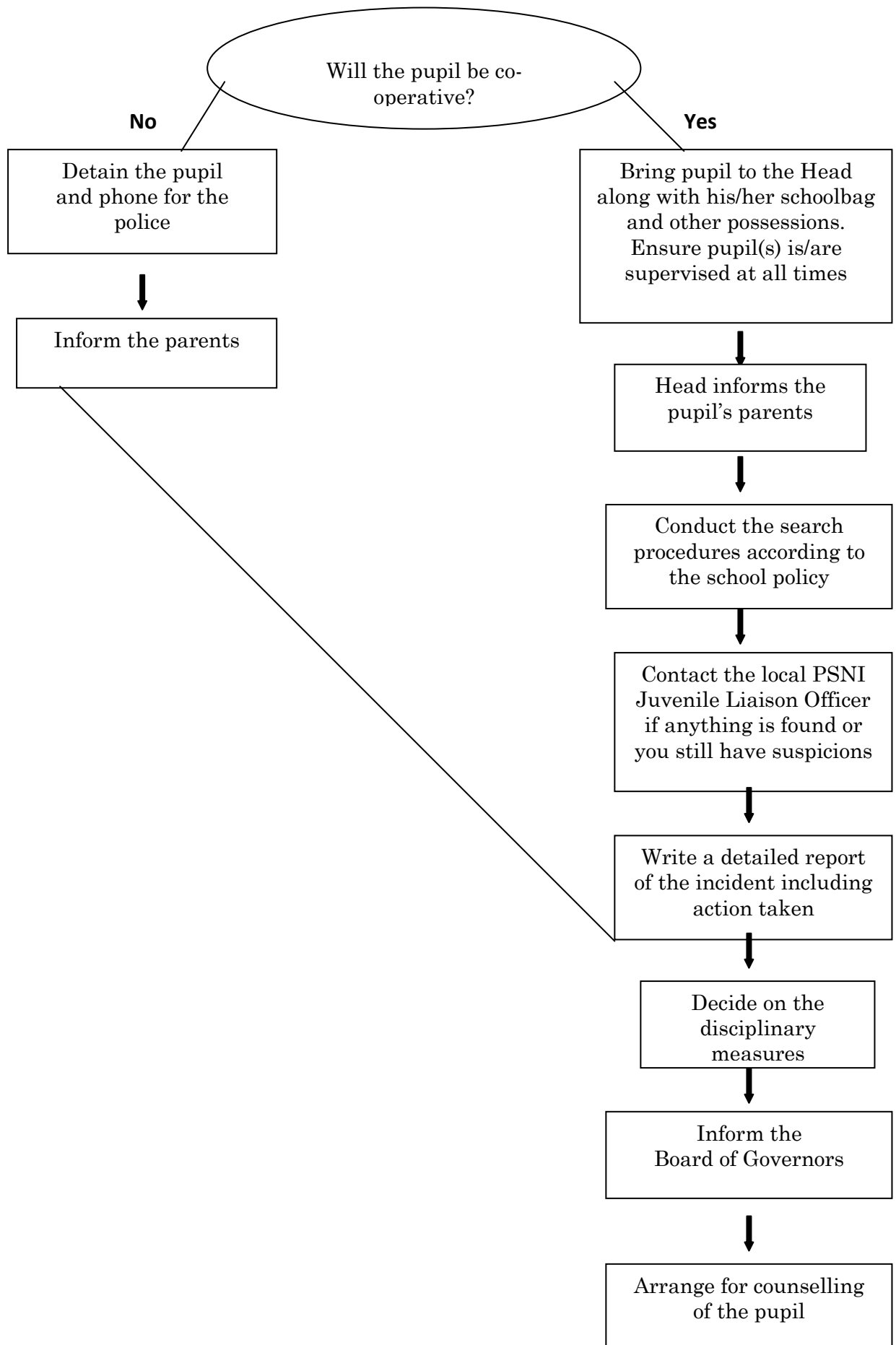
- Finding a substance on school premises.
- Pupil(s) suspected of possessing/distributing illegal substances.
- Pupil(s) suspected of having/having taken drugs in school



