



## PASTORAL CARE AND GUIDANCE

Pupils joining at Year 8 are assigned to one of five Year 8 classes. Each class has a Form Teacher who meets with the class at the beginning of each school day and immediately after lunch for registration. The Form Teacher also takes the class for one pastoral period every week and contributes to the Learning for Life and Work programme.

This teacher normally teaches the form class for one of their subjects and has special responsibility for monitoring the overall conduct, development, progress and performance of the pupils in his or her class. We try to ensure that the same Form Teacher remains with the class for the whole of Key Stage 3 i.e. Years 8 to 10. Form Teachers are supported by Year Heads who in turn are co-ordinated by a Vice-Principal who has overall responsibility for pastoral care and discipline in the school.

It is our aim to promote good relationships and effective communication between everyone in the school community. Therefore pupils are encouraged to talk to their Form Teachers and/or Year Heads, to share concerns early so that we can deal with problems quickly and effectively.

### [a] Discipline

A copy of the school rules and the school's uniform and dress codes is provided for every pupil on admission. Copies are circulated whenever there are changes and are available on request from the school office. The rules are simple, clear and few in number and are based on common sense. They are provided and enforced to create an orderly, safe and congenial environment for all. We take discipline and good conduct seriously and expect high standards. Similarly the appropriate wearing of school uniform is expected and all pupils are issued with a uniform report

card on which any breaches of uniform regulations are noted by staff. Regular attendance, punctuality, responsible and considerate behaviour are the norm.

The policy statement on Positive Behaviour sets out the approach, procedures, rewards and sanctions that apply in Sullivan. The most common sanctions are detentions although school exclusion, in a variety of forms, is available in serious cases. Although it is practically impossible to involve parents in every case, we do undertake to communicate with and consult parents as much as possible and in all serious instances.

[b] Learning for Life and Work

A planned and co-ordinated Learning for Life and Work programme is delivered by Form Teachers, by specialist teachers in their subjects and in special meetings, talks and group sessions. For pupils in Year 8 this is geared towards induction and helping them to settle in to their new school. It addresses study skills, health education and includes sex education and anti-drugs and anti-bullying provision and aspects of personal safety related to child protection. Many elements of the programme involve active teaching methods with opportunities for whole class and group discussion.

In general the aim of the policy with respect to Drugs Education is to allow young people to make healthy lifestyle choices in the context of pertinent and correct knowledge of the facts about drug use and misuse. It is hoped that this would minimise the number of pupils who engage in drug misuse and encourage and persuade them to resist the temptation to experiment.



1. The school's Drugs Education Policy Statement has been drawn up in accordance with the Guidance for Schools in Northern Ireland issued by the Department of Education.
2. The policy deals with the drugs education programme which is delivered partly through curricular subjects and partly through the provision for the Learning for Life and Work programme. The policy also deals with

procedures for dealing with incidents of drugs misuse and has links with other school policies including those for Pastoral Care, Health Education and Positive Behaviour.

3. The policy sets out the aims and objectives of the drugs education programme which include the desire to encourage young people to make informed and responsible decisions for and about themselves and to make these decisions in the context of a healthy lifestyle. It is the aim of the policy to minimise the number of young people in the school who engage in drugs misuse and to encourage and persuade them to resist the temptation to experiment.

4. The policy also sets out a consistent approach to be used for dealing with cases of actual or suspected drugs misuse in school, in school related activities and by pupils of the school. In the policy the term drugs refers to all psychoactive substances both legal, prescribed, legal and illegal, including alcohol and tobacco. The policy recognises that the school's response to any drugs related incident needs to be proportionate and fair, taking into account all the appropriate circumstances and context. A variety of sanctions might be used in any one case, up to and including permanent exclusion from school. However, the decision on how precisely the school will deal with pupils who break school rules with respect to drugs will take into account the need to act in the best interests and for the well-being of those involved in the incident and of all the pupils at the school.
5. The policy recognises that there are a number of legal and moral responsibilities which must be discharged in cases of drugs misuse. The school will inform the PSNI in all instances where it has been alleged or suspected that the crime has been committed and will liaise closely with PSNI in cases of suspected drugs misuse. The school will also work closely with Parents/Guardians in these matters and will refer to other relevant outside agencies as appropriate.
6. The Designated Teacher for Drugs is Miss Dines, the Pastoral Vice-Principal and  
further information is available from her or the Principal, Mr Stevenson. Copies of the school's policy statement on drugs education are available on request from the school office.

