



ST. ANTHONY'S P.S AND NURSERY UNIT

POLICY GUIDELINES ON

- **PASTORAL CARE**
- **INTIMATE CARE POLICY**
- **PERSONAL DEVELOPMENT CURRICULUM**
- **MISUSE OF SUBSTANCES/DRUGS EDUCATION**
- **RELATIONSHIPS & SEXUALITY EDUCATION**

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FOREWARD

This document outlines our school's approach to a range of Pastoral Care issues. Its main function is to provide ethical direction and practical guidance for all those employed within our school and those external agencies working with young people within the school environment.

The four sections are outlined as follows:

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

Section B Personal Development Curriculum This section provides guidelines on the delivery of the Personal Development taught curriculum in line with the revised NI Curriculum.

Sections C Misuse of Substances and Drugs Education outlines our approaches to drugs education and responses to drug related incidents.

Section D Relationships and Sexuality Education provides guidelines on the incorporation of a RSE programme within the schools personal development education policy and our approach to a range of sensitive issues relating to RSE.

This document includes information pertaining to a range of other policies and guidelines including:

- Child Protection
- Behaviour Management
- First Aid
- Health & Safety.
- Storage and Administration of Medication

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

Contents

Page

Glossary	4
Introduction	5 - 6
Pastoral Care Policy	7 – 9
Intimate Care Policy	10 - 14
Personal Development Curriculum Guidance for Schools	15 – 17
Misuse of Drugs/Substance Policy for Schools	18 - 21
Relationships and Sexuality (RSE) Policy	22 - 24
Appendices	
Appendix € Parental form for intimate care	25 - 30
Appendix A Service Level Agreement for Use with External Agencies Working in Schools	31
Appendix B Checklist for use of Schools Designated Child Protection Officer to vet External Agencies working in schools.	32
Appendix c Misuse of Substance Flowchart	33
Appendix D Drugs and Substance Misuse Incident Report Form (Form to be completed by Teacher involved in Incident)	34
Appendix E School Record and Checklist	35
Appendix F Pro Forma to inform SELB / Employing Authority of Incidents	36
Reference Materials	37-38

GLOSSARY

- **Young People** – Any young person/pupil/child who is attending our school or participating in programmes exclusively run by our school.
- **Personal Development** as used throughout this document encompasses the terms Personal, Social and Health Education (PSHE), Personal Social Development (PSD) and Life Skills.
- **Guidance and Counselling Skills** – those skills developed by teachers through the person-centred approach to supporting young people.
- **Counsellor** – an appropriately qualified individual who adheres to the BAC guidelines, particularly in relation to supervision.
- For the purpose of this document, **substance misuse** is any drug, including alcohol, which, when taken, has the effect of altering the way the body works or the way a person behaves, feels, sees or thinks. This includes alcohol, tobacco, “over the counter” and prescribed medication, volatile substances and controlled drugs.

INTRODUCTION

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

McGuinness (1989)

Parents are recognised as the primary educators of young people, and the influence of the home environment during the formative years is acknowledged as the most significant factor in the development of the adult person. However, young people are also shaped by a wide range of additional influences. Central among these is the role of schools and, in particular, teachers, who have daily contact with children and young people from the ages of 4 to 18.

Those entrusted with the care and education of young people have a significant responsibility to support not only academic progress but also personal wellbeing. Pastoral care is therefore a central aspect of school life, ensuring that each pupil is known, valued, and supported. This policy provides guidance and direction for staff within the SELB in carrying out their pastoral responsibilities and in promoting the wellbeing of all pupils.

Pastoral care at St Anthony's is based on a holistic understanding of personal development, recognising that young people grow across five interrelated dimensions: physical, intellectual, emotional, social, and spiritual. The school adopts a proactive approach to pastoral care, aiming to support pupils in all aspects of their development and to foster a safe, inclusive, and nurturing environment.

This approach to pastoral care is consistent with the CCEA proposals for the revised curriculum and reflects the school's commitment to supporting the whole child and enabling each young person to reach their full potential.

Personal development provides young people with opportunities to clarify their values and attitudes and to develop the personal and social skills necessary for life. Through this process, young people are supported in accepting responsibility for themselves and for their actions, which is a key aim of effective pastoral care.

Central to personal development is the belief that all individuals have inherent value and that their feelings, opinions, and actions matter, regardless of whether these align with those of others. Pastoral care at St Anthony's is therefore grounded in respect for the dignity, worth, and individuality of each pupil.

In practice, this approach requires staff to communicate openly and honestly with pupils and to foster trusting, supportive relationships. Genuine dialogue and positive interactions between staff and pupils are essential in creating an environment where young people feel safe, valued, and understood.

Most importantly, pastoral care involves placing confidence and trust in pupils' capacity to take responsibility for their behaviour, feelings, attitudes, and learning. Staff are committed to supporting pupils in developing self-awareness, resilience, and independence, while providing appropriate guidance and structure to enable each young person to grow and flourish.

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

- increased self awareness
- development of high internal self-esteem
- confidence and independence of thought

Pastoral Care Policy

- sensitivity to the needs of others.

