

Pastoral Information for Parents 2017-18



“Caring, Co-operating, Challenging.”

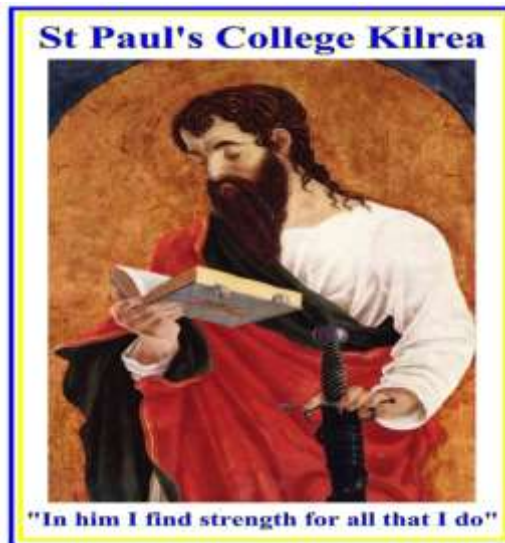
Mission Statement



“St. Paul’s College, is a Catholic school committed to providing high quality opportunities to develop the unique talents of all pupils in a positive, challenging and caring learning environment.”

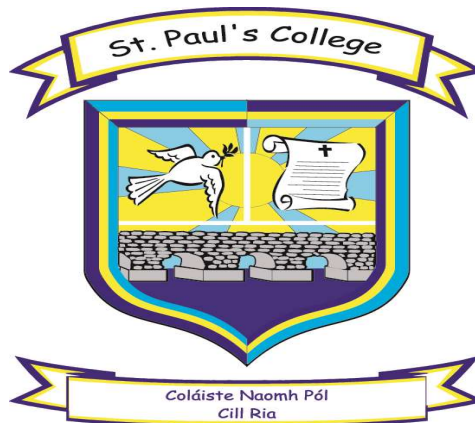
“Caring, Co-operating, Challenging.”

PRAYER TO SAINT PAUL



O Glorious St. Paul,
by your prayers and example
enable me to be a better person,
more considerate towards others,
more honest with myself
and more faithful to God.
Give me the courage to accept
the pains and problems of this day,
rejoicing always in the Lord.
Through your prayers,
may I be rooted in love
always loving God,
in fidelity to Sunday Mass and daily prayer;
always loving my neighbour
especially my family and friends.
Make me patient and kind,
never jealous or rude.
Give me strength to trust,
to hope and to endure whatever comes.
May I always know in my heart
what you taught so well,
that there are only three virtues that last;
faith, hope and love;
and the greatest of these is love.

Amen



HOLIDAYS 2017-18

Term 1: **Fri 1st Sept-Wed 20th Dec**
 Staff Days 24th-31st August
 Thurs 8th Dec, Thurs 21st Dec
 Mid- Term: **Mon 30th Oct-Fri 3rd Nov inclusive**
 Holidays: Thurs 21st Dec 1-Wed 3rd Jan inclusive

Term 2: **Thurs 4th Jan –Wed 28th March Week 1**
 Staff Days: 3rd Jan, 29th Mar
 Mid-Term: **Mon 12th Feb –Fri 16th Feb**
 Bank Holiday: Fri 16th Mar
 Holidays: Thurs 29th Mar -Fri 6th April inclusive

Term 3: **Mon 9th Apr– Fri 29th June Week1**
 Bank holiday: Mon 7th May
 Staff Days: Mon 28th May

6th Nov week1
19th Feb week 1

Parent Teacher Meetings (provisional dates)

Year 8 Monday 13th November
 Year 10&12 Friday 9th February
 Year 9&11 Thursday 15th March

Carousel subjects change on 4th Dec and 9TH April

Board of Governors

Trustees

Mr C Ross – Chairman

Fr J Cargan

Mr J Dallat

Mrs M.T. Bradley

Department of Education Representative

Mrs B McWilliams

NEELB Representatives

Mr D McFerran

Mr C Toal

Teacher Governor

Mrs B Ferguson

Parent Governor

T.B.C

Secretary to the Board of Governors

Mrs A Bradley

St. Paul's College, Kilrea

Principal – Mrs A Bradley

Senior Teachers – Mr McMullan, Mrs B Ferguson

Heads of Year

Mrs B McBride

Miss K Corrigan

Mrs L Gallagher

Mr M Boyle

Mr S Murtagh

Form Teachers 2017-18

8K Mrs A Quinn

8R Mrs B McBride

9K Mrs C Halferty

9R Miss K Corrigan

10K Mrs B Kelly

10R Mrs L Holmes

11K Mr Cosgrove

11R Mr J Mc Cormack

11 S Mr M Boyle

12K Mr P McGurk

12R Ms C Forrest

12S Mr S Murtagh

Office Staff

Mrs D Provan

Support Staff

Mr E Davey

Mr F O' Rawe

Classroom Assistants

Miss S Quinn

Mrs M Burke

Mrs C Boreland

Mrs J Crawford

Mrs J McGuigan

Mrs M O'Hagan

Mrs M O'Kane

Mrs C Quigg

Mrs L Clarke

Mrs J Getty

THE RESPONSIBILITIES AND RIGHTS OF PUPILS

As a school we recognise the importance of the United Nations Convention on the Rights of the Child in particular articles 1, 3, 28 and 29. Pupils in our college have a responsibility to:

- come to school on time, with homework done, equipped for lessons
- respect the views, rights and property of the school and others, and behave safely in and out of class
- co-operate in class with the teacher
- work as hard as they can
- behave appropriately and follow school rules
- ask for help if they do not understand or are in difficulties
- accept ownership of their own behaviour and learning and develop the skill of working independently.