[c] **Careers Guidance and Advice**



A full programme of information and advice is built around the main decision-making points in a pupil's career at school. These come at the end of Key Stage 3 [when subject choices for GCSE have to be made], at the end of Key Stage 4 [when decisions about what to do after GCSE are made] and in the sixth form when post school choices are considered.

A head of careers co-ordinates the work of a team of teachers with specialist knowledge and experience who work as careers advisers in the school. Pupils are provided with background materials, guidance about available options and given access to expert information and advice. There is a well-stocked careers library, there is also an up-to-date careers section in the main school library containing both books and videos and modern electronic methods of accessing appropriate information are available to all pupils. There are close links with the Training and Employment Agency and other outside bodies.

In Year 13 students undertake a one-week programme of job shadowing/work experience relevant to their chosen career direction.

Copies of the school's policy statement for careers education are available from the school office.

#### [d] **Special Educational Needs**

The school admits pupils with special educational needs [whether stated or not] using the same criteria as pertains to all applications for admission. The school's policy statement on Special Educational Needs sets out the approach used to identify, cater for and monitor the needs of pupils and is written in accordance with the Code of Practice for the Identification and Assessment of Special Educational Needs. A copy of the school's policy statement on Special Educational Needs is available from the school office.

The number of children at the school with statements of special educational needs, who have designated classroom assistants or who are recognised at stages 1, 2 or 3 of the Code of Practice and who have educational plans in place continues to increase each year. The Special Educational Needs Co-ordinator oversees the educational provision for these children, liaises with relevant outside agencies and communicates with parents on behalf of the school. The annual review process of children with a statement of special education need involves all interested parties in decisions about the educational provision and choices of these children.

We have continued to adopt our buildings and facilities by providing ramps and lifts to improve disabled access. Most recently, with grant aid from the Department of Education, we have installed appropriate furniture in science to allow safe access for disabled pupils to do practical work.

[e] Religious Education



The school is required by law to teach Religious Education to every pupil and does so using the common curricular core for Northern Ireland. However, parents have the right, should they wish to exercise it, to withdraw their children from classes in this subject and also from the act of collective worship which the school is required to provide on a daily basis.

Parents who wish to exercise their rights in these matters are asked to write in confidence to the Principal making their wishes clear. We will respond sympathetically and sensitively to such requests and will deal with them in ways that seek to avoid embarrassment to the pupils involved.

[f] Homework and Private Study



Homework and private study are vital components in each pupil's learning and development. Good study habits and practices learned early will stand children in good stead throughout their lives.

Teachers will set a range of appropriate homework tasks - some requiring a written response, others not. Parents are encouraged to participate in their child's homework provision by regularly reading and signing their homework diary and by writing appropriate comments in the spaces provided.

It is impossible to specify how much time pupils should spend on homework/private study: one piece of work which takes one individual twenty minutes could take another over an hour. However, parents with general concerns or comments about homework are asked to speak with the Form Teacher in the first instance.

A copy of the policy statement on assessment and homework is available from the school office.



[g] **FORMAL SCHOOL-HOME CONTACTS BY YEAR**



<b>Year</b>	<b>Month</b>	<b>Contact</b>
8	June September November December March June	P7 interviews / Induction Evening Pastoral Meeting Parental Interviews with Form Tutors Statement of Results Parental Consultations with Subject Teachers Annual Report
9	December January June	Statement of Results Parental Consultations with Subject Teachers Annual Report
10	December January January June	Statement of Results Parental Consultations with Subject Teachers Subject Choice and Careers Interviews Annual Report
11	December January June	Statement of Results Parental Consultations with Subject Teachers Annual Report
12	November January Jan/Feb Feb/March August	Parental Consultations with Subject Teachers Annual Report Careers : Post 16 Options Parents' Meeting Subject Choice and Careers Interviews GCSE results
13	January February August	Annual Report Parental Consultations with Subject Teachers AS level results
14	September January	Careers Meeting : University Entrance / UCAS Annual Report

	February August	Parental Consultations with Subject Teachers A Level Results
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## PUPIL SAFETY

The Health and Safety Committee of the Board of Governors has the responsibility of considering all aspects of Health and Safety in relation to the school. This responsibility takes a variety of different forms.