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

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

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



ST. ANTHONY'S PS PASTORAL CARE POLICY

Rationale

Pastoral Care is defined as the ethos created within the school through which pupils are supported to develop and learn to their optimum potential. Through effective pastoral care, the school provides opportunities for every child to grow into responsible, self-aware, confident, and capable young people, equipped to meet the challenges of the 21st century.

The school recognises that pastoral care must form the foundation of, and permeate, all aspects of school life. It is therefore integral to the curriculum, relationships, policies, and daily practices within the school community.

Vision and Values

Our school is committed to the principle that every pupil has the right to feel safe and secure in all aspects of school life. We actively promote a pastoral care ethos that supports the development of the whole person and encourages pupils to make positive and informed choices that form the foundation of a healthy and fulfilling lifestyle.

Pastoral care provides the context in which young people acquire values and standards through observation, experience, and example, as these are modelled consistently at every level within the school community. Staff recognise the importance of their role in shaping attitudes and behaviours through positive relationships and shared expectations.

As a centre of education, the school affirms the importance of a personal development approach to pastoral care. This approach places learning, growth, and reflection at its core, rather than viewing pastoral care as a service-driven provision. Through this model, pastoral care is fully integrated into the educational experience and supports pupils in becoming responsible, resilient, and respectful individuals.

Ethos

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

This may be achieved through:

- creating a sense of belonging amongst all strands of our school community
- developing an atmosphere of mutual respect and caring
- creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust

Pastoral Care Policy

- implementation of a Behaviour Management policy which creates a full sense of justice and fair play amongst our school community
- providing opportunities for **every** person to succeed and to be affirmed in their self-worth
- promoting positive relationships at every level
- working with parents for the mutual benefit of all
- establishing and maintaining links with the wider community
- affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care
- creating a sense of self-worth at every level.

Relationships

Excellent relationships foster and develop in an atmosphere of **Respect**.

Our school will work towards creating opportunities where mutual respect can grow and develop. We aim to create a caring, empathetic and secure environment where our young people can develop good relationships based on those they experience.

Professional Counselling

The value of professional counselling in supporting the wellbeing and personal development of young people is significant. Counselling can provide essential guidance, support, and intervention for pupils who require additional help in managing personal, emotional, or behavioural challenges.

St Anthony's has access to professional counselling services to support pupils in developing a clearer and more confident awareness of self. The school provides access to a professional play therapist on a weekly basis. This includes scheduled support as well as 15-minute drop-in sessions for students, alongside longer-term counselling provision where appropriate, typically delivered over a 6–10-week period.

In addition, St Anthony's supports pupils through the REACH Mentoring Programme. This programme offers pupils opportunities to engage in structured group activities as well as one-to-one mentoring support, helping to promote resilience, positive relationships, and personal growth.

All counsellors and professionals working with students operate in accordance with BAC or equivalent professional guidelines, ensuring that support is delivered to the highest ethical and professional standards.

Counselling/Relationships

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

Managing External Agencies (Ref Appendix A and B)

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

Training and Support

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

Related School Policies

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

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- Behaviour Management Policy
- First Aid Policy
- Storage and Administration of Medication policy

Evaluation and Monitoring

St Anthony's PS recognizes and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards improvement'



Intimate Care Policy

Definition

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child and staff have a responsibility to work in partnership with children and parents.

Intimate care can include:

- ❖ Feeding
- ❖ Oral care
- ❖ Washing
- ❖ Dressing/undressing
- ❖ Toileting
- ❖ Menstrual care
- ❖ Supervision of a child involved in intimate self-care
- ❖ Cleaning up a child after wetting/soiling accident.

The principles of Intimate Care

Every child has a right to:

- Be safe.
- Personal privacy.
- Be valued as an individual.
- Be treated with dignity and respect.
- Be involved and consulted in their intimate care and to have their views taken into account.
- Have levels of intimate care that are as consistent as possible.

Within the Nursery the teacher and the nursery assistants are available to undertake the intimate care of the child.

The following procedure takes place:

- A bank of clothes is available within the class.
- Some children have a personal change of clothes – these are used for that particular child as required.
- If a child needs changing due to a toileting accident or as a daily requirement, this takes place in the toilets within the classroom.
- The assistant or teacher notifies the other staff members that she is changing a child so that the other children are properly taken care of.
- The child needing changed should be encouraged, as far as possible, to help to change himself / herself, with help and support from staff.
- The toilet door shall always remain unlocked when a staff member is assisting a child to change.
- If a child requires changing due to water play etc. (e.g. sweatshirt / t-shirt) this should be done in the classroom/kitchen area with the door opened.

Pastoral Care Policy

If a staff member

- f. Notices marks on a child which give cause for concern

OR

- B. Is anxious about something a child may have said to her

She should immediately report this to the Designated Teacher in school.

The classroom assistant may also report concerns to the designated teacher.