Pupils have a right to:

- be valued as members of the school community
- receive help when they need it, whether with their work or with bullying behaviour or other personal worries
- make mistakes and learn from them
- be treated fairly, consistently and with respect
- be taught in a pleasant, well-managed and safe environment
- experience a broad, balanced and stimulating curriculum, and to have special learning needs identified and met
- opportunities to develop and extend their interests, talents and abilities

Problems and Concerns

Your child is very important to us and all of the teaching and support staff are committed to ensuring that your child feels happy, secure and safe in school. We are keen to hear any concerns you have about your child and any aspect of school life in St. Paul's. If you contact us to discuss an issue you can expect:

- Your concerns to be listened to and your opinions to be taken on board
- Your complaint to be investigated fully
- Strategies to be put in place to resolve the difficulty
- The outcome to be reported to you as soon as possible

If you feel an incident has not been dealt with appropriately you can discuss the situation with the Principal, Mrs Bradley. She can advise you of other courses of action you may take including recourse to the Board of Governors in the event of the issue not being resolved to your satisfaction.

Heads of Year

Year 8	Mrs B McBride
Year 9	Miss K Corrigan
Year 10	Miss L Gallagher
Year 11	Mr M Boyle
Year 12	Mr S Murtagh

Contact Details: 028 295 40536

Attendance

The importance of attendance at school cannot be over-emphasised. If pupils are to achieve their full potential they need to be in school each and every day. Good attendance is recognised and rewarded at all levels in the school. The school has high expectations of all staff and pupils in relation to attendance and punctuality. All pupils must:

- attend school regularly from 9.00am to 3.30pm
- make routine appointments (eg dental, medical) after school or during the school holidays. (Only emergency appointments should be made for during school hours)
- bring a written request from parents, in the Student Planner, if they must leave school during the day
- seek permission to leave school for an appointment during school hours from the Form Teacher, Head of Year or Principal either at the beginning of the school day or at Registration
- sign out at the office when leaving during school hours and sign in again if they return on the same day
- bring a note in their Student Planner, signed by a parent/guardian to explain any absence from school
- leave class only with the teacher's permission - truancy from class will be treated as a serious breach of school rules
- only use cloakroom areas at the designated times

School Day

REGISTRATION		9.05 – 9.20	
PERIOD	START	FINISH	DURATION
1	9.20am	10.10am	50 mins
2	10.10am	11.05am	55 mins
BREAK	11.05am	11.20am	15 mins
3	11.20am	12.15pm	55 mins
4	12.15pm	1.10pm	55 mins
LUNCH	1.10pm	1.45pm	35mins
5	1.45pm	2.40pm	55mins
6	2.40pm	3.30pm	50mins

Procedures for poor attendance

- Year Heads will meet form teachers each month to identify pupils whose attendance is below 90%
- A letter will be sent to the parents/guardians of pupils whose attendance is cause for concern i.e. below 90%
- The form teacher and Head of Year will monitor the pupil attendance closely in subsequent months
- If there is no improvement a second letter, along with a printout of attendance, will be sent to the parents/guardians of pupils whose attendance has not improved. The pupil will be interviewed by a member of Senior Management.
- If there is no improvement the Pastoral Manager/Principal will seek a meeting with the parents of the pupil.
- If there is still no improvement, the parent/guardian and the pupil will meet with the internal attendance board which consists of the Principal, the Pastoral Manager, the Form teacher, the Education Welfare Officer and a representative from the Board of Governors.
- If the pupil's attendance still does not improve, an official referral will be made to the Education Welfare Officer (E.W.O.) Mrs T McVicker.

Uniform

All pupils who attend St Paul's College are expected to take a pride in their uniform and to maintain a high standard of personal appearance. On each school day, travelling to and from school, during examinations and when representing the school, pupils will:

- wear their school uniform correct in every detail;
Girls -Navy Blazer with School Crest, Navy Skirt, Navy Pullover, Blue Blouse (Revere Collar), Black Shoes, School Scarf, Navy Tights, Navy Socks
Boys - Navy Blazer with School Crest, Navy Trousers, Navy Pullover, Blue Shirt, Regulation School Tie, Black Shoes, School Scarf
- keep their uniform clean and tidy
- have all items of uniform clearly marked
- wear blazers at all times (at the discretion of the teacher during class)
- obey all safety regulations with regard to being correctly dressed for practical classes
- have a tidy appearance and follow the school regulations on hairstyles, jewellery and appearance
 - eg: Shaved hairstyles (less than Grade 3) are not permitted,
Flamboyantly coloured or bleached hair is not permitted,
Make-up and fake tan may not be worn
Pupils may wear one ring
Girls may wear a small pair of stud ear-rings

A Pupil who refuses to comply with the Dress Code will be subject to disciplinary procedures.

Please note: Trainers are not acceptable footwear.

If there is a valid reason why a pupil is not in full uniform, he/she should have a letter of explanation from their parents / guardians.

In the event of pupils failing to comply with any aspect of the Dress Code, the following consequences will occur:

- Verbal warning by class teacher or Form Teacher.
- Break-time and/or lunch-time detention.
- Letter or phone-call to parents/guardians followed by interview

Promoting and Sustaining Good Behaviour

If pupils are to gain maximum benefit from their time at St Paul's College, it is essential that they work to the best of their ability and behave in a responsible manner, showing respect for other pupils, staff and property.

As a school we recognise the importance of the United Nations Convention on the Rights of the Child in particular articles 1, 3, 28 and 29. Our school discipline policy is based on the Catholic ethos of our school. We believe that children will learn best in an ordered environment where there are good relationships based on mutual respect for all in the school community. All aspects of discipline are dealt with in the context of our pastoral programme.

It is expected that parents will fully support the school in seeking to ensure that their child's work and behaviour are of a high standard and that he/she does not behave in a manner which is harmful to the education or well being of others.

The school will seek to promote and sustain good behaviour in the following ways:

- by actively seeking the co-operation of all pupils in their learning
- by encouraging self discipline and a sense of responsibility
- by having clear expectations of behaviour for our pupils in all situations
- by insisting on high standards in relation to uniform, attendance and punctuality
- by respecting the rights of all pupils to learn and all teachers to teach
- by ensuring that sanctions are fair and appropriate and are applied consistently and persistently
- by respecting the dignity of all members of the school community
- by actively seeking out, promoting and rewarding good behaviour in our pupils
- by providing a curriculum which is appropriate to the needs of pupils
- by providing a range of extra-curricular activities which pupils can enjoy
- by providing a pastoral care system in which Form Teachers are available to advise and assist pupils who are experiencing difficulties of any kind
- by promoting strong links with parents so that school and parents can cooperate fully in ensuring pupils' progress and happiness
- by enlisting the help of outside agencies e.g. school psychologist or the Education Welfare Officer to help pupils who are experiencing difficulties

The school requires the full support of parents in encouraging children to abide by all school rules and procedures.