A new drop-off and pick-up arrangement has recently been instituted at the front of the school in front of the War Memorial Pavilion. Considerable funds were expended to construct a lay-by, to paint road markings and to update signage. The majority of parents and visitors to the school conform to the arrangements which have greatly improved safety and access for cars and pedestrians.

With regard to school safety and security in general, the school will continue to operate the one way system in, via the main gate on the Belfast Road and out, by way of the Abbey Ring Gate in the mornings and afternoons. However, for the bulk of the school day in normal circumstances, only the main school gate will be open and all other entrances to the school will be locked. CCTV, security fencing and other measures will continue to be used and developed to enhance security at the school.



If you have concerns about the personal safety of your child, then you should contact the School (Tel: 90428780). If your concerns are more specifically related to child protection then there are a number of people you can speak to and their names and designations are given below.

1. Miss Dines - the Designated Teacher for Child Protection

2. Mr Stevenson - Principal/the Deputy Designated Teacher for Child Protection
3. Prof Hasley Mitchell - the Chair of the Board of Governors

If your concerns are about the Designated Teacher for Child Protection, then you should contact the Deputy Designated Teacher for Child Protection.

If your concerns are about the Principal then you should contact the Chair of the Board of Governors.

## **ANTI-BULLYING STATEMENT**



### 1. **Definitions**

Bullying is defined broadly, to include any form of harassment, physical or verbal. It involves everything from assault to verbal abuse and includes written as well as oral abuse.

In other words, any action which is deliberately intended to wound, dismay, hurt, upset, annoy or provoke another pupil will be regarded as bullying and attempts to frighten or cajole pupils into keeping quiet about such harassment will be regarded as bullying. In recent times a different form of bullying has emerged, namely cyber bullying. Cyber bullying is defined as an aggressive, intentional act carried out by a group or an individual using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

### 2. **Basic Policy Position**

The school, which means in this instance the Board of Governors and the staff as a whole, condemns bullying of any kind, whatever defences or excuses may be offered in an attempt to justify it.

Further, the school will do everything within its capacity to:

- [a] Prevent bullying from occurring in the first instance.
- [b] Support and protect those who are victims of bullying.
- [c] Identify and take appropriate action to deal with those responsible for bullying.
- [d] Punish severely those who bully and deal particularly sternly with those who persist in bullying others having been warned to stop.

In simple terms, the school will not tolerate or seek to justify or excuse any form of bullying. On the contrary, it will adopt a strong and active anti-bullying stance.

### 3. Action to be taken

It is the school's view that the most effective way of dealing with this matter is through the persistent and determined action of **ALL** members of staff.

In addition to making it clear to pupils on a regular basis and in a public way that the school will not tolerate bullying in any form, we must also ensure that those who are, or believe themselves to be, the victims of bullying know that they not only can, but should, tell members of staff about this in the knowledge that they will be supported and protected.



#### 4. What are the possible signs of bullying?

Young people may:

- Be frightened of walking to or from school.
- Be unwilling to go to school.
- Beg a parent to drive them to school.
- Begin doing poorly in their school work.
- Come home regularly with their books or clothes destroyed.
- Become withdrawn - start stammering.
- Become distressed - stop eating.
- Cry themselves to sleep.
- Have nightmares and even call out 'leave me alone'.
- Have unexplained bruises, scratches or cuts.
- Have their possessions go missing.
- Refuse to say what's wrong.
- Constantly complain of headaches or seem anxious.
- Give improbable excuses to explain any of the above.