On admission to the Nursery parents are asked to sign and return an intimate care form (Appendix 1)

School Responsibilities

- All staff working with children must be vetted by the EA.
- Vetting includes Access NI checks.
- Only vetted staff identified by school should undertake the intimate care of children.
- The principal must ensure that all staff undertaking the intimate care of children are familiar with, and understand the Intimate Care Policy and
- Guidelines together with associated Policy and Procedures e.g. ACPC Regional Policy and Procedures 2005, Safeguarding Vulnerable
- Groups (Northern Ireland) Order 2007.
- All staff must be trained in the specific types of intimate care that they carry out and fully understand the Intimate Care Policy and Guidelines within the context of their work.
- Ongoing intimate care arrangements must be agreed by the school, parents / carers and child (if appropriate).
- Ongoing intimate care arrangements must be recorded in the child's personal file and consent forms signed by the parents / carers and child (if appropriate).
- Staff should not undertake any aspect of intimate care that has not been agreed between the School, parents /carers and child (if appropriate).
- The school needs to make provisions for emergencies i.e. a child wets or soils themselves
- Intimate care arrangements that have been specially agreed with a parent should be reviewed at least annually. The views of all relevant parties, including the child (if appropriate), should be sought and considered to inform future arrangements.
- If a staff member has concerns about a colleague's intimate care practice they must report this to the designated Child Protection officer.

Guidelines for Good Practice

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff.

They apply to every member of staff involved with the intimate care of children.

Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.

Pastoral Care Policy

Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks / treatments can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard children and staff.

Involve the child in their intimate care

Try to encourage a child's independence as far as possible in his / her intimate care. Where the child is fully dependent talk with them about what is going to be done and give them choice where possible.

Check your practice by asking the child / parent any likes / dislikes while carrying out intimate care and obtain consent.

Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.

Care can be carried out by two staff members / carers alone with one child.

Make sure practice in intimate care is consistent

A child with special needs can have multiple carers so a consistent approach to care is essential. Effective communication between parents / carers / agencies / school ensures practice is consistent.

Be aware of own limitations

Only carry out care activities you understand and feel competent and confident to carry out. If in doubt, ASK.

Some procedures must only be carried out by staff who have been formally trained.

Promote positive self-esteem and body image

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important.

If you have any concerns, you must report them

If you observe any unusual markings, discolorations or swelling including the genital area, report immediately to your designated Child Protection teacher.

If during the intimate care of a child you accidentally hurt them, or the child appears to be sexually aroused by your actions, or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to your designated Child Protection teacher.

Report and record any unusual emotional or behavioural response by the child.

A written record of concerns must be made and kept in the child's medical notes / personal file.

Pastoral Care Policy

Parents / carers must be informed about concerns.

Please refer to:

- ❖ Regional Area Child Protection Committee Child Protection Procedures – April 2005
- ❖ DENI Child Protection & Pastoral Care Guidance 1999
- ❖ Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

Working with children of the opposite sex

Principles:

- There is a positive value in both male and female staff being involved with children.
- Ideally, every child should have the choice of carer for all their intimate care.
- The individual child's safety, dignity and privacy are of paramount importance.
- The practical guidelines set out below, are written in the knowledge that the current ratio of female to male staff means we are far less likely to be able to offer the choice of same sex carer to male children.

General Care

Male and female staff can be involved with children of either sex in:

- (a) Key working and liaising with families.
- (b) Co-ordinating of and contribution to a child's review.
- € Meeting the developmental, emotional and recreational needs of the children.

Intimate Care

Wherever possible, boys and girls should be offered the choice of carer and second carer. Where there is any doubt that a child is able to make an informed choice on these issues, the child's parents are usually in the best position to act as advocates. It may be possible to determine a child's wishes by observation of their reactions to the intimate care they receive. Do not assume that a child cannot make a choice.

The intimate care of boys / girls can be carried out by a member of staff of the opposite sex with the following provisions:

(f) The delivery of intimate care by professionally qualified staff will be governed by their professional code of conduct in conjunction with school policy and procedures.

(b) Staff who are not governed by a professional code of conduct must follow policy and procedures in operation within their agency and direction and agreement must be provided by the Principal.

(b) When intimate care is being carried out, all children have the right to dignity and privacy i.e. they should be appropriately covered, the door closed or screens / curtains put in place.

(d) If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. Try to

Pastoral Care Policy

ascertain why the child is distressed and provide reassurance.

€ Report concerns to your Designated Teacher and make a written record.

(f) Parents / carers must be informed about concerns.

Emergency Intimate Care

Good Practice Checklist for Staff

Such care might be necessary with;

A child who has wet or soiled themselves

A child who has been hurt and treatment requires removal of clothing

- ◆ Let another member of staff know who requires care and what you intend to do
- ◆ Ensure the child's dignity at all times; they should be appropriately covered, door partially closed.
- ◆ Reassure the child and tell them what you plan to do
- ◆ Listen to the child's wishes
- ◆ If they are distressed or protest, stop the care immediately and seek advice or assistance from another member of staff
- ◆ Report the duty of intimate care to a senior member of staff following the event
- ◆ Inform the parent about the care that was administered: Phone/Talk to the parent about the incident
- ◆ Male staff should not perform duties of intimate care with a female child
- ◆ If you have any concerns regarding the child report them immediately to

the designated child protection teacher – Mrs H. Hamill



ST ANTHONY'S PS PERSONAL DEVELOPMENT CURRICULUM POLICY

Rationale

The school recognises that young people are growing up in a period of rapid and often significant social, economic, and technological change. Within this context, it is essential that pupils are supported in developing both interpersonal and intrapersonal skills through positive relationships and the example set by significant adults in their lives.