Examples of Excellent Behaviour

- Willing to help staff and other pupils
- Exceptionally good classwork/homework/coursework
- Significant academic progress
- Hard work and endeavour
- Excellent test results
- Kind and generous behaviour to others
- Sporting achievements
- Extra-curricular involvement
- Participation in local/national competitions
- Charity work
- Assisting at school functions
- Consistently good behaviour

To be recognised by Class Teacher / Form Teacher / Head of Year / Senior Manager or Principal, as appropriate, by use of some of the following rewards:

- Verbal praise
- Merit Points
- Congratulations/Thank You Card
- Prize giving Award
- Recognition at Assembly
- Photographic displays
- Selection as prefect
- Celebratory event

Classroom Expectations

Registration

- Line up outside the classroom until the teacher arrives.
- Enter the classroom and go to your seat.
- Sit quietly while the teacher marks the register.
- If you have an absentee note, missing books, homework or PE gear inform the teacher.
- If you have missed school find out from another pupil the work and homework you have missed. Record in diary and make arrangements to copy it up.
- Say a prayer to begin the school day.

Daily Class

- Enter the classroom and go to your seat.
- Sit quietly while the teacher marks the register.
- If you have an absentee note, missing books, homework or PE gear inform the teacher.
- Take out books, homework, homework diary, pens, rulers and any other equipment you need.
- Put your schoolbag in a safe location.
- When the teacher is talking to the class listen carefully and concentrate fully.
- If the teacher asks a question and you know the answer put up your hand and wait to be asked rather than calling out the answer.
- Participate fully in group work. Follow instructions, stay on task and make sure everyone in the group is involved.
- Treat school property with respect.
- Do not ask to get out of class unless it is absolutely necessary.
- Remember that mobile phones, iPods or any other products with text/digital facilities are banned in school and will be confiscated.
- You must follow the individual safety rules of all practical classes fully.

Classroom Behaviour

The vast majority of pupils work hard and behave appropriately. In the minority of cases, where work or behaviour falls below acceptable standards, certain consequences will follow.

In order to establish a positive school climate and a classroom atmosphere conducive to learning, teachers in St Paul's College employ a consistent, approach to discipline. Pupils are taught and encouraged to choose responsible behaviour, thereby raising their self-esteem and increasing their academic success. We provide positive reinforcement in a clear, concise, understandable manner for pupils.

In order to help pupils to choose responsible behaviour, each teacher devises a **Classroom Behaviour Plan** which incorporates a set of classroom rules, positive recognition if pupils adhere to the rules, and consequences should pupils choose not to observe the rules.

If pupils are to succeed, they need to know what is expected of them, and that their good behaviour will be recognized and supported. They also need to know the limits - what will occur if they choose not to comply with those expectations.

Benefits of a Classroom Behaviour Plan

A behaviour plan:

- protects pupils' right to learn
- protects teacher's right to teach
- ensures that everyone feels safe and secure in the classroom

If a pupil chooses irresponsible behaviour, he/she knows that consequences are inevitable. Consequences are not punishment - they are actions that pupils know will occur should they choose to break the rules of the classroom.

Consequences are organized into a discipline hierarchy as part of the classroom discipline plan and might include:

1. A verbal warning
2. Recorded warning
3. A note in the planner to inform parents of behaviour
4. Movement of the pupil to another part of the room
5. Loss of privileges
6. Removal from class
7. Referral to Form teacher
8. Referral to Head of Year

A Head of Year may decide after consultation with a form teacher to place a pupil on report to try to help them adapt and change their attitude to their studies. This involves the pupil carrying a report card which examines their behaviour, attitude and work rate in each class. The process will continue for a two-week period. Parents will be asked to sign the report card at home each evening and may be invited in to discuss the situation if there is no improvement. A stage two report is also used for pupils who need further support and assistance. This card will be signed by the Head of Year at the end of every day.

In the event of a serious misdemeanour in class, the teacher may employ a **Severe Clause (exclusion from class)**, which involves the removal of the pupil from the classroom. This internal exclusion for two school days includes detention at break time and lunchtime. Parents are informed by letter and, if more than two offences occur, there may be a suspension. If the behaviour persists, this may result in an interview with Disciplinary Board.

Serious misdemeanours include:

- the use of bad language to a teacher or to another pupil
- abusive/hurtful remarks to another pupil or teacher
- outright refusal to accept direction/authority of the teacher
- ongoing disruptive behaviour which stops teaching and learning

Detention after school is also used for serious breaches of school rules e.g. truancing, persistent late coming, health and safety issues, persistent breach of school rules etc.

Suspension

This will be for a period of up to five days and, with the approval of the Board of Governors, it may be extended to a maximum of forty-five days in any one school year. When a pupil is suspended, parents, the Chairman of the Board of Governors, CCMS and the North Eastern Education and Library Board are notified in writing.

Suspended pupils and their parents may be required to attend a meeting with the Principal, the Year Head and the Chairman of the Board of Governors.

The outcome of the meeting may be:

- to re-admit the pupil subject to terms specified in writing **or**
- to transfer the pupil to another school, Educational Guidance Centre or other establishment.