#### 5. What can parents do?

Take a sensible approach. Listen and investigate. The young person must be told that he or she is undoubtedly not the only victim and that there is nothing wrong with him or her. It is essential that parents are particularly understanding towards their bullied child. Every opportunity should be taken to enhance their self-esteem and bullied children should not be encouraged to hit back. Young people must be encouraged to tell their parents and then the young person or the parent must tell the Form Teacher. Teachers will emphasise in Form Base and during pastoral periods that those who are responsible for bullying will be dealt with very firmly. They can expect to be suspended in serious cases and may even be asked to leave the school altogether. The Personal and Social Education programme includes units on bullying. Their purpose being to raise pupils' awareness and understanding of bullying and the consequences it can have.

#### 6. Helping the bully

While it is distressing for most parents to discover that their young person is the victim of bullying it can be equally upsetting for the parents to learn that their child is a bully. The bully is usually an insecure person and he or she needs help.

## 7. Procedures for Investigating Alleged Incidents of Bullying

[a] All reports of bullying will be investigated initially depending on the circumstances

by the Form Teacher, Year Head or Vice-Principal.

[b] A record of all allegations made by pupils or parents will be kept in the school's

'Bullying Incident Book' which is retained by the Vice-Principal.

[c] Parents of victims and parents of bullies will be informed of any reported incidents so

that they will be in a position to help and support their young person.

[d] In any alleged incidents of bullying the Form Teacher or Year Head will speak separately to the pupils involved and will make written notes of the details given in an attempt to get both sides of the story. Pupils will be

asked to write their account of the incident.

The following questions will be asked:

- What kind of bullying has taken place?
- Where did the incident take place?
- When did the bullying happen?
- Who did the bullying?

[e] Should more than one person be involved in the bullying incident each child will be

interviewed individually and then the group will meet with the Form Teacher or Year

Head. Each member of the group will again be asked for his or her account of what

happened to make sure that everyone is clear what everyone else has said.

[f] If it is concluded that a pupil has been engaged in on-going bullying behaviour it will be made clear to him or her that he or she

is in breach of the Code of Discipline. The parents of the child

will be contacted by the school and asked to meet with the Vice-Principal and the Year Head involved.

[g] The Vice-Principal and the Year Head will act to support the young person who has been bullied and not to make the situation worse. They will attempt to help the bully see the situation from the victim's point of view and encourage the bully to desist from their activities. They will set in motion appropriate disciplinary action.

[h] In some cases it may be necessary to refer the victim and the bully for specialist counselling to overcome the effects of the bullying behaviour they have experienced or have inflicted on others.

[i] Separate follow-up meetings will take place within three weeks with the bully and the victim to ensure that there is no further bullying.

## 8. Some Helpful Addresses

**Kidscape,**  
152 Buckingham Palace Road,  
LONDON  
SW1 9TR



Helpline for Parents:  
0171 730 3300 [10.00 a.m.- 4.00 p.m. Monday-Friday]  
They provide free leaflets and booklets for parents, children and teenagers about bullying.

**Childline,**  
Freepost 1111,  
LONDON  
N1 0BR  
Freephone: 0800 1111



A 24-hour helpline for children and young people in danger or distress or with any problems. They also welcome calls from young people who are bullies and want to talk to someone about their behaviour.

**National Child Protection Helpline,**

Freephone: 0800 800 500

A 24-hour helpline for anyone concerned about a child at risk of abuse [including bullying]. Children may use this facility themselves.

**Parents' Advice Centre,**

Franklin House,  
12 Brunswick Street,  
BELFAST  
BT2 7GE

Telephone: 028 9023 8800 [a 24-hour helpline]

This is a service for parents and young people in Northern Ireland. It offers listening support, in addition to guidance and

counselling relating to any family problem.

**British Association of Counselling,**



1 Regent  
Place,  
RUGBY  
Warwickshir



British Association for  
Counselling and Psychotherapy

e

CV21 2PJ  
Telephone:  
01788 578328

Members of BAC have experience of a wide range of counselling.

Write enclosing

a SAE for a list of counsellors in your area.