Where strong role models are present, young people are more likely to develop emotional intelligence and an understanding of the values and practices that underpin effective life skills. However, the school also acknowledges that this support may not always be consistently available outside the school environment.

In response, the school provides a taught personal development curriculum in which teachers act as facilitators, offering pupils the knowledge, guidance, and opportunities needed to practise and apply essential life skills. This structured approach ensures that all pupils are supported in developing resilience, self-awareness, emotional literacy, and the skills necessary to navigate the challenges of modern life.

Aims

In keeping with the school's ethos and values, we affirm that the personal development of our young people is of equal importance to their academic development. We believe that a holistic approach, which supports growth across all aspects of a young person's life, leads to the development of well-rounded individuals equipped with the skills, resilience, and confidence needed to meet the challenges of life.

Accordingly, the delivery of personal development programmes places a strong emphasis on the cultivation of skills, attitudes, and values that are firmly centred on the individual. These programmes are designed to support pupils in understanding themselves, building positive relationships, and making informed and responsible choices.

The school also recognises that schools are centres of education and therefore accept the validity of a personal development approach to curriculum delivery. This approach prioritises learning, reflection, and growth over a service-driven model, ensuring that pastoral care and personal development are fully embedded within the educational experience of all pupils.

Objectives

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

1. Develop skills, attitudes, values and abilities which will enable them to be effective in a variety of adult situations and occupations
2. Develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes and values

Pastoral Care Policy

3. Develop independence of mind and take responsibility for their own decisions and actions
4. Develop self-reliance, self-discipline, self-respect and self-esteem
5. Adopt an enterprising and persistent approach to tasks and challenges
6. Develop a respect for ways of life, opinions and ideas different from their own, provided these are based on consideration and respect for others
7. Develop a concern for, and a readiness to act on behalf of, the legitimate interests of others who cannot effectively so act themselves
8. Develop knowledge and understanding of the world in which they live and of employment and other opportunities that are available
9. Gain a concern for conservation of the natural world and for the physical, including the built environment
10. Become effective independent learners.

Methodology

- In recognition of the fact that pupils learn in different ways, a wide range of learning styles and teaching strategies will be employed, with a strong emphasis on active and experiential learning. These approaches will prioritise group and collaborative strategies, maximising opportunities for pupil participation, decision-making, and problem-solving.
- Lessons will be delivered in a non-judgemental and inclusive atmosphere, with the teacher adopting the role of facilitator. Staff will create and maintain a safe and secure learning environment in which pupils feel supported and respected. Empathetic relationships, based on mutual respect and trust, will be actively fostered to ensure that pupils can express fears, concerns, and opinions openly without fear of ridicule or reproach.
- The delivery of personal development lessons will focus on the purposeful and systematic development of the whole person, with particular emphasis on the active involvement of pupils in their own learning.
- In line with the school's commitment to affording personal development equal status with other areas of the curriculum, each pupil will have access to a minimum of two hours per week of specifically timetabled personal development provision.

Managing External Agencies

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

Monitoring and Evaluation (Ref Appendix A and B)

This school recognises and accepts the importance of monitoring and evaluating all aspects of the delivery of the Personal Development curriculum. To this end we follow the procedures for self evaluation as outlined in the DE document ‘ Together Towards improvement.’

Related school policies

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

- Pastoral Care Policy
- Relationships and Sexuality Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- Behaviour Management Policy



St. Anthony's PS

Misuse of Substances / Drugs Education Policy

Rationale

In contemporary society, many young people are exposed to misleading, glamorous, and unrealistic messages regarding drugs and their effects. When combined with broader social and policy challenges, this can increase the risk of misuse and abuse among impressionable and vulnerable young people.

While recognising that parents are the primary educators of their children, the school acknowledges its important role in providing support, guidance, and care in the area of substance misuse education. The school is therefore well placed to complement parental guidance through a structured and supportive pastoral approach.

As part of its pastoral provision, the school seeks to ensure that all pupils develop the personal and social skills necessary to make informed, responsible, and safe decisions in relation to substance misuse. An effective and assertive approach to substance education is achieved through the creation of a positive school ethos that promotes individual empowerment and reinforces values such as tolerance, openness, honesty, respect, and care for oneself and others.

Aims

- To establish abstinence/prevention as the main approach to substance misuse.
- To establish an environment free from the misuse of all substances.
- To provide guidance on the protocols to be used in suspected or real substance misuse.

Objectives

- To provide factual information and knowledge about drugs/substances.
- To establish and develop personal, social and moral skills that will enable a young person to make positive, informed decisions.

The two are intertwined and mutually supportive.

Legal Legislation

It is the policy of this school to comply with the legal requirements laid down in The Misuse of Drugs Act (1971) and other relevant legislation.

In keeping with requirements we will publish relevant sections of our Misuse of Substances/Drugs Education Policy in our school prospectus. A copy of the policy may also be obtained from the school.

Whole School Approach

St. Anthony's holds the view that education on drugs and substance misuse should not be delivered in isolation. Rather, it forms an integral part of the wider personal development programme. This approach

Pastoral Care Policy

focuses on the development of values, skills, and attitudes that contribute to the growth of well-rounded pupils—physically, intellectually, emotionally, and spiritually.