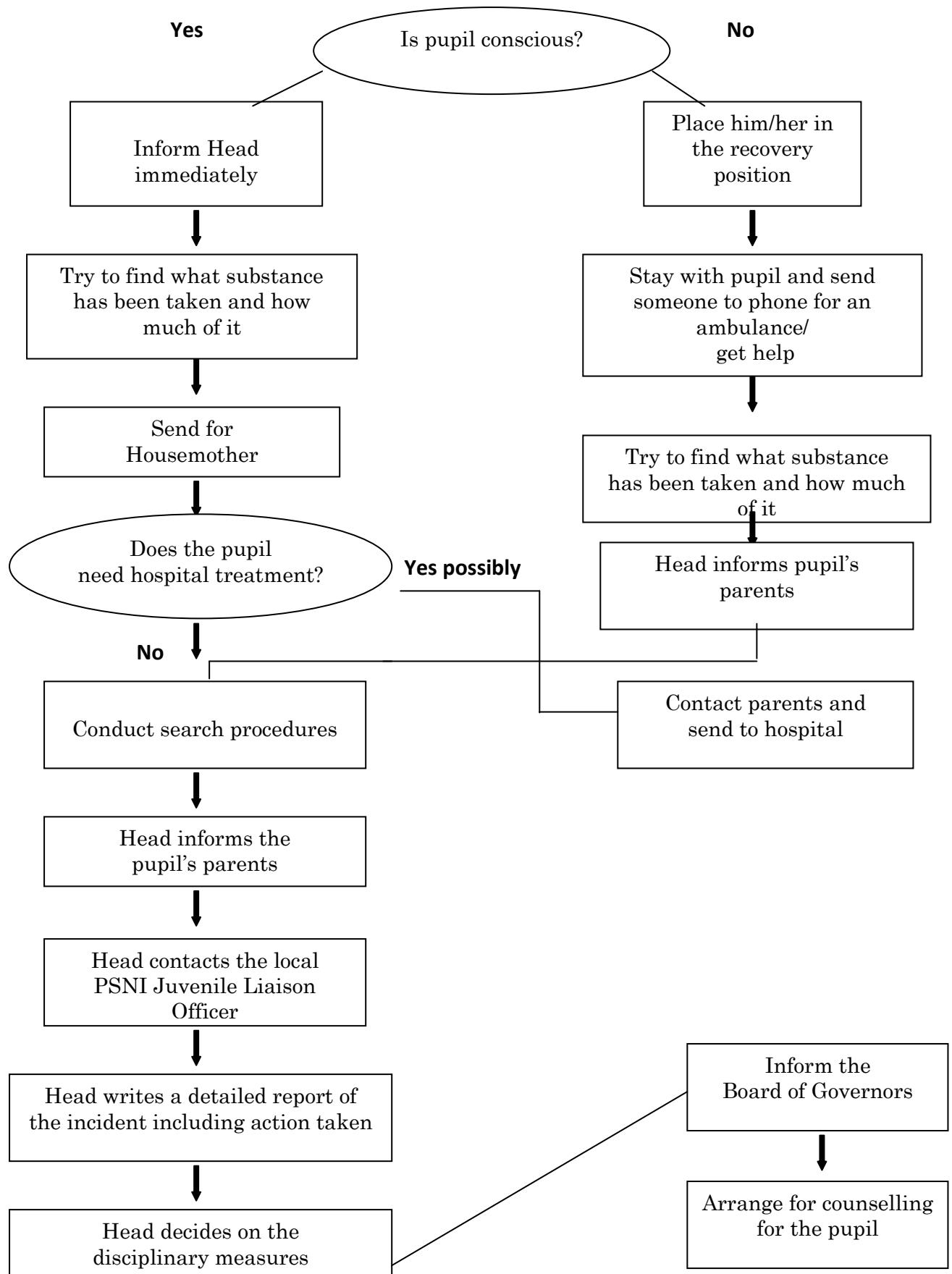
## Finding an unknown substance in the school premises



## 2) Pupils suspected of possessing/distributing an illegal substance



## Pupil suspected of having taken drugs in school



## Under-age sexual activity

At Rockport we believe that sex education is an educational entitlement of all pupils of an appropriate age and level of understanding, as they develop from childhood to adult. Consequently the school addresses the subject in these ways:-

- In co-educational teaching groups, the biological aspect of human reproduction is covered in Science classes.
- In co-educational teaching groups, sex education is covered in a number of ways in LFLW classes – a) body awareness including physical and emotional changes; b) emotional aspects; c) risks of unprotected sex; d) social aspects, including differences.
- Single sex discussion groups often take place with an appropriate member of staff, at the appropriate time.

The purpose of what we do is to encourage a positive and balanced perception of sexuality and to enable individuals to make informed choices about their sexual behaviour.

In providing sex education, we are taking note of the following legislation:-

- **1993 Education Act** - ensuring the school considers the provision of sex education and has a policy
- **1988 Education Reform Act** - requiring schools to offer a curriculum which “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school” and “prepares pupils for the opportunities, responsibilities and experiences of adult life.”
- **1986 Education Act** - “Where sex education is given to pupils at school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.”