**Anti-Bullying Campaign**

Helpline: 020 7378 1446 [9.30 a.m. - 5.30 p.m.]

They produce leaflets and information for parents.

# **CHILD PROTECTION POLICY**

## **1. Introduction**

This school document has been written in accordance with advice contained in the booklet entitled "Pastoral Care in Schools - CHILD PROTECTION" which was produced by the Department of Education for Northern Ireland and published by The Stationery Office Northern Ireland in 1999. This comprehensive booklet contains the most current and authoritative statement available for schools on their responsibilities in relation to child protection. It includes advice on the action to be taken by schools to enable cases of suspected abuse to be properly considered and pursued and also guidance on how complaints against school staff should be handled. It is expected and required that all teachers and non-teaching staff will have read the DENI booklet and will be familiar with its contents, specifically as to how the advice given relates to their own particular duties and responsibilities in dealing with events and concerns linked to child protection issues.

This school policy statement includes a summary of some of the more important points and is primarily a working document which is designed to ensure that these difficult and sensitive issues are dealt with properly, consistently and effectively by the relevant staff. The guidance contained in this policy is designed to protect the pupils of our school and to enable the staff to discharge their legal obligations to look after the safety and welfare of the children in their care.

## **2. Basic Principle**

Enshrined in the Children [Northern Ireland] Order 1995 is the fundamental principle that it is the welfare of the child which must be the paramount consideration. This principle then underpins our response to the challenge of ensuring child protection and is the cornerstone of this policy document. That is to say when decisions are taken as to the appropriate course of action in a given set of circumstances then it is the **welfare of the child** that should guide the decision making process.

## **3. Designated Teachers**

Every school is required to designate a teacher to have specific responsibility for child protection matters. For Sullivan Upper School the designated teachers are:

**Secondary Department:** Miss Anne Dines

**Preparatory Department:** Mrs Elizabeth Smith

If the appropriate designated teacher is not available then Mr John Stevenson will fulfil that role.

#### **4. Categories of Abuse**

Abuse of children can and does take many forms. There are currently four categories of abuse that are generally recognised although it should be recognised that more than one type can occur simultaneously in any given case. The four categories are actual or suspected.

**NEGLECT : PHYSICAL INJURY : SEXUAL ABUSE : EMOTIONAL ABUSE**

The meaning of these terms is set out on the next page.

#### **5. Identifying Signs of Abuse**

As school staff are in day-to-day contact with children they are uniquely placed to observe changes in appearance, behaviour, learning pattern or development that may indicate that abuse is taking or has taken place. Moreover as teachers have positive relationships with the pupils and are trusted by them they are also likely to be chosen as adults to whom disclosure of abuse can be made. It is also clear that the first step in being able to recognise abuse is to entertain the possibility that abuse may be taking place.

There is a summary of identifying signs of possible abuse on Pages 10 and 11 of the 1999 DENI booklet.

#### **6. Responding to Signs or Disclosure of Abuse**

**It is the teacher's duty to report immediately to the designated teacher for Child Protection the details of any suspected or disclosed incident of child abuse.**

#### **7. Advice to Teachers Concerned About Possible Signs of Abuse**

- Observe the child

- Observe the staff (if appropriate)
- Talk to the designated teacher
- DO NOT INVESTIGATE
- IF IN DOUBT REPORT USING THE PROCEDURE TO THE DESIGNATED TEACHER.

## **CATEGORIES OF ABUSE**

### **Neglect**

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.

### **Physical Injury**

The deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury to 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.

### **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 the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Emotional Abuse**

The persistent emotional abuse of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may involve causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.



## 8. Advice to Teachers on Response to Disclosure

- STAY CALM, LISTEN, TAKE NOTES
- REASSURE THE CHILD ie: using the child's words
  - "I am glad you have told me"
  - "I am sorry this has happened to you"
  - "It is not, nor ever was your fault"
  - "We are going to do something together about this"
- DO NOT PROMISE CONFIDENTIALITY  
but explain that you have to inform the designated teacher
- REPORT TO THE DESIGNATED TEACHER

## 9. General Procedure to be Followed Thereafter

[a] Teacher or member of staff who suspects abuse or who receives a disclosure of abuse from a child informs the designated teacher.