The aims of this provision are realised through pupils' experiences across the taught curriculum, the informal curriculum, and through a range of extracurricular opportunities. By embedding substance misuse education within a broader personal development framework, the school ensures that pupils are supported in making informed, responsible, and safe choices throughout their education and beyond.

Roles and Responsibilities

A response to a substance-related issue is not just the responsibility of teaching staff within this school. We use a multidisciplinary approach to deal with all issues relating to drugs/substance misuse. Included are:

- Board of Governors
- Designated Drugs Officer
- Child Protection Officer
- All Members of Staff
- External Agencies

Responding to Misuse of Substances and Related Incidents (Ref Appendix C,D,E and F.)

In the unlikely event of a substance misuse incident, the school will follow the practices and procedures outlined in the Misuse of Substance Flow Chart (**Appendix A**). Parents and guardians will be notified immediately, as will the Board of Governors and the CSIO PSNI officer, to ensure that any investigations into the source of, or potential trafficking in, illegal substances can be conducted promptly and effectively.

The school's approach in such matters is guided by discretion and sensitivity, with due consideration for the rights of the pupil, their family, and the wider school community. Pupils will, however, be made aware that confidentiality cannot be guaranteed if they disclose to a member of staff that they are using drugs.

Given the seriousness of substance misuse, any incident or disclosure must be reported to the designated teacher. The designated teacher will ensure that appropriate action is taken to safeguard the pupil, support their wellbeing, and maintain the safety and integrity of the school environment.

Procedures to be followed:

Pupil under Influence - Ensure immediate safety of pupil and others and administer first aid if and when necessary. The Designated Teacher/Principal should then be informed, followed by parents. At this stage both the CSIO and the EWO should be informed.

Pupil Suspected/Known to be in Possession of a Substance - Student will be asked to surrender the substance whereupon it will be placed under lock and key until collected by CSIO. Upon refusal to comply, the pupil will be escorted to the Designated Teacher/Principal who will make a further request. Upon refusal by the pupil to accompany a responsible adult to the Designated Teacher/Principal, the Principal will be sent for while the adult remains in close proximity to the student.

Pupil Dealing - Designated Teacher/Principal should be informed immediately whereupon the CSIO will be contacted.

Pastoral Care Policy

Media

The Head Teacher will take responsibility for liaison with the media.

Recording and Referral

Appendix D, E and F will be used to record and refer information to both the SELB and where employing authority.

Managing External Agencies (Ref Appendix A and B)

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

Safety in the School

St Anthony's P.S has several qualified First Aiders who are known to all staff and are easily accessible.

All substances and associated paraphernalia will be collected, stored under lock and key and delivered to the CSIO from the PSNI.

Policies and procedures are in place to communicate with parents regarding the safe storage and administration of prescribed and over-the-counter medication during school hours.

Staff Development

We regularly update and train our staff regarding issues surrounding drugs/substance misuse.

Related school policies

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

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- Behaviour Management Policy
- First Aid Policy
- Storage and Administration of Medication policy

Monitoring, Reviewing and Evaluating

Periodic review of our Drugs/Substance Misuse Policy will take place to reflect changing circumstances and trends. Evaluation will cover two areas:

- The effectiveness of the policy to assist pupils in resisting the lure of substance misuse.
- The effectiveness of the procedures and practices in place to deal with substance related incidents.

To this end we follow the procedures for self evaluation as outlined in the DE document ‘ Together Towards improvement’



ST ANTHONY'S PS RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY Mission Statement

At St. Anthony's we aim to provide a happy, friendly and caring environment where children feel secure and valued. Children are encouraged to develop self-discipline and mutual respect for each other and for all adults in an atmosphere that promoted learning and excellence, enabling children to fulfil their true potential.

We aim to deepen the Catholic faith of each child by making prayer and worship a meaningful experience with emphasis on the liturgy and the sacraments.

Parents and all members of our community are welcomed into the school. Their involvement and contribution are sought consistently across the school in a partnership that enhances the children's education, welfare and social awareness.

All members of staff – teaching and non-teaching alike are valued and are actively encouraged to extend and develop their interests and professional skills.

The Rationale for RSE within a Catholic School

Relationships and Sexuality Education (RSE) is a complex and vitally important area of a school's curriculum. Relationships and Sexuality Education is defined as a lifelong process encompassing:

- The acquisition of knowledge, understanding and skills;
- The development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

In a Catholic school, RSE provision should primarily be understood and delivered within the wider context of the characteristic spirit or ethos of the school. The Department of Education, reiterating previous legislation and policy, affirms this same principle when it emphasises the need for the values inherent in the school's RSE programme to be consistent with the core values and ethos of the school: RSE is an integral part of the revised curriculum in both primary and post-primary schools and must be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of the school.

Pastoral Care Policy

The Catholic school shares its vision of the human person in relationship with others by how it lives out important values like inclusion, respect, and care. Schools should be places where everyone is valued and their innate dignity respected, and where those struggling to find themselves are accompanied and supported.

At the heart of Relationships and Sexuality teaching is an understanding that:

- Human sexuality is an integral part of the human person and that it determines in a significant way our capacity to give and receive love.
- Human life is sacred.
- Each person is a unique human being created in the image and likeness of God.

