



Lismore College

Safeguarding & Child Protection

Policy Date: May 2024
Policy Review Date: Ongoing

1. Child Protection Ethos

We, at Lismore College, through our Catholic ethos, promote Christian values, academic and vocational excellence, and the personal development of every pupil in a caring, happy, and safe environment. We are sympathetic and responsive to individual needs, aspirations, and talents. We respect all members of our school, parish communities and the world in which we live.

All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, “Co-operating to safeguard children and young people in Northern Ireland” (DHSSPSNI, 2017), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” Circular 2017/04 (amended September 2019) and the SBNI Core Child Protection Policy and Procedures (2017).

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

- The child or young person’s welfare is paramount.
- It is a child’s right to always feel safe, to be heard, listened to, and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- Responses should be proportionate to the circumstances.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is conflict the child’s interest must always come first.
- Parents are supported to exercise parental responsibility.
- Parents are supported to help families stay together.

3. Other Relevant Policies

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

- Behaviour for Learning
- Anti-Bullying
- Safe Handling
- Additional Needs
- Educational Visits
- Health and Safety
- Relationships and Sexuality Education
- eSafety/Online Safety
- Attendance policy
- Code of Conduct
- Complaint’s policy
- GDPR policy
- First Aid and Administration of Medicines

- Intimate Care
- Privacy Notice
- Records Management policy
- Use of Mobile Phones/Cameras
- Whistleblowing Policy
- Preventative Curriculum policy

These policies are available to parents on our website and school App. Any parent requiring a hard copy should contact the school.

4. School Safeguarding Team

The following are members of the school's Safeguarding Team

- Designated Teacher – Mr Sean Ward
- Deputy Designated Teacher - Mr Gary Brennan
- Deputy Designated Teacher – Mrs Jolene Toman
- Deputy Designated Teacher-Mrs Catherine Murtagh
- Deputy Designated Teacher-Mrs Pauline Reynolds
- Principal – Mrs Shauna Lennon
- Designated Governor for Child Protection - Fr. Brian Fitzpatrick
- Chair of the Board of Governors – Miss Patricia McConville



Lismore Safeguarding Team

Talk to a member of the team if you are feeling unsafe. We are here to listen!



VP | Deputy Designated Teacher



SLT | Designated Teacher



SLT | Deputy Designated Teacher



Principal | Deputy Designated Teacher



SLT | Deputy Designated Teacher



SLT | Deputy Designated Teacher

5. Roles and Responsibilities

5.1 Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. This role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services e.g., Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaise with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's Child Protection Policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

5.2 Deputy Designated Teachers for Child Protection

- The role of the Deputy Designated Teachers is to work co-operatively with the Designated Teacher in fulfilling their responsibilities.
- It is important that the Deputy Designated Teachers work in partnership with the Designated Teacher so that they develop sufficient knowledge and experience, to undertake the duties of the Designated Teacher when required.

5.3 School Principal

As secretary to the Board of Governors the Principal will assist the BoG in fulfilling its safeguarding and child protection duties, including:

- Ensuring the Board of Governors are kept fully informed of all developments relating to safeguarding, including changes to legislation, policy, procedures, DE circulars, inclusion of Child Protection on the termly meeting agenda.
- Taking the lead in managing child protection concerns relating to staff.
- Delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts.
- Ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.
- Ensuring that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.
- Maintaining the school's Record of Child Abuse Complaints.

5.4 Designated Governor for Child Protection

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues to be able to advise the governors on:

- The role of the designated teachers.
- The content of child protection policies.
- The content of a code of conduct for adults within the school.
- The content of the termly updates and full Annual Designated Teachers Report.

- Recruitment, selection, vetting and induction of staff.

5.5 Chair of Board of Governors

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

- In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation. This is in keeping with guidance issued by the Department, employing authorities, and the school's own policies and procedures.
- The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.
- Receives training from CPSS and HR.

5.6 The Board of Governors

Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually. Parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19.
- They receive a full annual report on all child protection matters. This report should include details of the preventative curriculum and any initiatives or awareness undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 'Dealing with Allegations of Abuse Against a Member of Staff' and 2016/20 Child Protection: Record Keeping in Schools: Safeguarding and child protection concerns; disclosures of abuse; allegations against staff and actions taken to investigate and deal with outcomes; staff induction and training.

5.7 Other Members of School Staff

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

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

- Refer concerns to the Designated/Deputy Designated Teacher for Child Protection/Principal.
- Listen to what is being said without displaying shock or disbelief and support the child.
- Act promptly.
- Make a concise written record of a child's disclosure using the actual words of the child (**Appendix 4**).
- Avail of whole school training and relevant other training regarding safeguarding children.
- **Not** give children a guarantee of total confidentiality regarding their disclosures.
- **Not** investigate.
- **Not** ask leading questions.

In addition:

- Class teachers, Form teachers and Heads of Year should complete the Note of Concern if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

Support Staff

- If any member of the support staff has concerns about a child or staff member, they should report these concerns to the Designated Teacher or Deputy Designated Teacher if he/she is not available. A detailed written record of the concerns will be made, and any further necessary action will be taken.

5.8 Parents

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

- Familiarising themselves with the School's Pastoral Care, Anti-Bullying, Behaviour for Learning, eSafety and Safeguarding and Child Protection Policies.
- Reporting to the office when they visit the school.
- Informing the school if the child has a medical condition or educational need.
- Informing the school if there are any Court Orders relating to the safety or wellbeing of a parent or child.
- Informing the school if there are any changes in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Contacting the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence.
- Informing the school if there is any change to arrangements about who brings their child to and from school.
- Ensuring that the school has up to date contact details for the parent/carer.

More information on parental responsibility can be found on the EA website at:

www.eani.org.uk/schools/safeguarding-and-child-protection

6. What Is Child Abuse?

6.1 Definition of Harm

(Co-operating to Safeguard Children and young People in Northern Ireland August 2017)

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

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

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

Harm can be caused by:

- Sexual abuse
- Emotional abuse
- Physical abuse
- Neglect
- Exploitation

6.2 Types of Abuse

Child abuse may take several forms, including:

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

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

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

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

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

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

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

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

Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.