The Principal may suspend/expel pupils who, in her opinion, are guilty of very serious breaches of discipline, such as the following:

- Physical assault on another pupil or teacher
- Fighting
- Bullying
- Destruction/vandalism of school premises/property
- Destruction/vandalism of a teacher's property
- Verbal abuse of school staff
- Severe disruption of class
- Persistent disruption of class
- Persistent abuse of school rules on issues such as smoking
- Persistent misbehaviour/breaking of school rules
- Flagrant disobedience and refusal to accept direction
- Breaches of school's dress code
- Absent from class/school without permission
- Theft/damage of school property
- Theft/damage of a pupil's property
- Theft/damage of a teacher's property
- Theft/damage of property outside school
- Smoking, vaping or the use of e-cigarettes
- Possession of alcohol/illegal drugs
- Taking alcohol/illegal drugs
- Substance abuse
- Coming into school under the influence of alcohol/illegal drugs
- Misuse of technology – computers, phones, electrical equipment

Expulsion - Procedures Governing All Expulsions

Expulsions usually occur for one of two reasons:

"single major incident" involving gross misconduct as a **"last resort"**, that is:

- "where the school has taken all reasonable steps to avoid expelling a pupil" **or**
- "where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil, or that of others in the school." (DFE Circular No 10/94)

Where an incident occurs which is clearly or may possibly be of a criminal nature, the police, parent/guardian together with Senior Management Officer, Designated Officer of the local ELB and Social Services must be consulted by the Principal and a suspension invoked immediately, pending arrangements being made for the consideration of an expulsion.

Breakages, Damage or Loss of Property

Parents will be required to pay the full cost of the following:

- School or library books - lost, defaced or otherwise damaged
- School equipment lost or damaged
- Interference with fire equipment - fire bells, extinguishers and signs.
- Repair of damage to the school building and its furniture and fittings where this is the result of a pupil's behaviour.
- Replacement or repair of another pupil's or teacher's property which is lost or damaged as a result of a pupil's behaviour.

Reward System

Individual Rewards - Merit Points

Purpose:

- To recognize and affirm high standards of work, behaviour.
- To recognize service to the whole school community.
- To recognize pupils who consistently do their best and do not always get the recognition they deserve.

Guiding principles

The points system is a method of recognizing and celebrating individual co-operation; achievement, behaviour, academic success, or extra-curricular involvement. It is not to be used negatively, for example as a way of bribing pupils to behave or a way of inciting competition between pupils.

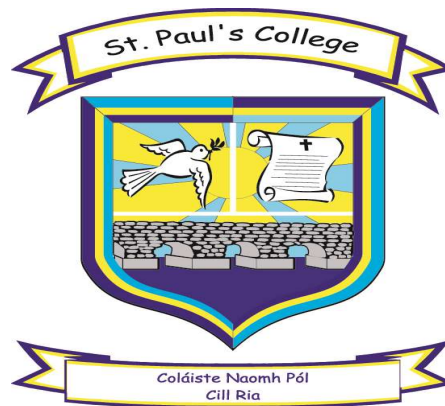
Monitoring and Affirming

Every half term time pupil points are collated and a special assembly is organized where pupils achieve certificates for their behavior and attendance. At the end of each term a reward is organized for the pupils who have acquired most points.

Individual achievements are acknowledged through-

- Special achievement assemblies
- Letters or texts home to pupils who achieve top points
- Texts home for pupils who are working well and on target
- The Board of Governors endorses outstanding individual achievement at Prize-giving and in the Board of Governors Report.

St. Paul's College, Kilrea



Homework

Homework is a necessary part of school life as it reinforces what has gone on in class and allows teachers to track pupil progress. In St. Paul's College homework is given out on a regular basis. The amount and type of homework pupils will be given depends upon a number of factors such as age/year group, the particular subjects the pupils are studying and whether the work is in relation to exam revision. Homework may well involve:

- Reading
- Spelling
- Revision
- Note making
- Researching
- Completing worksheets or text book exercises
- Extended writing tasks
- Independent project based tasks

In Years 8-10 one of the formal assessment tasks in each subject will be based on a homework task. The pupil planner is expected to be signed each week by a parent or guardian.

Assessment and Reporting Summary

External Testing

- *All pupils in Years 8-10 will complete Progress In English and Progress In Maths tests which will record their competency and progress in Literacy and Numeracy. Information gleaned from the tests will allow teachers to set class and individual targets in these key areas.*
- *At the end of Year 10 all pupils complete the CATS 4 test which predicts their GCSE performance. Results are used to help teachers and pupils set targets in each GCSE subject.*

Reporting

Junior School

- Pupils in Years 8, 9 and 10 receive two reports each year.

In December report marks and grades are mark based on assessments completed throughout term 1. Pupils are also given a grade which reflects their achievement in terms of Effort, Behaviour and Homework.

In June pupils are given a mark based on a combination of their end of year exams (75%) and assessments from terms 2 and 3 (25%).

- Pupils' reports also record their progress in Levels in terms of the Cross-Curricular Skills - Using Maths, Communication and Using ICT. Their Personal Capabilities and Thinking Skills are assessed across all subject areas.

Senior School

- Pupils in Year 11 receive two reports.

In December they receive a mark and grade based on assessments completed throughout term 1. Pupils are also given a grade which reflects their achievement in terms of Effort, Behaviour and Homework.

- In June, due to the nature of their modular exams, a combination of Controlled Assessment and exam grades may be used for reporting. Pupils in Year 11 will sit mock exams in April and external exams in January, May and June
- Pupils in Year 12 receive one report. They sit mock GCSE exams in December and external GCSE exams in November, January, May and June.



CHILD PROTECTION

In St. Paul's College we aim to provide a caring, supportive and safe environment. It is our responsibility to ensure that all individuals are protected from the risks of possible abuse. The problem of child abuse, if it occurs, will not be ignored by anyone in our school.

The Designated Teacher for Child Protection is:



Mrs B Ferguson

The Acting Deputy Designated Teacher is:
Mr E Mc Mullan

Child Protection

A Guide for Parents and Guardians

As a school we recognise the importance of the United Nations Convention on the Rights of the Child in particular articles 1, 3, 28 and 29. We have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff are subject to appropriate background checks. In addition, they have accepted a Code of Practice which governs their behaviour towards pupils.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

Definition of Child Abuse

The term child abuse includes physical injury, neglect (including emotional neglect), continued ill-treatment and sexual abuse.

NEGLECT: the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

PHYSICAL ABUSE: physical injury to a child, whether deliberately inflicted or knowingly not prevented.

SEXUAL ABUSE: the sexual exploitation of a child or young person for an adult's or another young person's sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

EMOTIONAL ABUSE: Persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effect on the emotional, physical and/or behavioural development of a child.