Programme:

The school will use as a resource the RSE revised programme provided by the Diocesan Advisors. This programme is fundamentally linked into the existing Grow in Love programmes for each year group.

It is also linked with the PDMU aspects of the Northern Ireland Curriculum and the lessons should intertwine with the strong pastoral ethos of care, love and respect that permeates all that we do.

In addition, links have also been made with the NSPCC, Women's Aid, Helping hands, Love for Life and the PSNI. Our Art Therapist, is available in school to provide support and counselling when required.

Prayer is central in each classroom in our school and each RSE lesson includes an element of prayer.

While the lessons are in line with the catechetical programme there is no set time for them to be delivered. Teachers are therefore encouraged to seek out and plan for appropriate linkages and opportunities across the curriculum and include the lessons, either in blocks or, if appropriate, as stand-alone elements.

Parents are, of course, the first educators of their children and as such will be informed of this programme by the class teacher before lessons commence. If there are queries or concerns, these can be dealt with if the teacher is contacted.

Parents are entitled to remove their child from specific RSE/PDMU lessons as they so wish and this entitlement will be facilitated by the staff of Saint Anthony's.

Every effort is made to ensure that The Equality Act is taken into consideration in an age appropriate and sensitive manner.

Period Dignity Scheme:

AIM

Period dignity refers to the accessibility and availability of essential care needed to support a period, in conjunction with the removal/breaking of stigma and taboo around periods. Education is a key factor in breaking the stigma surrounding periods and promoting respect, understanding and open discussions about what people may experience when menstruating.

OBJECTIVE

Pastoral Care Policy

The Period Dignity Scheme, which has been running in school since 2021, seeks to provide all menstruating pupils with the products, additional help, and support that they may need. All interactions within this project take place in a sensitive manner which is in harmony with the ethos of the school and in tune with the moral and religious principles held by parents and school management authorities.

The education and awareness around period dignity and menstrual wellbeing will take place in an inclusive and equitable manner with age-appropriate content being delivered.

Pupil and staff wellbeing is an area of focus within the School Development Plan and there are opportunities for pupils to have a voice and a platform on the implementation of the Period Dignity Scheme.

Parental Partnership

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

This policy should not be viewed in isolation but rather as a component of our Pastoral care, Safeguarding and Child Protection Provision. It is therefore linked to:

Related school policies

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

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Substances/Drugs Education Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- First Aid Policy
- Storage and Administration of Medication policy

Managing External Agencies (Appendices A and B)

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

Monitoring and Evaluation

This school recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE programme.

To this end we follow the procedures for self evaluation as outlined in the DE document "Together Towards improvement"

Appendix i



Appendix 1

Intimate Care Policy

The Principles of Intimate Care

Every Child has a right to:

- ✓ Be Safe
- ✓ Personal Privacy
- ✓ Be valued as an individual
- ✓ Be treated with dignity and respect
- ✓ Be involved and consulted in their intimate care and to have their views taken into account
- ✓ Have levels of intimate care that are as consistent as possible.

Within St. Anthony's, the teacher and the trained Classroom Assistants are available to undertake the intimate care of the child.

The following procedure takes place:

- A bank of clothes is available within the class
- Some children have a personal change of clothes – these are used for that particular child as required.
- If a child needs changing due to a toileting accident or as a daily requirement, this takes place in the toilets within the classroom.
- The assistant or teacher notifies the other staff members that she is changing a child so that the other children are properly taken care of.
- The child needing changed should be encouraged, as far as possible, to help change him/herself, with help and support from staff.
- The toilet door shall always remain unlocked when a staff member is assisting a child to change.
- If a child requires changing due to water play etc. (e.g. sweatshirt/ T shirt) this should be done in the classroom/kitchen area with the door opened.

If a staff member:

- a) Notices marks on a child which gives cause for concern OR
- b) Is anxious about something a child may have said to her

She should immediately report this to the designated teacher in school. The classroom assistant may also report concerns to the designated teacher. On admission to the Nursery, parents are asked to signed and return the attached consent form.



Intimate Care Consent Form

Dear Parents/Guardian

During the school day, there may be an occasion where your child may require extra care and support from an adult. Therefore, I would like you to consider the following:

- It may be necessary to change a child due to a toilet accident
- It may be necessary to change a child due to "messy play" or water spillages
- It may be necessary to change a child due to him/her feeling sick

Our staff are trained and when changing children follow a common procedure which is outlined in our **Intimate Care Policy**. I would be grateful if you would read the policy and sign the section below and return it to your class teacher. If you have any concerns regarding this issue please make them known to a member of staff.

I have read the above statements and understand and agree with them

Signed: _____

PRINT NAME: _____

Child's Name: _____

DATE: _____



Intimate Care Policy for the Application of cream to the skin

The Principles of Intimate Care

Every Child has a right to:

- ✓ Be Safe
- ✓ Personal Privacy
- ✓ Be valued as an individual
- ✓ Be treated with dignity and respect
- ✓ Be involved and consulted in their intimate care and to have their views taken into account
- ✓ Have levels of intimate care that are as consistent as possible.

Within St Anthony's PS, Teachers and Trained Assistants are available to undertake the intimate care of a child.