6.3. Specific Types of Abuse

In addition to the types of abuse described above, there are also some specific types of abuse that we in Lismore College are aware of and have therefore included in our policy. Please see **Appendix 1**

6.4 Children with Increased Vulnerabilities

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

7. Procedures for reporting concerns in relation to child abuse

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

¹ Co-Operating to Safeguard Children and Young People in Northern Ireland (March 2016)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

7.1 How a parent can report a concern.

At Lismore we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern, they can talk to the Form Tutor or any member of the school's Safeguarding Team. If they are still concerned, they may contact the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway Team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 5**.

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

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

The Designated Teacher will decide whether in the best interest of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated Teacher may consult with members of the schools Safeguarding Team, the EA Designated Officer for Child Protection (CPSS) or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer, the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime concern.

Where there are concerns about possible abuse and a referral needs to be made, the Designated Teacher will telephone Social Services Gateway Team. They will also notify the EA Designated Officer for Child Protection (CPSS). A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway Team with a copy sent to the EA Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 6**.

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

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

If a complaint is made against the Principal, the Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

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

Child protection procedures as outlined in **Appendix 7** will be followed in keeping with current Department of Education guidance.

7.4 Extended Schools

Our Policy and Procedures will apply to any extended school activity.

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

Do:	Do not:
<ul style="list-style-type: none"> • Listen to what the child says • Assure the child they are not at fault • Explain to the child that you cannot keep it a secret • Document exactly what the child says using his/her exact words • Remember not to promise the child confidentiality • Stay calm • Listen • Accept • Reassure • Explain what you are going to do • Record accurately • Seek support for yourself 	<ul style="list-style-type: none"> • Ask leading questions • Put words into the child's mouth • Ignore the child's behaviour • Ask the child to show you any injuries requiring the removal of clothing • Panic • Promise to keep secrets • Ask leading questions • Make the child repeat the story unnecessarily • Delay • Start to investigate

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

The Designated Teacher/Deputy Designated Teachers or Principal may be invited to attend initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection Register will be monitored and supported in accordance with the Child Protection Plan.

9. Consent

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person, or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However, our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe, based on the information available, that it is in the best interests of the child/young person to do so.

10. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

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

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

11. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked filing cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the Safeguarding Team.

Should a child transfer to another school whilst there are current child protection concerns, we will share these concerns with the Designated Teacher in the receiving school.

Lismore College uses CPOMS. CPOMS is a Child Protection Online Management System used for monitoring child protection, safeguarding and welfare issues. This system is accessible to and used by our school safeguarding team, and all documents are electronically stored within. CPOMS uses dual authentication processes, which makes it a secure and confidential safeguarding resource. In line with Circular 2020/07 Child Protection: Record Keeping in Schools, Lismore ensures that CPOMS Safeguarding platform is robust, secure and that access is restricted to relevant staff only, which includes the school Safeguarding Team

12. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the school are vetted in accordance with relevant legislation and Departmental guidance and this is in line with circular 2024/10, Pre-Employment / AccessNI Check Requirements and Safer Recruitment Practices for Staff and Volunteers Working in or Providing a Service for Schools/Education Settings.

13. Staff Code of Conduct

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a

position of trust, and that their behaviour towards the child and young people in their charge must be above reproach.

The school's Staff Code of Conduct is available on request.

14. Staff Training

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

When new staff or volunteers start at the school they are briefed on the school's Safeguarding and Child Protection Policy and the Staff Code of Conduct and are given copies of these policies.

15. The Preventative Curriculum

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

Through the preventative curriculum we aim to build the confidence, self-esteem, and personal resiliencies of our students so that they can develop coping strategies and can make more positive choices in a range of situations. The statutory PD Programme for all year groups is reflective of current issues affecting young people and is regularly evaluated and updated. E-Safety is embedded into the whole-school curriculum.

Throughout the school year, safeguarding and child protection issues are addressed through forums such as: form class and year group assemblies, Induction Programmes, Pupil Voice activities and our Parents' Forum. A specific assembly on Safeguarding is delivered by the School Safeguarding Team for all individual year groups.

There is a permanent **Pastoral Notice Board** in every classroom which contains relevant, up to date information signposting a range of support services for young people. A flow diagram of how a parent may report a concern is also on display. An enlarged flow diagram for a teacher allegation is in each staff room.

A range of external agencies support our work in school including NSPCC; NEXUS; ADAPT; Women's Aid; CARA Friend; Rainbow Project, PSNI and the Love for Life Team. **See Appendix 8**

16. Work Experience

Lismore College applies the guidance provided by the Work Experience Arrangements for Controlled, Maintained and Irish Medium Schools (2019) which has been developed by the Education Authority (EA) and based on evolved good practice.

Work experience placements providing insights into the world of work and opportunities for students to test out skills are an invaluable educational opportunity. However, like many enriching educational experiences which occur outside the classroom, the risks which pupils are exposed to are inevitably of a different nature to those encountered by pupils within the school context. Lismore College's responsibilities for the health, safety, and protection of young people while on work experience placements extends beyond the school gates. (Safeguarding and Child Protection in Schools: A Guide for Schools DE Circular 2017/04).

In terms of their legal 'duty of care' schools are required to undertake reasonable and proper steps to prevent pupils from suffering injury or harm from any 'foreseeable risks'. Negligence can be alleged where 'foreseeable' injury or damage occurs. The Children (NI) Order (1995) emphasises that the child's welfare must always be the paramount consideration and that the school must do all in their power to safeguard and promote the wellbeing of the child.

Clearly, implicit throughout these requirements, is the expectation that schools will exercise sound judgement as to the suitability of any work placement opportunity.

In preparing pupils for work experience, environmental safety and personal safety issues need to be addressed fully. The abuse of children and young people by people in positions of trust and authority is a reality in our society and takes different forms. Young people need to be equipped, through a personal safety programme, with prevention strategies, skills, attitudes, knowledge and understanding which assist them to keep safe. They also require mechanisms to notify the school if they have any concerns or if anything untoward should occur to them during work experience placements.