[b] The designated teacher informs the Principal. Social Services or other appropriate

agencies may be contacted for advice. A decision is taken whether or not the matter

should be referred. N.B. Where there is doubt a referral will always be made. If the

decision is made to refer then the Principal will immediately notify:

[i] The Designated Officer for child protection in the SEELB  
i.e the Principal Educational Welfare Officer.

[ii] The Social Services or Police.

[c] In discussion with the Social Services an early consideration will be to agree

how, when and by whom the parent[s] will be informed. Where the Principal

decides not to make a referral, the parent[s] and the complainant will be

informed as soon as possible of this decision and of the information which

the school was given. They will also be advised that if concerns persist or re-emerge the matter will be raised with the appropriate authorities.

[d] The Principal will ensure that all proper records are kept in an appropriate fashion and will advise the person who initially raised the matter whether or not the complaint has been referred to an investigating agency.

[e] The Chairperson of the Board of Governors will be informed of the matter at the earliest opportunity.

**10. Procedure to be followed where a Complaint is made about possible Abuse by a Member of Staff**

If the complaint has not been made directly to the Principal it should be referred to the Principal by the person to whom it was made. The Principal may need to seek clarification of the matter from appropriate sources without however undertaking any investigation into a case of suspected abuse. A complaint having been made, the Principal will inform the designated teacher [who will initiate the record], will then consult with the designated officer of the SEELB and will inform the Chairperson of the Board of Governors.

In consultation with the Chairperson of the Board the Principal will decide whether or not further action is necessary or an immediate referral to Social Services, SEELB or the Police is necessary or whether the allegation concerns inappropriate behaviour which needs to be considered under disciplinary procedures. In each and every case the Principal will advise the member of staff concerned, the designated officer in the SEELB and the complainant and will keep and make all appropriate records as specified in the DENI booklet.

N.B. If the original complaint is against the Principal all aspects of the above procedure will be followed but the role of the Principal will be exercised by the Chairperson of the Board of Governors. If the original complaint is against the designated leader then he or she will not be asked to initiate the record of the complaint which will in this case be done by the Principal.

**11. Code of Practice for Staff**

A specimen code of practice for employees within the education sector whose work brings them into contact with children/young people has been drawn up and agreed through Teachers' Negotiating Machinery. This code provides useful advice on the conduct of interviews and meetings, physical contact with pupils, the choice and use of teaching materials and attitudes and relationships between staff and pupils. This code has been adopted by the staff of Sullivan Upper School.

**12. The Pastoral Programme**

The Learning for Life and Work Programme will include appropriate sex education and age-related issues relating to safety and child protection. Appropriate training and the development of relevant teaching and learning methods will be kept under review. Details of the current programme is published elsewhere and will include reference not only to the risks of different kinds of abuse but also development of the skills children need to stay safe in a variety of contexts. Use will be made of relevant advice and available programmes including the booklet "Integrating Personal Safety Programmes into the Curriculum "published by CCEA in 1999.

### **13. Communication with Parents and Children**

Parents and pupils of the school will be informed of the nature of the school's child protection policy and copies will be available from the school office. Parents and pupils will be informed of the names of the designated teachers for child protection. The school prospectus will include a summary of how parents can make known to staff any concerns they may have about the safety of their [or another] child. Parents will be updated about these arrangements at least once every two years.

### **14. Bullying**

Bullying constitutes a form of abuse by another child or young person although in most cases it would not set in train the child protection procedures described in this policy document. The school condemns bullying, will treat all allegations of bullying seriously and will investigate them thoroughly and take appropriate and effective action. A more detailed outline of the school's policy with respect to bullying is found in our "Anti-Bullying Policy" and in the "Positive Behaviour Policy".

### **15. Recruitment of Staff, Volunteers and Sports Coaches**

Recruitment procedures will include steps to identify unsuitable individuals. These will include as a matter of routine, checks for criminal records of all staff and volunteers who are appointed and who will by the nature of their duties have substantial access to children.