The following procedure takes place:

- The child needing care will be encouraged, as far as possible, to help loosen, pull down or up, or remove clothing, as needed with help and support from the designated member(s) of staff.
- The room door shall always remain unlocked when a staff member is assisting a child.

If a staff member:

- c) Notices marks on a child which gives cause for concern OR
- d) Is anxious about something a child may have said to her

that member of staff should immediately report this to the designated teacher in school. The staff member may also report any other concerns to the designated teacher.



Intimate Care Consent Form for the Application of cream onto skin

Dear Parents/Guardian

Your child has a medical condition that requires him/her to have cream applied to his/her arms and/or legs at times stated by your GP, during the school day.

Therefore:

- It may be necessary to remove the child's jumper/push up sleeves.
- It may be necessary to pull down/remove the child's shoes/trousers/tights/socks.

Our staff are trained and when assisting children follow a common procedure which is outlined in our **Intimate Care Policy**. I would be grateful if you would read the policy and sign the section below and return it to the child's class teacher. If you have any concerns regarding this, please make them known to a member of staff.

I have read the above statements and understand and agree with them

Child's Name: _____

Class: _____

Parent/Guardian Signed: _____

PRINT NAME: _____

DATE: _____



TOILET MANAGEMENT PLAN

Child's Name: _____

DOB: _____

Date of Plan: _____

Name of support staff involved:

(or a member of the Safe Guarding Team)

Area of need/Medical Condition: _____

Equipment required: _____

Location of suitable toilet facilities:

Support required: _____

Frequency of support(approximately): _____

In the event that your child requires changing, a second adult may be present. This is to ensure that the Safeguarding Policy and procedures of St. Anthony's are adhered to for the benefit of the child and adult.

Signed:

Parent/Carer: _____

SENCO: _____



Agreement between child and the Personal Assistant

Child's Name: _____

DOB: _____

Personal Assistant's Name: _____

Date of Agreement: _____

Personal Assistant

As the Personal Assistant helping you in the toilet you can expect me to do the following:

- When I am the identified person I will stop what I am doing to help you
- I will avoid all unnecessary delays
- I will treat you with respect and ensure privacy and dignity at all times
- I will ask permission before touching you or your clothing
- I will check that you are as comfortable as possible, both physically and emotionally
- If I am working with a colleague to help you, I will ensure that we talk in a way that does not embarrass you
- I will look and listen carefully if there is something you would like to change about your Toilet Management Plan.

Child

As the child who requires help in the toilet you can expect me to do the following:

- I will try, whenever possible to let you know a few minutes in advance, that I am going to need the toilet so that you can make yourself available and be prepared to help me
- I will try to use the toilet at break time or at the agreed times
- I will tell you if I want you to stay in the room or stay with me in the toilet.
- I will tell you straight away if you are doing anything that makes me feel uncomfortable or embarrassed
- I may talk to other trusted people about how you help me. They too will let you know what I would like to change

We will review this agreement on: _____

Child (if appropriate): _____

Parent/Carer: _____

Appendix A



Service Level Agreement for Use with External Agencies Working in Schools

I/We have read the school ethos and policies of _____ and

agree to formally adhere to their ethos and policies:

- in working with young people and
- in the delivery of the programmes outlined below:

I/We am/are, willing to provide *full* details of material content to:

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies

and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.