If a pupil has child protection concerns or any other issues whilst on placement, these should be reported to the designated teacher/work experience teacher within the school immediately. They will supply advice and support in relation to the pupils' concerns, and if need be, the school will consult with EA designated officers for child protection (CPSS).

Our safeguarding arrangements, in this instance will be documented in our school Work Experience Policy.

17. Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical, and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium, and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will contact the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school

safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

18. Adult Safeguarding

The Safeguarding Team in Lismore are aware that there are some students in our school who are aged 18+.

If our concern relates to an adult over 18 years and resident in the Southern Trust area or has been in the Southern Trust area when the abuse, neglect or exploitation occurred, the following procedures will apply

1. Contacting the adult's social worker, nurse or other professional from the Southern Trust directly.
2. If you are unsure if the adult has a Trust contact person please contact the Adult Protection Gateway team below:

During office hours 9-5pm Monday – Friday: Adult Protection Gateway Service 02837564423

Out of hours (5pm-9am, weekends and bank holidays): Regional Emergency Social Work service – 02895049999

YOU CAN STOP HARM

Do you know an adult who needs help to protect themselves from harm?

If you SEE SOMETHING SAY SOMETHING

What do I do if I'm worried or concerned about someone?

If you're worried or concerned about an adult who needs help to protect themselves from harm you should talk to them, listen and if possible write down exactly what they tell you. Then contact police or social services to report it.

PSNI
In an emergency call: **999**
To report your concerns, call: **101**

Social Services
During office hours call:
Belfast Trust – **028 9504 1744**
South Eastern Trust – **028 9250 1227**
Northern Trust – **028 9441 3659**
Southern Trust – **028 3756 4423**
Western Trust – **028 7161 1366**

Evenings or weekends call: **028 9504 9999**

Harm can happen anywhere.

19. Monitoring and Evaluation

The Safeguarding Team in Lismore will update this Policy and Procedures considering any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection Policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed: May 2024

Signed:

Sean Ward (Designated Teacher)

Shauna Lennon (Principal)

Patricia McConville (Chair of Board of Governors)

Appendix 1

Specific Types of Abuse

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

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

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017).

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

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

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

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

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is

defined as 'any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland a Seven Year Strategy: March 2016).

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

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

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

Children Who Display Harmful Sexualised Behaviour

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

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention; however, consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 & 2022/02 to address concerns about harmful sexualised behaviour displayed by children and young people,

What is Harmful Sexualised Behaviour?

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

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

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

Harmful sexualised behaviour will always require intervention and we will follow the procedures in the child protection policy and seek support from the EA CPSS.

E Safety/Internet Abuse

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

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

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

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

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

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

1. Sexting between individuals in a relationship

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

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

2. Sharing an inappropriate image with an intent to cause distress.

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

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

Appendix 2

Children with Increased Vulnerabilities

- **Children with a Disability**

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

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

- **Children with Limited Fluency in English**

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

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

- **Pre-School Provision**

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

- **Looked After Children / Children in Care**

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

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

- **Children/Young People Who Go Missing**

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of

crime. Those who go missing from their family home may not be involved with services as not all children and young people who run away or go missing from their family home have underlying issues within the family or are reported to the police as missing.

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

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

- **Young People in Supported Accommodation**

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

- **Young People Who Are Homeless**

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

- **Separated, Unaccompanied and Trafficked Children and Young People**

- **Separated Children** and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver.
- **Unaccompanied Children** and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.
- **Child Trafficking** is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

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

- **Children of Parents with Additional Support Needs**

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

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

- **Gender Identity Issues and Sexual Orientation**

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

In Lismore, our staff work with young people from the LGBTQ+ community and support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation. We also educate all our young people on the importance of positive relationships.

- **Work Experience, School Trips and Educational Visits**

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

Children/Young people's Behaviours

- **Peer Abuse**

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

- **Self-Harm**

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

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

- **Suicidal Ideation**

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

Appendix 3

Safeguarding / Child Protection Quick Reference Summary

FOR: All working with pupils in Lismore College

Disclosure / Concern about a pupil:
Make an accurate note of exactly what was said.
Please Do NOT investigate.



Go to main office and ask to speak to the Designated Teacher or a member of the Safeguarding Team.
This MUST be done as soon as possible and before the end of the school day.



Complete a 'Note of Concern' - Copies available in the Main Office.
Please do not email a note of concern, as staff may not have access to email or receive the concern.
This MUST be done as soon as possible and before the end of the school day.

Safeguarding / Child Protection Quick Reference Summary for self-harm

Member of staff receives disclosure / concern about possible self-harm:
Make an accurate note of exactly what was said or observed.

Complete a Note of Concern

Please Do NOT investigate.



Report to relevant *Head of Year* and
Hand over the completed Note of Concern

This MUST be done ASAP and always before the end of the school day.

*Please do not email a note of concern, as staff may not have access to
email or receive the concern.*



Head of Year contacts home on the day of disclosure and advises GP
appointment.

Head of Year reports to the Designated Teacher or Member of the
Safeguarding Team and hands over the note of concern.

Safeguarding Team agrees next steps.

When Head of Year is absent contact relevant Key Stage Manager

LISMORE COLLEGE CONFIDENTIAL
NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:

Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher: Yes: <input style="width: 50px; height: 20px;" type="checkbox"/> No: <input style="width: 50px; height: 20px;" type="checkbox"/> If 'No' state reason:
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Child Protection file <input style="width: 50px; height: 20px;" type="checkbox"/> If 'No' state reason:

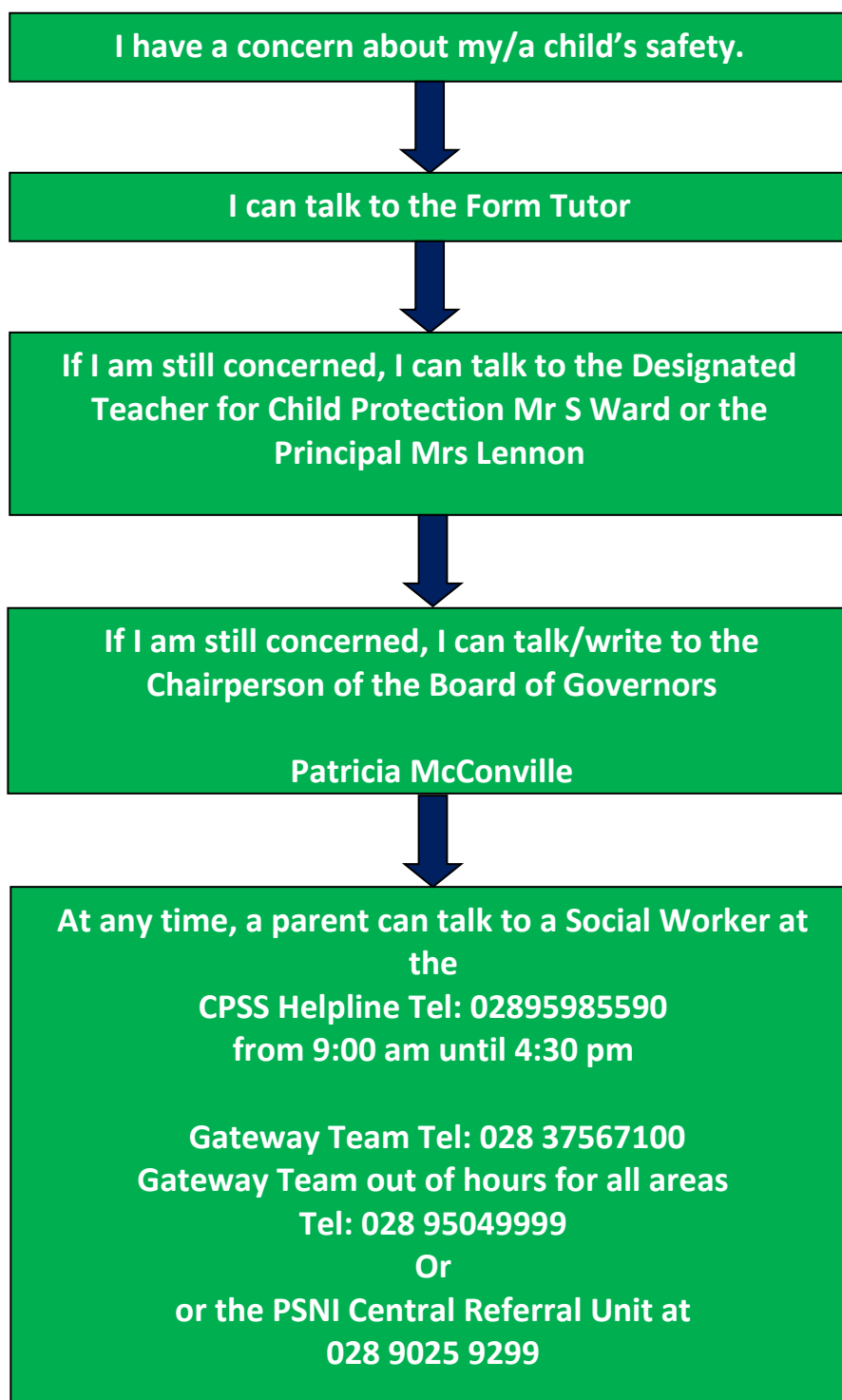
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Pastoral Care: Lismore College