### **Procedures**

In the event of any member of staff receiving/uncovering information about actual or suspected under age sexual activity, the procedure will be as follows:

#### **Pupil with Pupil**

- The D.O. will be informed.
- The D.O. /Headmaster will interview the pupils individually in the presence of the D.D.O. or another member of the Pastoral Care Team.
- The D.O. and D.D.O. will decide whether to involve the parents, in consultation with the Head.
- The D.O. and Head will decide whether to inform the Care Unit/Police/ Social Services.
- The D.O. and Head will arrange a support system in terms of external counselling, as is appropriate.

The Head will inform the Pastoral Governor.

- The D.O. in consultation with the Head will decide whether to implement the School Discipline Procedures.

- All aspects of the interviews will be recorded.

### **Pupil with Staff**

- The D.O. will be informed.
- The D.O. will interview the pupil and member of staff separately in the presence of the Head.
- The D.O. and the Head will seek advice from the PSNI Care Unit.
- The D.O. and the Head will consult with the parents.
- The D.O. and D.D.O. will arrange a support system for the pupil in terms of external counselling as is appropriate.
- Staff disciplinary procedures will be automatic.
- The Head will inform the Board of Governors.
- The Head and D.O. will decide how to implement the School Discipline Procedures.
- All aspects of the interviews will be recorded.

## School Confidentiality

Rockport School recognizes that, due to the level of contact and involvement we have with families and young people, this allows us to be privy to a range of personal, private and sometimes sensitive information, e.g.

- ▶ Family breakdown
- ▶ New family relations
- ▶ Medical information
- ▶ Relevant historical or current information that may affect a child's education
- ▶ Financial constraints
- ▶ Legislative details

To endeavour to ensure the confidentiality of information, Rockport School:

- Maintains families' and young people's personal and medical details within locked filing cabinets.
- Ensures that documentation, files, telephone messages, etc. which contain personal or other details are not inappropriately placed for others to access.
- Operates a process of making levels of information available to those who "need to know", so that the best interests of the young person can be met. Relevant discussions take place at the morning briefings. This will mean that the Head, Deputy Head, and relevant members of staff will be provided with relevant and more detailed information than other teachers or non-teaching staff in the school, unless, for example a young person has a medical condition, whereby all staff need to know how to respond in an emergency, (e.g. young person with a nut allergy).
- Endeavours to provide opportunities for parents/carers and young people to advise staff of any change in personal circumstances in a private setting, rather than at the front of the school within earshot of others.
- The boarding arrangements in the school ensures that the privacy rights of pupils are upheld by both staff and pupils, particularly with regard to opening of personal mail, listening into personal telephone conversations and access to pupils' personal belongings. The only occasion when it will be necessary to overrule this privacy right is when there is a suspicion that a pupil or number of pupils are involved in an activity which could be harmful to themselves or others and/or if it is suspected that a criminal offence is being committed, e.g. dealing of drugs, accessing inappropriate materials on the internet, etc.
- Assures parents/carers and young people that information shared is confidential and will be maintained as such. **NB – THIS GUARANTEE CANNOT BE GIVEN IN RELATION TO CHILD PROTECTION ISSUES** (see below).

### **Child Protection**

Staff, parents and young people are made aware that in order to protect adults and young people from harm, cases may arise where confidentiality must be subordinated to the need to take

appropriate action by informing and involving others in the young person's best interests. Bearing this in mind, no promise of confidentiality can or will be given to a young person or anyone else giving information about possible abuse.

In relation to confidentiality and child protection, a number of considerations are necessary:

- Threats to a young person's safety and welfare can justify setting aside normal principles of confidentiality. This may be the case where a child is still living with, or having contact with a known perpetrator, resulting in the need for all staff dealing with the young person to be alerted to watch for signs of abuse. It may not be advisable in such circumstances for the family to know of these monitoring arrangements and the approach to this situation will be agreed with the Designated Officers for Child Protection.
- If abuse is suspected or a young person discloses about abuse, the information will only be given to the strictly relevant people as per the Child Protection procedures contained within the Pastoral Care Policy.
- Other members of staff will only be informed of what they need to know to prepare them to act with sensitivity to a distressed pupil. It is the Head's responsibility to share child protection information with relevant staff, e.g. when a young person moves on to the next year.
- If a young person discloses abuse, no guarantee of confidentiality can be given – the matter must be referred to the D.O. or the D.D.O. However, young people will be advised of who will be told, as they may have a concern that every teacher and pupil in the school will be told. It is recognized that young people do not want to "feel" or "be" different to their peers and their emotional needs throughout the handling of a disclosure and afterwards will be considered.
- The teacher to whom the disclosure is made may need to decide on some person from whom they might obtain support and that is appropriate. However, this must be done without divulging details about a pupil and without even naming the pupil.
- Any member of the Pastoral Care Team may attend Child Protection Case Conferences and is likely to hear detailed information about family circumstances and abusive incidents and to receive minutes which record these. We will take particular care to maintain the confidentiality of such information, though there may be a need for the Designated Officers to support each other and talk over the information, as such disclosures can be sometimes quite shocking or horrifying and the Designated Officers must be supported in handling this.
- Where abuse has been disclosed or discovered, unfortunately many people can eventually know something about it through the local community and family networks. The Head and Senior Management Team within Rockport School will lead by example to reduce gossip and speculation, by explaining the importance of discretion to all staff and by dealing firmly with any infringement of this policy.