I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ **(External Agency)**

Dated _____

Countersigned: _____ **(Principal/Board of Governors)**

Dated _____

Appendix B

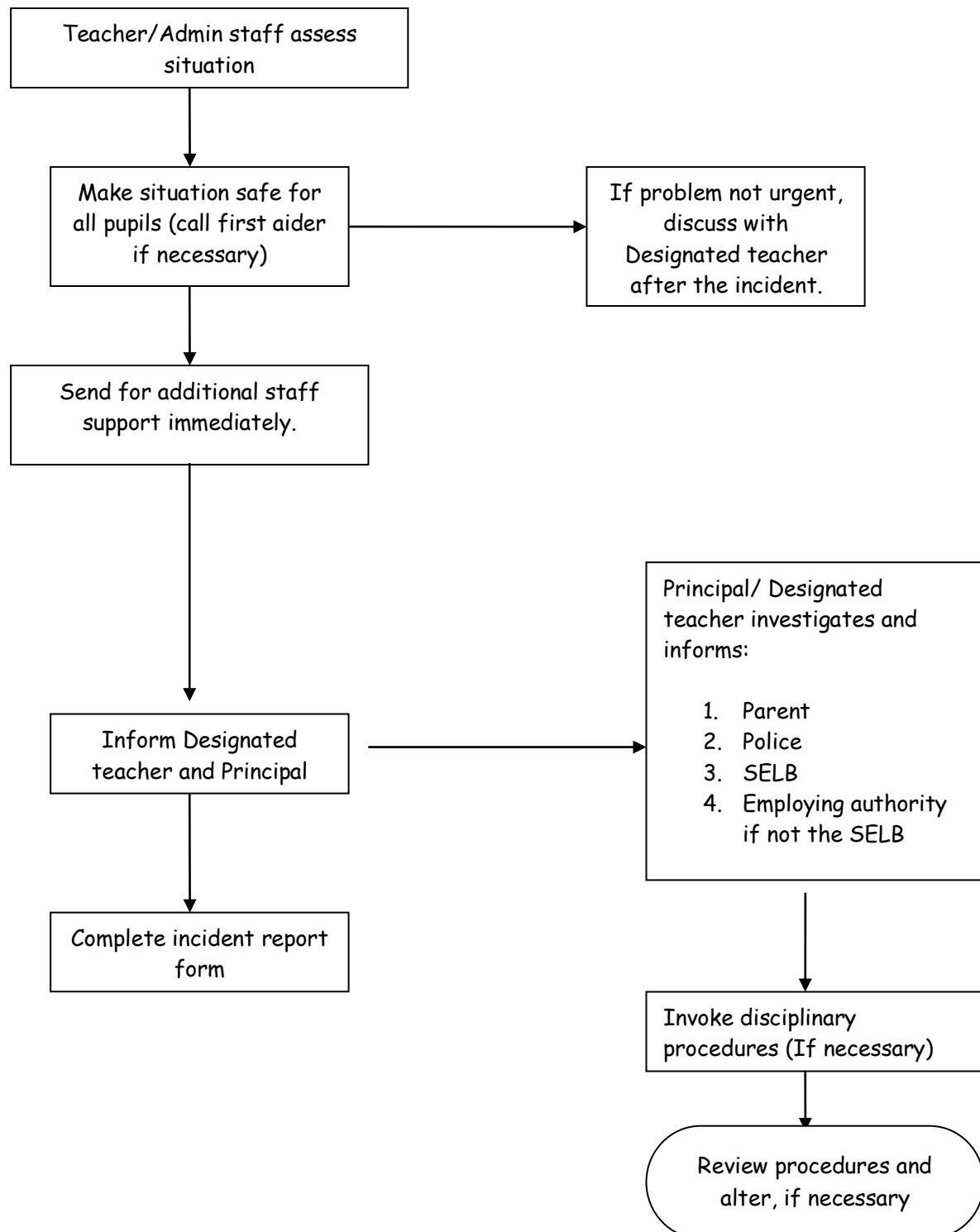


Checklist for use of Schools Designated Child Protection Officer to vet External Agencies working in schools

- Accredited Body
- Copy of Mission Statement
- Personnel to be used: Police Check
Official Qualification
Key Person
- All statutory requirements fulfilled: i.e. Health and Safety Policy, etc.
- Sufficient Insurance
- Principal Informed and Approval Granted
- School Ethos read and understood
- Service Agreement completed and signed
- Evidence of current legislation
- Established format for feedback
- Evaluation process in place



Misuse of Substance Flowchart



Appendix D



Drugs and Substance Misuse Incident Report Form (Form to be completed by Teacher involved in Incident)

Nature of Incident:

Date: _____ **Time:** _____ **Venue:** _____

Pupil(s) involved:

Teacher Response:

Substance given to Principal/Designated Teacher: Yes ☐ NO ☐

Report to Designated Teacher: Yes ☐ NO ☐

Report to Principal: Yes ☐ NO ☐

Signed: _____ **Date:** _____



School Record and Checklist

(To be completed and held as record by Principal / Designated Teacher)

Date: _____

Nature of Incident:

Substance in secure storage: _____ (please tick)

Staff involved:

Report from staff attached: _____ (please tick)

Name of Pupil(s) involved:

Year:

_____	_____
_____	_____
_____	_____
_____	_____

Informed (Circle as appropriate):

- Parent(s)/Guardian(s) : _____
- Local CSIO : _____
- Board of Governors : _____
- SELB : _____
- Employing Authority if not SELB : _____
- Other relevant bodies : _____

Action plan for pupil support in place:

Signed: _____

Principal/Designated Teacher



PRO FORMA TO INFORM SELB/EMPLOYING AUTHORITY

Name of School: _____

Address: _____

Telephone No: _____

Date: _____

Principal: _____

Contact Teacher: _____

Details of Incident:

Substance (if identified): _____

I have completed the checklist outlined in Appendix E:

Signed: _____

Date: _____

Reference Materials

Area Child Protection Committees' Regional Policy and Procedures
April 2005

Children (NI) Order 1995 'The Sexual Offences (Amendment) Bill 2000¹

DE Circular 'Relationships and Sexuality Education (RSE)' 2001/15

DE Circular 'Drugs: Guidance for schools' 2004/9

DE Circular 'Pastoral Care in Schools' 1999/10

Drugs: Guidance for Schools in Northern Ireland
CCEA
2004 ISBN 1 85885 652 3

Evaluating Pastoral Care 1999
DENI
1999

Guidance for Primary Schools: Relationships and Sexuality Education
CCEA
2001 ISBN 1 85885 209 9

Guidance for Post Primary Schools: Relationships and Sexuality Education
CCEA
2001 ISBN 1 85885 209 9

Integrating Personal Safety Programmes into the Curriculum: Child Protection
CCEA
1999 ISBN 1 85885 202 1

Pastoral Care in Schools: Child Protection
DENI
1999

The Education and Libraries (NI) Order 2003

Together Towards Improvement: A Process for Self-Evaluation

Pastoral Care Policy

Department of Education ETI

UN Convention on the Rights of the Child

Article3; Article 12; Article 19