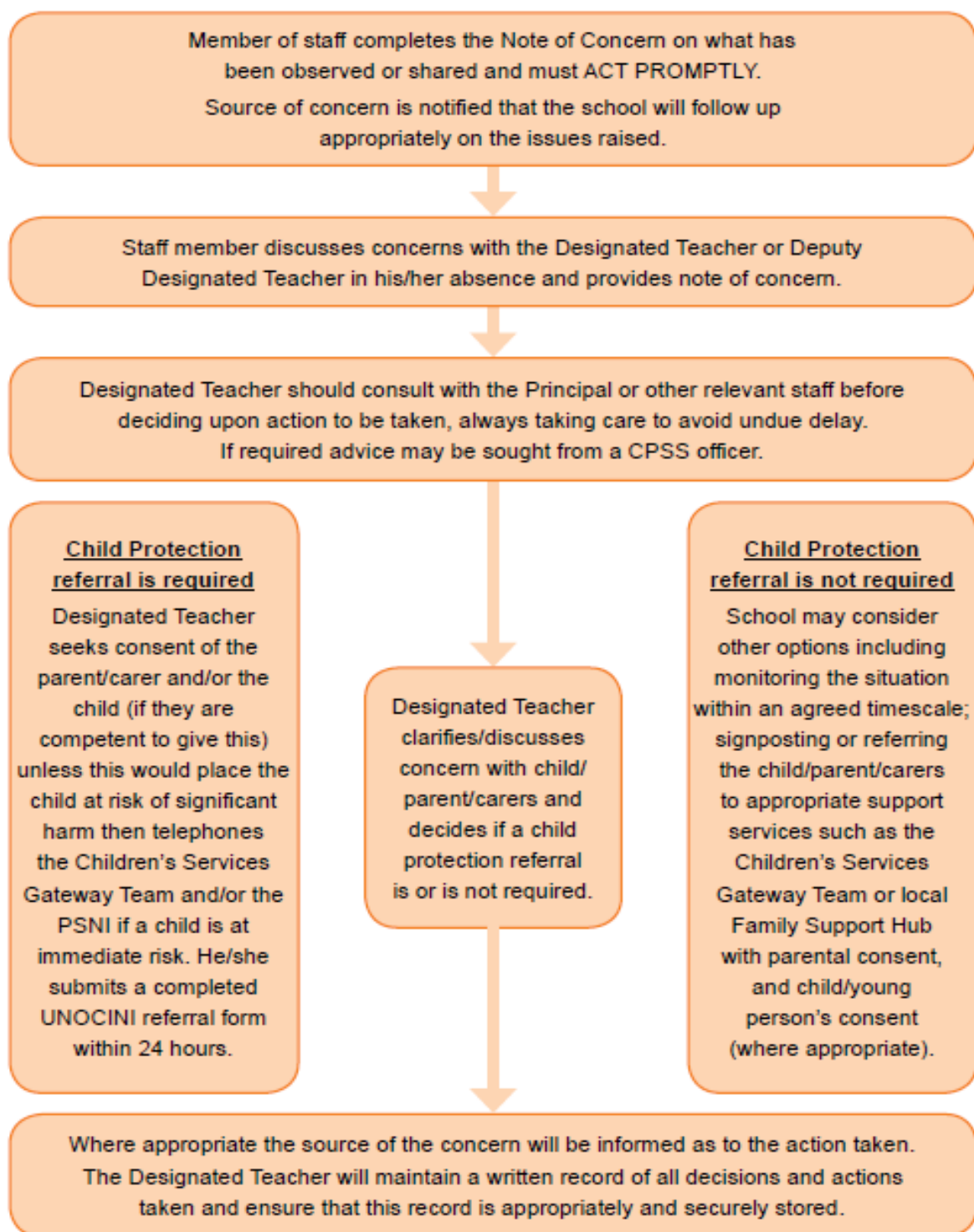
How a Parent can report a concern



Parents can also contact the Public Services Ombudsman Tel: 0800 343424

Appendix 6

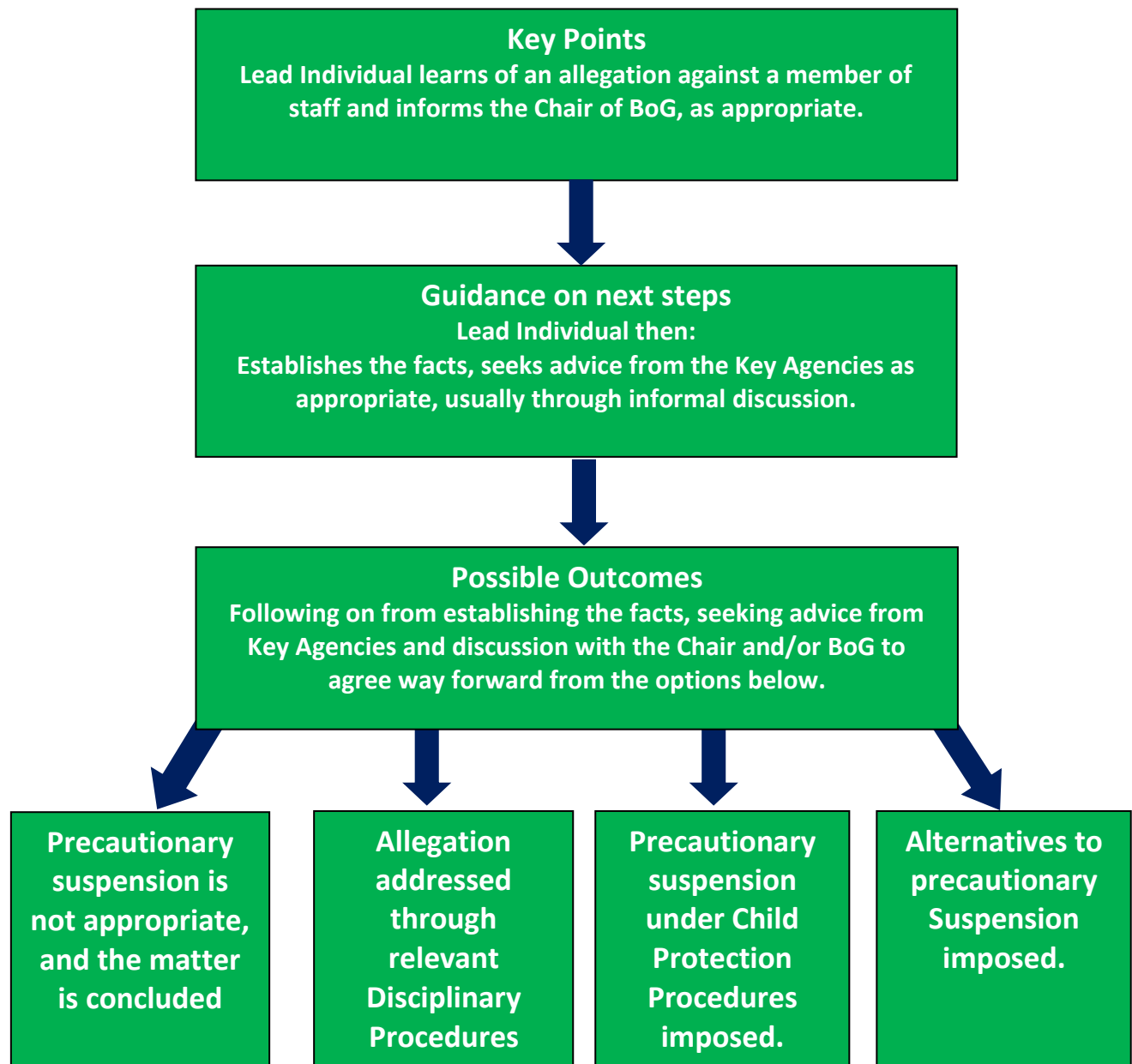
Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff.⁸



Appendix 7

Pastoral Care: Lismore College

Dealing with Allegations of Abuse Against a Member of Staff



Appendix 8

The Preventative Curriculum

Index

- 1. Introduction**
 - 1.1 Introduction**
 - 1.2 Definition**
 - 1.3 Pastoral Team Support**
- 2. Current Provision at Key Stage 3**
 - 2.1 KS3 Assembly Themes**
 - 2.2 Preventative Curriculum across the curriculum in KS3**
- 3. Current Provision at Key stage 4**
 - 3.1 KS4 Assembly Themes**
 - 3.2 Preventative Curriculum across the curriculum in KS4**
- 4. Current Provision at Key Stage 5**
 - 4.1 KS5 Assembly Themes**
 - 4.2 Preventative Curriculum across the curriculum in KS5**
- 5. Additional Needs**
 - 5.1 Supporting Agencies**
 - 5.2 Preventative Programmes**
 - 5.3 Supporting Programmes**
- 6. Learning Support Centre**
 - 6.1 Supporting Agencies**
 - 6.2 Preventative Programmes**
 - 6.3 Taught Curriculum**
 - 6.4 Supportive Environment**
- 7. Programme of Partner Agencies**
 - 7.1 External Agency Calendar**
- 8. Relationships and Sexuality Education (RSE)**
- 9. Health Promotion Programme**
- 10. Conclusion**
- 11. Useful Links**
- 12. Appendices**

1.1 Introduction

Education is a crucial element of broader efforts to prevent negative outcomes. School-based programmes provide an important context in which to deliver universal, preventative interventions. There is a wealth of evidence to show that classroom-based preventative education, when taught in line with best practice, can have a significant impact in reducing risk-taking behaviours.