GRAVE CONCERN: while strictly speaking not a form of abuse but a category of registration of abuse, this term covers children whose situations do not currently fit any of the four categories above but where social and medical assessments indicate that they are at significant risk of above. These could include situations where another child in the household has been harmed or the household contains a known abuser.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will act promptly. He/she will not carry out any investigation or examination of the child but will immediately make their concerns known to **Mrs B Ferguson** (Designated teacher for Child Protection); discuss the matter and make full notes. In the absence of **Mrs B Ferguson**, the Deputy Designated Teacher should be informed. In investigating the matter, the school will follow the guidelines and procedures in the school's Child Protection Policy.

Where a disclosure is made the School is legally obliged to refer the matter to Social services immediately.

How a Parent Can Make a Complaint About Possible Child Abuse

The flow chart below shows the arrangements available for parents to make known to Staff any concerns they may have about the safety of their child.

Parents may speak directly to the Principal or Senior Manager who is the Designated Teacher for Child Protection issues, or follow the steps outlined below.

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



I can talk to the (Designated teacher for Child Protection
Mrs B Ferguson



If I am unable to talk to Mrs Ferguson, I can talk to the Deputy Designated teacher for Child Protection Mr E Mc Mullan



If I am still concerned, I can talk to the Principal Mrs A. Bradley



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



At any time, I can talk to

A Gateway Team social worker, Tel. 03001234333
Out of hours (after 5pm or weekends) Tel. 95049999

or The Police (Ballymena Care Unit, Tel.2565 3355)

Child Protection - Contribution of the Curriculum

Through the Pastoral programme pupils learn the skills they need to help them to stay safe. The Teenscape materials provide lessons to help children recognise and deal with potentially dangerous situations. These lessons and other self-protection materials have been assessed for their suitability and are included at different stages in the Pastoral programme.

If a pupil is worried about something and wants to talk to someone, there are a number of people in the school who can help:

Class Teacher

Form Teacher

Head of Year

Mrs B Ferguson (Head of Junior School, Designated Teacher for Child Protection issues)

Mr P Mc Gurk (Head of Senior School)

Mr E Mc Mullan (Deputy Designated Teacher for Child Protection)

Mrs A Bradley (Principal)

or

If a pupil is not comfortable about talking to a teacher he/she can telephone

Life line (24hours) 080008088088000

N Ireland Childline 0800212888

UK Childline 0800-1111

NSPCC 0800-8005000

Or e-mail

help@nspcc.org.uk

www.childline.org.uk

These Helpline numbers and many others are displayed on the Helplines Notice Board in school (near the Art Room).

We have an ICSS Counsellor in school every Tuesday morning.

CONCUSSION AWARENESS – WHO NEEDS TO KNOW?

The Department of Education has requested that all schools should write to parents/guardians to highlight the need for you to keep all organisations informed if your child receives a concussion injury.

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

Concussion must always be taken seriously and it is vitally important that any child/young person suspected of having concussion should immediately be stopped from continuing whatever activity they are doing and be assessed by a medical professional for diagnosis and guidance. A second injury when a child has concussion can be extremely serious and may even be fatal. It is vitally important therefore that medical clearance is sought before your child returns to school/play. Children should not resume physical activities such as Physical Education (PE), sports or games until permitted to do so by a medical professional. Concussion may also affect your child's ability to learn at school. This must be considered and medical clearance should be sought before the child returns to school.

As symptoms vary from child to child, a graduated return to school programme may be needed. If your child suffers a concussion in school or outside school, it is vitally important that you keep all people/organisations with responsibility for caring for your child informed so that they are aware of the potential dangers and any restrictions that may apply to the activities your child is permitted to do. The 'Recognise and Remove' leaflet produced by the Department of Education and the Department of Culture, Arts and Leisure is available on the Department of Education's website www.education-ni.gov.uk and provides guidance on the signs to look out for.

Keeping everyone informed about concussion is in your child's best interests and parents/guardians have a key role in making sure that information is passed on to their child's teacher, sports coach, youth leader or other care provider. Yours sincerely

CHILD PROTECTION



**NO MOBILE PHONES, IPODS OR ANY
OTHER PRODUCTS WITH TEXT/DIGITAL
FACILITIES**

In the interests of Child protection you may not have your mobile, iPod or any other electronic devices switched on during the school day. If you do it will be confiscated. Your parent will have to come into school to collect it.

Bullying

Bullying is the conscious desire to hurt, threaten or frighten someone. Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do. It can be a repeated attack which causes distress not only at the time of the attack but also through the threat of future attacks. As a school we recognise the importance of the United Nations Convention on the Rights of the Child in particular articles 1, 3, 28 and 29. In St. Paul's College we view bullying as a serious breach of school rules. All pupils in our school community have the right to feel happy, secure and respected at school. All incidents of bullying will be investigated and sanctions will be applied to the perpetrators if bullying is deemed to have occurred. As parents we would urge you to be vigilant and to keep us informed of any incidents of bullying that come to your attention.

Bullying Signs and Symptoms

- Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra money, damaged clothing or bruising.
- Take an interest in your child's social life. Discuss friendships, how free time is spent - journey to and from school.
- If you think your child is being bullied inform the school. Encourage him/her to tell a teacher.
- Do not keep the child at home 'until it is sorted out.' It's impossible to sort out a one-sided affair on the strength of your child's story.
- With the help of the appointed member of staff, devise strategies that will help your child and provide him/her with support inside and outside school.
- Do not encourage your child to hit back, it will only make matters worse. Encourage the child to acquire friends - a child who has friends is less likely to be bullied.
- Reassure your child that there is nothing wrong with him/her. He/she is not the only victim.

- Identify where and when the bullying takes place and try to work out a way to avoid them.
- Advise your child not to try and buy the bully off with sweets or other presents, and not to give into demands for money.

Education For Love Programme (Relationships and Sexuality R.S.E)

“In a society in which sexual conduct is presented openly in the media, young people need both the guidance of sympathetic and well-informed adults and the opportunity to learn about, discuss and reflect upon sexual development in a secure and understanding environment such as that provide by the family and the school.” **(Circular No. 1987/45 DENI)**

In St. Paul’s College, Kilrea we approach the issue of relationships and sexuality in an honest, open and caring manner. We recognise the importance of the programme in the personal and moral development of all children in our school. The programme is delivered in a sensitive manner which is in harmony with the ethos of the school and the moral and religious principles held by parents and the Board of Governors.