## **Recruitment Procedure for Staff and Volunteers**

### **Equal Opportunities**

Rockport School is an equal opportunities employer and adheres to its policies in all recruitment and promotions procedures. It states this fact in its advertising for new staff.

### **Teaching Positions**

1. Advertisement in newspaper.
2. All interested applicants receive:-
  - application form
  - job description including essential and desirable criteria
  - general description of school and its ethos
  - equal opportunities form (to be returned to office in sealed envelope).
3. Those interested in applying for positions must forward:-
  - Complete, well presented application form which includes a consent to a criminal records check.
4. Head plus one will shortlist together.
5. Those initially short listed are often invited to attend an initial briefing (approximately one hour including tour of school) prior to interview.
6. Short listing is done based on essential criteria and desirable criteria
7. Interviews will usually be held with three staff – usually Head, Deputy and Head of Faculty. Same questions are given to all candidates. A points system is used. All records are retained.
8. References are followed up by phone and on paper.
9. Successful applicant is police checked.

### **Non Teaching Position** e.g. Pre-School, Housemother, Ground Staff, Office.

1. Advertisement in newspaper.
2. All interested candidates receive:-
  - application form
  - job description, including essential and desirable criteria
  - equal opportunities form (to be returned to office in sealed envelope).
3. Those interested in applying for the position should return the completed application form which includes consent to a criminal records check.
4. Head and one other member of staff will shortlist together.
5. Short listed candidates will attend interview with Head and one other member of staff. Copies of any relevant qualifications are brought to interview. The same questions are asked of all candidates. A points system is used. All records are retained.
6. References are followed up by phone and on paper.
7. Successful applicant is police checked. (Pre-School is done using relevant Social Services forms).

### **Housekeeping Staff**

1. Advertisement in newspaper.
2. Interested applicants are called to interview with Bursar and Housekeeper or Catering Supervisor.
3. At interview, applicant completes application form, which includes a consent to a criminal records check. Also completes equal opportunities form and returns it to the office in a sealed envelope.
4. The same questions are asked of all applicants, a points system is used.



5. References are followed up.
6. Successful applicant is police checked.

### **Volunteers**

Parents who volunteer in school must have a criminal records check and should never be left alone with the children, without a member of staff being present.

### **Peripatetics and Volunteers**

Rockport School recognizes that engaging the service of volunteers and employing peripatetics can assist in providing specific time to helping pupils to have an enjoyable experience whilst attending the school. In addition, volunteers and peripatetics may add their own expertise in relation to such activities as art, drama, music, sport, P.T.A. activities, etc., to assist staff and pupils alike. Rockport advertises for volunteers in the following areas:

- Transport to matches/outings.
- Accompanying children to theatre trips, education outings, etc. on bus or train.
- Sports coaching.
- Classroom Assistant.
- P.T.A. activities.
- Clerical/Administrative tasks.

Rockport School believes in the value of providing quality opportunities for volunteers and peripatetic staff. As an equal opportunity employer, the school will strive to reflect this in its recruitment, management and use of volunteers and peripatetics.

A volunteer is a parent or “friend” of Rockport who applies to help with various events at the school for no financial reward.

A peripatetic is a visiting teacher who is part-time and teaches such subjects as music, ballet, tennis, languages, speech/drama or provides specialist learning support, or who works with boarders in the evenings.

### **Value of Volunteers and Peripatetics**

- Staff will welcome and treat volunteers and peripatetics with the same respect and value as a paid colleague.
- Volunteers will not be a substitute for employed staff nor be asked in times of industrial action to do the work of paid staff.
- Volunteers and peripatetics will be assisted to fulfil their role, responsibilities and the school’s guidelines for good practice by being given all the necessary information, guidance and support that is afforded to paid staff.