Grounded in current educational research, Lismore Comprehensive School aims to deliver a preventative curriculum which considers the varied ages, abilities and needs of all students that reflects on best practice. Our multi-faceted, school-based approach offers a preventative education programme across a range of behaviours including drug and alcohol use, healthy eating, physical and sexual health, as well as school-based programmes to build resilience associated with reduced risk-taking behaviours.

1.2 Definition of Preventative Curriculum

A whole-school approach to preventative education ensures that the curriculum, school policies, pastoral support and the school ethos complement each other to create an environment that helps to prevent negative behaviours and keeps young people safe.

Education is a crucial element of broader efforts to prevent negative outcomes for young people, and school-based programmes as well as delivery through the taught curriculum provide an important context in which to deliver universal preventative interventions and key messages. There is a wealth of evidence to show that classroom-based prevention education, when taught in line with best practice, can have a significant impact across a range of risk behaviours.

Features of effective prevention education include:

- A developmental programme which is appropriate to students' age and maturity
- Theory/research-based and factual content
- A positive approach, avoiding 'scare tactics' or confrontational strategies

Current Provision in Lismore Comprehensive

"The school's preventative curriculum is responsive to the needs of both individual pupils and the wider school community."

ETI, Sustaining Improvement Inspection Report, May 2019.

1.3 Pastoral Team Support

Pastoral mapping is conducted termly to review pupil need and to ensure timely intervention for those students presenting with barriers to learning which may include: emotional, cognitive, behavioural, AEN or mental health related concerns.

Heads of Year collaborate with key personnel to collate information across the school and through consultation with our pastoral teams which include: subject teachers, Form tutors, Learning

Mentor; Key Stage Manager, Learning Support Coordinator, Head of Pupil Services, vice-principal and principal. This ensures a combined approach to information sharing across all aspects of school life for our students.

The Head of the Learning Support Centre works closely with Key Stage Managers and the Learning Support Coordinator to ensure all students within the LSC are able to access appropriate interventions and additional support from external agencies.

This information is used to target need and to prioritise resources as well as, where necessary, providing evidence to seek additional external support.

1.4 Provision at each Key Stage

There are a number of areas within the curriculum where the preventative curriculum has been embedded in subject areas and departments, namely LLW, Home Economics and Health and Social Care, Science, Religious Education, Personal Development, Drama, the Learning Together Programme, Physical Education and ICT.

The main delivery of our preventative curriculum is also through our weekly assemblies.

2. Current Provision at Key Stage 3

2.1 KS3 Assembly Themes

- Stranger danger
- Healthy Living, Healthy Lifestyles. The importance of Diet and Exercise
- Getting home safely
- Relationships
- Managing Emotions
- START-Conflict resolution
- Danger of Fireworks and Fire Safety
- E-safety
- Safeguarding (including Child Sexual exploitation)
- Safety and managing risk
- Personal hygiene
- How to seek help through our pupil support services

2.2 Preventative Curriculum across Key Stage 3 Subject Areas

Personal Development is delivered through Learning for Life and Work at Key Stage 3. There are 10 themes:

1. Health and the Whole Person
2. Feelings and Emotions
3. Managing Influences and Making Decisions
4. Self-Concept
5. Managing Change
6. Morals, Values and Beliefs

7. Learning about Learning
8. Safety and Managing Risk
9. Relationships and Sexuality
10. Drug Awareness

Year 8 Personal Development Programme

1. This is me
2. My Beliefs
3. Influences
4. Feeling good about myself
5. Managing my work
6. Health Matters
7. How to be healthy
8. Growing and changing
9. Substance misuse
10. Staying safe
11. Know the risks
12. My friends
13. Getting on with People
14. Difficult Situations
15. Sorting out problems
16. Boyfriends and girlfriends

Year 9 Personal Development Programme

1. Personal responsibilities
2. Knowing right from wrong
3. Pressures and influences
4. Targets and goals
5. Coping with school
6. Aspects of Health
7. Body Matters
8. Moods and Emotions
9. Addiction
10. Illegal Drugs
11. Coping in an emergency
12. Safe at all times
13. Peer Group Problems
14. Difficulties in family life
15. Getting on with other people
16. Dating relationships

Year 10 Personal Development Programme

1. Beliefs and values
2. Coping with Pressure
3. Personal strengths and weaknesses

4. Ambitions for life and work
5. Health and the whole person
6. Influences on health – exercise
7. Influences on health – diet
8. The effects of substance abuse
9. Coping with adolescence
10. Healthy Relationships
11. Challenging situations
12. Being assertive
13. Sexual relationships
14. Teenage Parent

Key Stage 3 Home Economics

There are 3 main concepts within Key Stage 3 Home Economics.

- Exploring Healthy Eating
Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.
- Home and Family Life
Exploring Home and Family Life provides opportunities to understand the importance of family as a caring unit.
- Independent Living
Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.

RSE through Science at Key Stage 3

In Key Stage 3 Science, pupils will learn:

- The parts and functions of the male and female reproductive systems.
- The need for specialised cells (sperms and egg cells) for reproduction.
- How a loving relationship within marriage can lead to sexual intercourse / conception, and how the foetus develops during pregnancy.
- Maintaining a healthy pregnancy and the functions of the various parts of the uterus during pregnancy and birth.
- The physical and emotional needs of young children and the responsibilities of the parents, as they grow older.
- Emotional and physical changes that occur in both sexes during puberty and as relationships begin that there is a need for a responsible attitude to sexual behaviour.

This is reinforced by the work being done in the RE department.

Key Stage 3 ICT

Each year the theme of E-Safety is taught to all Key Stage 3 classes highlighting the dangers of technologies, how to stay safe online and how to access help.