Teaching takes place within a caring, moral context and emphasises the importance of stable personal relationships, parental responsibilities and family life. The programme is delivered through a range of subject areas including Religious Education; Citizenship, PSE, Child development and Science. All staff have been trained in the delivery of the programme. External agencies are employed to support the work of the teaching staff.

Inclusion and Diversity

As a school we recognise the importance of the United Nations Convention on the Rights of the Child in particular articles 1, 3, 28 and 29. The purpose of education is to ensure that children gain access to the knowledge, understanding, skills and values that will help them grow as confident young people able to contribute to their community and workplace. This right of access is available to every child in our school. In St. Paul's College we recognize that children learn in different ways and have different talents and abilities. We accept and recognise the right of every child to make real and meaningful progress throughout their school career. We work hard to help young people develop their personal, social and emotional skills so that they can make a positive impact on their parish, community, society and economy.

“All schools should be welcoming and fair to pupils and staff from other traditions, and ensure that relationships with them reflect justice and promote self esteem.”

(Northern Bishops Statement)

The Catholic Ethos of St. Paul's is central to everything that we do. Values of truth, honesty, fairness and integrity underpin our policies and inform our practice. Children are taught the importance of respecting the rights of others and celebrate cultural diversities within the school community. Our school community is enriched by the presence of children from other countries, traditions and faiths. The Inclusion and Diversity work with the school SEN Co-ordinator Mrs Leonard to ensure that these pupils and their families are supported in their learning.

E-Safety

General advice to everyone:

We all deserve to be able to use the internet to learn, explore and connect with each other. But all of us need to be aware of the risks involved in doing so, especially on social media. Our advice is:

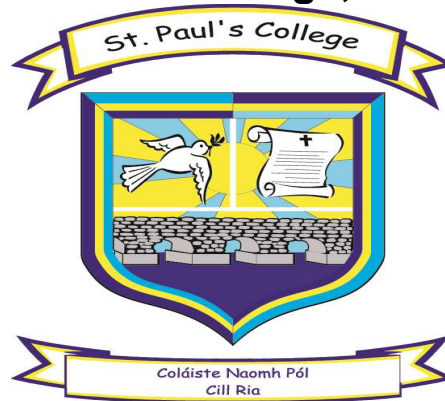
- Don't share personal information or images with people you don't know.
- Don't accept friend requests with someone you don't know – not everyone online may be who they say they are.
- Set privacy settings on all devices so that only people you know can view your account.
- Don't post anything online that you are not happy to be shared, particularly nude or nearly nude images or videos. It may seem like a bit of fun with friends at the time but there is always a chance those images could be shared or get into the wrong hands and could lead to harmful situations such as stalking, abuse or blackmail.
- If someone has made you feel uncomfortable or you have had disturbing interaction online, tell police or a trusted adult. You can ring the police on 101 or for help and advice ring Childline on 0800 1111 or Lifeline on 0808 808 8000.
- The internet can be a great place but it is important to remember there are people out there who may wish to abuse, exploit, intimidate or bully you online – if this happens to you, tell someone immediately.
- Remember that if things do go wrong online, there are people who can help.
- If you receive any inappropriate images or links, it is important that you do not forward it to anyone else. Contact police or tell a trusted adult immediately. By doing this you could help prevent further such incidents. You will not get into trouble.

E-Safety and Social Media

Advice for parents:

- The most important thing is to have conversations with your children - talk to them about the benefits and dangers of the internet so that you can empower them to use the internet safely.
- Cultivate an interest in their online activities - their favourite websites, online games and interests and keep an eye on what they are doing online.
- Don't be afraid to ask your children who they are talking to online and what they are talking about and remind them how important it is to tell a trusted adult if something happens online that makes them feel uncomfortable or worried because there are people who can help.
- Become a 'net-savvy' parent - the best safeguard against online dangers is being informed. Jump in and learn the basics of the Internet - read articles, take a class, and talk to other parents. You don't have to be an expert to have a handle on your child's online world.
- Go to www.getsafeonline.org for lots of useful advice and information on how to stay safe online. Safeguardingni.org will also provide information for parents and carers on e-safety.
- Links to other sites that can provide information and advice to young people and parents are available from the DE website at: <http://www.deni.gov.uk/index/pupils-and-parents/pupils.htm>

St. Paul's College, Kilrea



COMPLAINTS POLICY

Parental Complaints in St. Paul's College, Kilrea

If you have a concern or complaint

As a school, we welcome suggestions for reviewing and enhancing our support for your child. It would be appreciated if you have a concern that you tell us as soon as possible as it can be difficult to investigate an incident or problem which may have happened some time ago.

What to do first

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher, form tutor or head of year. If you have a complaint which you feel should be considered by the Principal, you should contact him/her as soon as possible. It is usually best to discuss the problem face to face. To do this you may need an appointment which can be arranged by contacting the school office. The same arrangement applies if you wish to speak with a member of the teaching staff.

The Principal or member of staff will make every effort to resolve your problem speedily and efficiently. They will discuss what you feel went wrong, and they will explain what will be done to follow up your complaint. As well as helping to resolve the immediate difficulty it is hoped that speaking with you will help to prevent a similar problem arising again.

What to do next

If you have addressed your complaint to a teacher and are dissatisfied with the response you can make your concern known to the Principal. If your complaint relates to the Principal, then it should be referred to the Chairperson of the Board of Governors. You can write to the Chairperson at the school address. You may also find it helpful to have a copy of the school's Complaints Procedure as this explains in detail the procedure to be followed in the event of a complaint against the school. This document is available from the school office. A full investigation will be conducted as soon

as possible. As part of the investigation you or others may be asked for additional information following which you will receive a response to your complaint.