### **Recruitment and Selection of Volunteers**

- Parents will be advised of volunteering opportunities, plus, when applicable,

volunteering positions may be publicly advertised through the Weekly Newsletter, or end of term literature.

- All prospective volunteers and peripatetics will complete an application form.  
  
If claiming qualifications and competency in relation to a particular educational, cultural, arts subject, sport or a specialised skill, details and proof of the qualification and competency will be required from volunteers or peripatetics.
- Appointment to the volunteer/peripatetic position, is conditional on two satisfactory references and checks in relation to criminal records. Proof of identity bearing details of the individual's national insurance number will be required. This is a further Child Protection requirement in relation to the recruitment of volunteers and peripatetics as national insurance details are automatically obtained on appointment of paid staff.

### **Conditions for Volunteers and Peripatetics**

- Recruited volunteers and peripatetics will be required to sign a volunteer/peripatetic agreement.
- Appropriate staff will be responsible for peripatetics – e.g. Director of Music - Music; SENCO - Cottage; Head of Early Years - Ballet and Speech/Drama; Housemother – evening graduate.
- The Head will oversee volunteers.
- Volunteers and peripatetics will be covered by public and employee liability insurance.
- Volunteers or peripatetics may not use their organisational affiliation in connection with politics, religious or community matters contrary to the obligations of the school as an Equal Opportunities Employer.
- Volunteers and peripatetics will receive a familiarisation session with the Head or appointed teacher, advising the volunteer/peripatetic of:
  - ▶ The school's mission, values, programmes and activities
  - ▶ The school's staff structure, roles and responsibilities
  - ▶ The layout and access of the building
  - ▶ The roles and responsibilities of the volunteer position
  - ▶ Fire and evacuation procedures
  - ▶ Health and safety procedures
  - ▶ Child Protection policy and procedures
  - ▶ Behaviour Management policy and procedures
  - ▶ Complaints procedures
  - ▶ Other information as applicable
- Following the familiarization session, a trial period is required. The length of the trial

period will be agreed per individual volunteer/peripatetic, agreement dependant on the proposed length of the volunteering position and range of responsibilities.

- In the event of a problem arising, the volunteer/peripatetic should refer the matter in the first instance to the appropriate teacher. If this is not suitable, the Head should be approached.
- If a parent or child should make an allegation in relation to abusive behaviour on the part of a volunteer/peripatetic, whilst this will be investigated by the Head to determine the accuracy of the allegation, a volunteer/peripatetic's services can be terminated immediately to ensure the safety and well-being of all children in the school. The Head will follow procedures as outlined for all complaints to do with child protection

## **Work Experience**

Rockport School believes that all pupils in Year 12 should have the opportunity to perform one week of work experience.

The school feels that pupils will gain in several ways from the experience:

- It will assist in making more meaningful choices of A Level courses, GNVQ or Scottish Higher if further education is to be pursued.
- It will help pupils realize the value of particular areas of their study and perhaps help provide a greater focus.
- It will benefit Rockport pupils to integrate into a more open environment with its great variety of experiences.
- It will enable pupils to realize the importance of teamwork, meeting deadlines, interpersonal relations, etc.
- It will help pupils determine further pursuit of a possible chosen career, or indeed realization that a certain career is no longer an option.

The work experience week will help Rockport to give pupils the opportunity to extend their knowledge and understanding in the particular areas they have chosen to pursue further.

### **Procedures**

Work Experience will take place in the Summer Term of Year 12, usually around mid June.

The LFLW Advisor will

- ( a ) plan the experience in detail with the pupils
- ( b ) deal with all the paperwork
- ( c ) visit the pupils when on Work Experience
- ( d ) make herself available to the pupils should they need a point of contact during the week

In the Winter Term of Year 12, parents of the pupils will be contacted for ideas of places for employment. They will sign consent forms at this stage. The LFLW Advisor will assist those with no ideas.

The LFLW Advisor will make contact with the providers to ensure initial acceptance.

Early in the Spring Term, the LFLW Advisor will make further contact with the provider to confirm details of the Work Experience.

During the Spring Term, time will be spent in LFLW classes working through a workbook outlining expectations, requirements and concerns about Work Experience including the following:

- ( a ) Arrival and departure arrangements.
- ( b ) Organization point of contact and name of key worker with pupil.
- ( c ) Type of work expected to be done.
- ( d ) Health and Safety/Fire Procedures.
- ( e ) Dress Code.
- ( f ) Behaviour Code.
- ( g ) Security information, if applicable.
- ( h ) Use of facilities, e.g. telephone.

- ( i ) Matters of Child Protection.
- ( j ) Booklet to be completed during the week.
- ( k ) Any other relevant issues.