Key Stage 3 Religious Studies

Year 8

- The Bible and looking for guidance in making the right choices.
- Life and Ministry of Jesus-using the values of Jesus and his message to live out a good Christian life.
- The gift of Life- Knowing our bodies and why they change and appreciating these changes.
- Life in Palestine-An overview of the land where Jesus grew up and appreciate there was tension at the time. We should know to make the right choices in time of tension in our own country.

Year 9

- New Beginnings- starting afresh making sure we make informed responsible choices which leads to a valued based Christian life.
- Morality-Making the right choices and knowing the 10 commandments in order to help us inform our choices.
- Judaism- The ten commandments and how they guide us to make the right moral choices.
- Christian church- The beliefs within the Christians churches and how to deal with the differences in a good way without tension and conflict.
- Luke's Gospel-Living the Christian values in the gospel to help us make good moral choices.

Year 10

- Islam-How to treat and welcome people of other faith traditions and respecting their culture and values.
- Human life is sacred- Knowing that everybody is sacred unique and special and no-one has the right to murder, or take anyone's life away. We are all precious. Discussing issues such as Abortion and Euthanasia, make pupils discuss moral choices around these issues today.
- Prejudice and Discrimination-Making pupils know everyone is equal no one should be treated any differently, no matter their background or Race.
- Justice- treating people the same making sure we care for the poor, the homeless. Informing pupils, it is our responsibility to help people less well-off than us.

Key Stage 3 Physical Education

The PE curriculum at Key Stage 3 focuses on developing physical and mental capacity through a range of activities including gymnastics, netball, soccer, volleyball, gaelic football, athletics, rounders, basketball, badminton

Making informed healthy choices about healthy, active lifestyles – students take part in a health and fitness unit in Year 8,9 and 10 that focuses on the health benefits gained from taking part in fitness based activities. These include introducing heart rate and basic step tests, basic circuit training, sustained running, skill related fitness, boxercise and assessment circuits.

3. Current Provision at Key Stage 4

3.1 Key Stage 4 Assembly themes

- Safeguarding
- Mental Health Awareness
- Anti-Bullying
- Managing Stress
- Managing Emotions
- Seeking help through pupil services
- Attendance
- Healthy Choices

3.2 Preventative Curriculum across Key Stage 4 Subject Areas

Key Stage 4 Personal Development

Personal Development is delivered through LLW to Year 11 and Year 12 students by their Form Tutor through a weekly lesson.

Personal Development Themes at Key Stage 4:

- How to maximise and sustain their own health and well-being;
- Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences;
- Recognise, assess and manage risk in a range of real-life contexts;
- Relationships and sexuality and the responsibilities of healthy relationships;
- Roles and responsibilities of parenting; and develop further their competence as discerning consumers in preparation for independent living.

Year 11

- Mind Out Programme:
- How Young People cope
- Is it the same for boys and girls?
- Group Support
- Managing Emotions
- Positive Self Talk
- Dealing with rejection and depression
- Getting help

Year 12

- Diet and Exercise
- Health
- Exercise
- Self-Concept
- Influences
- Internet
- Healthy Relationship
- Coping with Pressure
- Families
- Taking Risks
- Responsible Parenting

- Teenage Pregnancy
- Budgeting

Key Stage 4 Child Development

Year 11

- The family and Parental responsibilities
- Reproduction
- Pregnancy
- Diet and lifestyle during pregnancy
- Dietary needs of the child (0–5 years)
- Child health and education

Year 12

- Dietary needs of the child (0–5 years)
- Child health and education
- Social development
- Physical development
- Communication development/Emotional development
- Social development

Key Stage 4 Food and Nutrition

Year 11

- Food and nutrition for good health
- Energy and nutrients
- Nutritional and dietary needs throughout the lifecycle
- Priority health issues

Year 12

- Being an effective consumer when shopping for food
- Factors affecting food choice
- Resource management

Key Stage 4: (GCSE Biology, GCSE Single Award Science, GCSE Double Award Science.)

- Structure and function of the male and female reproductive systems.
- Events that lead to conception.
- Healthy lifestyle during pregnancy.
- Consequences of participating in the use of social drugs in the development of the foetus.
- Events leading up to the birth of the baby, including scans, tests for Down's syndrome and debate the consequences of a positive test for genetic diseases.
- Events of the birth and differences between Caesarean section / a normal birth and birth complications.
- Causes of infertility and how IVF can overcome these difficulties.

- Common methods of contraception and how the menstrual cycle can be used in family planning.
- Investigating the microbes that are responsible for various sexual transmitted infections (STIs).
- Genetics and how various traits are passed down through generations of their families.
- Genetic diseases and the consequences this has for family life.
- Advantages and disadvantages of consulting genetic counselling and moral decisions.

Key Stage 4 Religious Studies

Year 11

- Addiction - How it leads to bad moral choices?
- Marriage and pre-marital relationships how this can cause casual sex and unwanted pregnancies leading to Abortion. Divorce and the effects it has on children which can lead to bad behaviour from kids.
- Charity - Helping those in need who are experiencing hard times in their lives.
- Prejudice and Discrimination - Making pupils know everyone is equal no one should be treated any differently, no matter their background or Race.
- Marks Gospel - knowing the values lived out in the gospel are the values we need today to lead a good Christian life.

Year 12

- War and Peace - How conflict does not help?
- Marriage and pre-marital relationships how this can cause casual sex and unwanted pregnancies leading to Abortion.
- Abortion/Euthanasia and how we have to make the right moral choice?
- Respecting life and realising God gives life and we are precious and special and we should look after ourselves and not harm one another.
- Equality - treating people the same making sure we care for the poor, the homeless. Informing pupils, it is our responsibility to help people less well-off than us.

Key Stage 4 Physical Education

The PE curriculum at Key Stage 4 focuses on developing physical and mental capacity in a range of activities that include: netball, soccer, athletics, badminton.

All units explore how students can make informed choices about healthy, active lifestyles and develop their knowledge and understanding of developing specific skills/performance, making and applying decisions and evaluating and improving their skills and performance in sport.