PROCEDURE FOR MAKING A COMPLAINT– STAGE ONE

- Parents should have an opportunity for informal discussion of any concerns with an appropriate member of staff. This discussion should aim to clarify the nature of the parent's concern and assure them that the school wishes to hear about it. The discussion should also aim to clarify what kind of outcome the parent is seeking.
- If the member of staff first contacted cannot deal with the matter immediately, s/he should make a firm arrangement to deal with it at a future date or refer the matter to another member of staff. In either case a note of the name, date and contact details of the complainant should be taken.
- If the matter is referred, either because the person first contacted is not available or the matter is best dealt with by another member of staff, then the first contact should check later to make sure the referral has been successful.
- Principals should ensure that staff have guidelines about when and to whom to refer a matter. In all cases, members of staff dealing with a complaint at this stage should make a note of the date, time, details and outcome and inform the principal.
- The Principal may decide to deal directly with a matter at this stage if this seems the most appropriate course of action.
- If the complaint relates to the principal, the complainant should be advised to contact the Chairperson of the Board of Governors.
- The staff member dealing with the complaint should make sure that the complainant is clear what will happen next (if anything). This should be put in writing only if it seems the best way of making the outcome clear.
- If no satisfactory solution has been found, the complainant should be asked if they wish their concern to be considered further. If so, they should be given clear information on how to proceed and any advice and support that may be available to them.

PROCEDURE – STAGE TWO

- Parents who wish to pursue a complaint to Stage Two should be asked to put the complaint in writing to the school. The principal (or designated member of staff) should acknowledge the complaint orally or in writing within 3 days of receipt giving a brief explanation of the complaints procedures and a target date for providing a response. Ideally, this should be within 10 days. If it is not possible to deal with the matter in this time, the complainant should be informed of when it is likely to be concluded.
- The principal (or designated member of staff) should provide an opportunity for the complainant to meet him/her. The complainant should, if s/he wishes, be allowed to be accompanied by a friend or relative who can speak on his/her behalf. Interpreting facilities should be made available if required.
- If necessary, the principal (or designated member of staff) should interview any witnesses and take statements from those involved. If the complaint centres around a pupil, the pupil may also be interviewed, normally with the parent/guardian present. In some circumstances this may not be possible and a senior member of staff with whom the pupil feels comfortable should attend with him/her. If a member of staff is complained against, the needs of that person should be borne in mind (see general principles 2.4).
- The principal (or designated member of staff) should keep written records of meetings, telephone conversations and other documentation.
- Once all the relevant facts have been established, the principal (or designated member of staff) should arrange a meeting with the complainant to discuss or resolve the matter. This meeting should be followed up with a letter setting out the outcome of the meeting. The complainant should be advised in this letter that if they wish to take the complaint further s/he should notify the Chairperson of the Board of Governors within 5 weeks of receiving the letter detailing the outcome of the complaint.
- If the complaint is against the action of the principal, or the principal has been very closely involved at Stage One, the Chairperson of the Board of Governors should carry out all the Stage Two procedures.

PROCEDURE – STAGE THREE REVIEW BY THE BOARD OF GOVERNORS

The following procedure should be followed upon receipt of a written request from the complainant for the complaint to proceed to Stage Three.

The Chairperson of the sub-committee should write acknowledging receipt of the written request and informing the complainant that it will be heard by a sub-committee of the Board of Governors within 20 working days of receipt. The letter should also inform the complainant that they have the right to (a) submit any further documents relevant to the complaint and that these must be received in time for circulation to the sub-committee (b) attend a meeting of the sub-committee to speak to their complaint and to provide Governors with an opportunity to seek clarification of the issues involved.

The Chairperson of the sub-committee should convene a meeting of the sub-committee. In establishing the sub-committee, the Board of Governors should nominate its membership in accordance with Paragraph 6.2 above. The sub-committee should elect its chair.

The committee members should have had no prior involvement with the complaint. In circumstances where the complaint relates to the principal he/she should not have a place on the sub-committee. Board of Governors should have regard to the advantages of having a mix of different type of Governor on the sub-committee and be sensitive to issues of equal opportunity in the composition of the sub-committee. The teacher representative should not be a member of the sub-committee.

All relevant correspondence and documentation should be given to each sub-committee member. The Chairperson should ensure that the complainant, any member/s of staff involved and any other witnesses are given 5 days' notice in writing of the date, time and place of the hearing. Each individual invited to the meeting should meet separately with the sub-committee. The letter of notification to the complainant should also inform him/her of their right to be accompanied by a friend/relative. The principal or a teacher who is the subject of a complaint should be advised of their right to be accompanied by a colleague or friend. Legal representation on behalf of any party involved should not be permitted. The Chairperson should ensure that interpretation facilities are offered and made available if required. The letter should set out the procedure for the conduct of the meeting and the complainants right to submit further related written evidence to the sub-committee.

The Chairperson should invite the principal to attend the hearing and prepare a written report for the committee in response to the complaint.

The headteacher may also invite any other members of staff directly involved in matters raised by the complainant to respond in writing and/or in person to the complaint. Any involvement of other staff should be at the discretion of the chair of the committee. Any relevant documents should be received by all concerned (including the complainant) at least five days before the meeting of the committee.

The Chief Executive or his representative may attend the meeting to advise the sub-committee.

The Chairperson of the sub-committee should ensure that the meeting is properly minuted.

The aim of the meeting is to resolve the complaint and achieve reconciliation between school and the complainant. However, it may only be possible to establish the facts of a situation and make recommendations about future action which will satisfy the complainant that their complaint has been taken seriously.

The Chairperson should try and ensure that the proceedings are as informal as possible and that the complainant feels at ease.

At the conclusion of each interview, the Chairperson should explain that the sub-committee will consider its decision and write to both parties with the outcome within 15 days.

Following the interview process and the withdrawal in turn of those concerned the sub-committee should consider its decision. This should include: a decision on the complaint; appropriate action to be taken by the school; and where appropriate, recommendations on changes to the school's systems or procedures to ensure similar problems do not arise in the future.

The school should ensure that a copy of all correspondence and notes is kept on file in the school. This should be filed separately from pupils' personal records.

PUPIL MEDICAL INFORMATION

This sheet should be completed by the parent/guardian of

- pupil(s) who need to take medication during the normal school day;
- pupil(s) who have ongoing medical conditions which may require attention during the school day.

PUPIL'S NAME: _____ FORM: _____

PARENT/GUARDIAN'S NAME: _____

ADDRESS: _____

TEL NO _____ EMERGENCY TEL. No _____

DOCTOR: _____ TEL. No. _____

ILLNESS: _____

TYPE AND NAME OF MEDICATION: TABLET; MEDICINE; SPRAY; INHALER ETC.

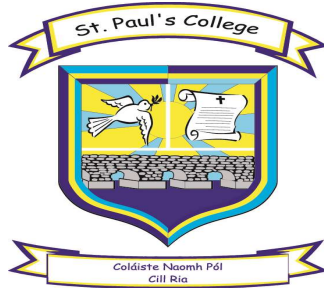
DOSAGE: _____

WHEN: _____

How OFTEN: _____

WHAT ACTION SHOULD BE TAKEN SHOULD THERE BE AN EMERGENCY?

SIGNED: _____



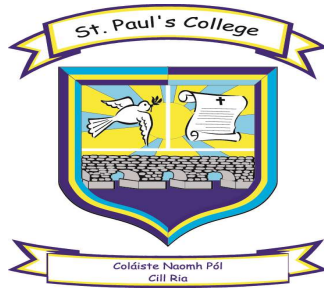
Please complete and return to your son or daughter's form teacher as soon as possible

Pupil Name: _____

Form Class: _____

I give/ do not give permission for my son/daughter to access the internet independently, using the College internet access.

Signed _____



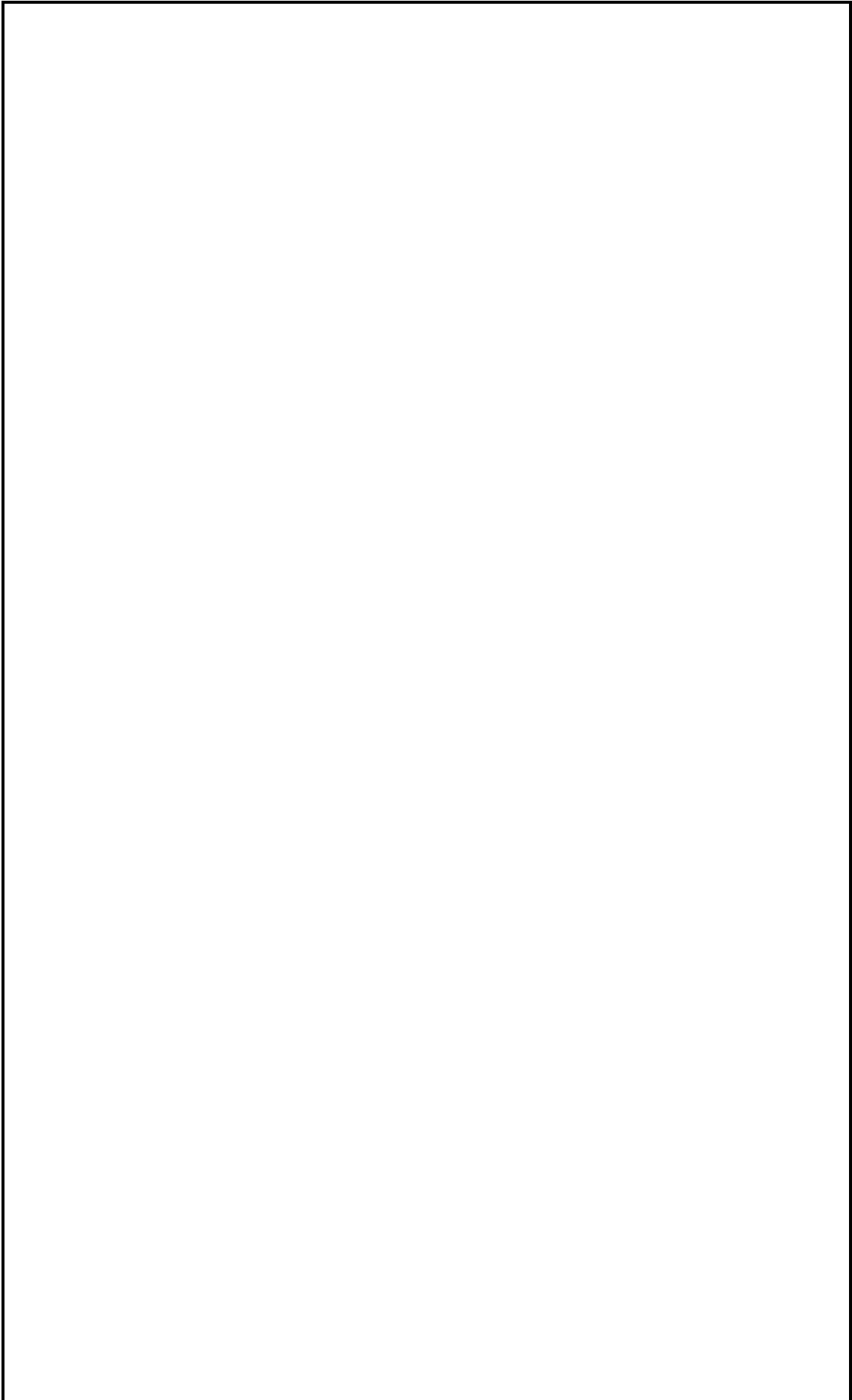
Please complete and return to your son or daughter's form teacher as soon as possible

Pupil Name: _____

Form Class: _____

I give/ do not give St. Paul's College, Kilrea permission to use photographs of my son/daughter in reports of school events.

Signed _____



Be smart on the internet

Childnet
International

www.childnet.com

S

SAFE

Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

M

MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A

ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R

RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.

T

TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

You can report online abuse to the police at www.thinkuknow.co.uk

THINK
U
KNOW

www.kidsmart.org.uk

KidSMART

Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.





St. Paul's Eco Code

What can I do to help the environment?

Turn off lights if they are not needed

Pick up litter

Turn off computers at the end of the school day

Switch off monitors if they are not in use

Perform a print preview before printing to save paper wastage

Recycle paper, plastic, cans and cardboard in the appropriate bins