Key Stage 4 Certificate of Personal Effectiveness (COPE)

- Sport and Leisure
- Independent Living
- Health and Fitness

Key Stage 4 Learning Together Programme

The Learning Together Programme is an initiative shared between the Education Authority Youth Services and select post-primary schools across three regions within E.A. It is designed to enable students to make the right choices for a happy and healthy adult and working life.

The course is delivered off-campus in Brownlow Resource Centre and leads to a GCSE qualification. The programme enables the linking of formal and non-formal learning, building on the complementary contributions of teachers and youth workers that help young people prepare for employment and life. Core elements of the Programme are delivered, collaboratively, by teachers and professional Youth Workers.

Key themes include:

1. Prejudice and discrimination
2. Exploring cultural diversity
3. Improving confidence and self esteem
4. Participation in personal wellbeing enrichment activity
5. Exploring own personal identity
6. Understanding healthy lifestyles
7. Understanding rights and responsibilities
8. Exploring relationships
9. Understanding Team work
10. Managing risk

4. Current Provision at Key Stage 5

4.1 Key Stage 5 Assembly themes

- Safeguarding
- Mental health awareness
- Managing stress and emotions
- Resilience
- Availing of support through pupil services
- Safety and managing risk
- Preparation for University life
- Attendance

4.2 Preventative Curriculum across Key Stage 5 Subject Areas

Key Stage 5 Personal Development Programme

4 themes are covered in the Year 13 and 14 PD programme, which is delivered by Form Tutors, based on the broad themes of:

- Understanding Feelings and Emotions
- Respect for Self
- Respect for Others
- Independent Living

Year 13:

- Understanding Emotional intelligence
- How Emotionally Intelligent Am I?
- Goal Setting / Personal Balance Sheet
- Love for Life – Pre and Post Lesson
- Road Awareness: Alcohol, Drugs and the Road User
- Road Awareness: Distractions
- Road Awareness: Buying a Car
- Road Awareness: Vehicle Insurance
- Value for Money
- Impulsive Buying
- Buyer Beware
- Moving On: Who Do You Think You Are?
- Brand You
- Putting It All Together

Year 14:

- What is stress anyway?
- Dealing with stress
- Exam Preparation
- Exam Stress – Managing my time
- The Google Generation

- Internet Safety
- Health and Wellbeing
- Road Awareness: Drink and Drugs
- Road Awareness: Taking Risks
- Road Awareness: Seat belts
- Road Awareness: at the scene of a Collision
- Abortion – Decisions, Decisions
- Debt Management
- Ways to Pay
- Credit Cards
- Loyalty Doesn't Pay

Key Stage 5 Health and Social Care

Year 13 AS Health and Well-Being

- Concepts of health and wellbeing
- Factors affecting health and well-being
- Health promotion
- The roles of organisations responsible for health and well-being
- Discrimination and anti-discriminatory practice in health, social care and early years' settings

Year 14 A2 Supporting the Family

- Family structures
- How families meet the needs of vulnerable members
- Support provided for individuals and their families
- Family issues

Year 14 A2 Body Systems and Physiological Disorders

- Circulatory and respiratory systems
- Monitoring physiological status
- Physiological disorders
- Effects of the disorder and illness on individuals

Key Stage 5 Religious Studies

Year 13 Religious Studies – Luke's Gospel

- Knowing the values lived out in the gospel are the values we need today to lead a good Christian life.

Year 14 Ethics

- Morality-Making the right choices and knowing the 10 commandments in order to help us inform our choices.
- Beatitudes-help to inform our moral choices.

5. Current Provision for Students with Additional Needs

Students with additional needs in Lismore are supported by a range of external agencies. Some students will be involved in specific programmes to support their social, emotional, behavioural and educational needs. The school makes adjustments to accommodate students on the code of practice in mainstream.

5.1 Supporting Agencies

- Middletown Centre for Autism
- CAMHS
- Occupational Therapy
- Autism Advisory Intervention Service
- Educational Psychology
- Transition Co-ordinator (EA)
- The Behavioural Support Team (EA)
- Special Education (EA)
- Sensory Support Services (EA)
- Literacy Service (EA)

5.2 Preventative Programmes

- Sensory Diets for individual students
- Big “A” programme (Jan 2020) – Middletown
- Reading Partnership programme

5.3 Supportive Arrangements

- Pastoral Notice Board
- Learning Mentor Centre
- Access arrangements available for external exams
- Key adults attached to pupils with a RRAP
- Individualised timetables and colour-coded timetables for all pupils with DCD/organisational difficulties

6. Current Provision for students in our Learning Support Centre

The Learning Support Centre support students with more complex needs. Students are able to access all the support available within mainstream and in addition have access to different learning environment and specially trained staff that supports their needs. Students can access external support, preventative programmes, a curriculum tailored to their needs and a supportive environment.

6.1 Supporting Agencies

- Middletown Centre for Autism
- CAMHS
- Sensory Support Services
- Inclusion Services
- Behavioural Support Team
- Occupational Therapy – The Oaks
- Autism Advisory Intervention Service
- Educational Psychology
- Disability Team – Social Services
- Transition Co-ordinator (EA)
- Counselling Services
- Community Dentist
- Special Education (EA)

6.2 Preventative Programmes

- Sensory Diets for individual students and daily sensory circuits for groups
- Start 360 – mental health and building resilience
- Leonard Cheshire – City and Guilds – Building Communities. First Aid. Boxing and self-defence.
- Step Up Programme – HSC Transition programme for Year 12 students
- SportsNI – inclusive sports day in CLC (Jan 2019) and coaching sessions in school with groups
- One to one mentoring from ASPIRE (substance abuse)
- Youth Volunteer Academy (Youth Service/PSNI/Ambulance Service)
- Start Programme - a groundworks maintenance course (from January 2020)
- Big “A” programme (Jan 2020) – Middletown
- Oral Hygiene – Craigavon Community Dentist
- Talkback VR - a virtual reality (VR) teaching tool designed for Key Stage 3 students with autism spectrum disorder (ASD)

6.3 Taught Curriculum

- Life Skills – CCEA entry level
- Social Skills – Talkabout for Teenagers, Circle time
- Health and Well-being – yoga, meditation, mindfulness
- Faith Development – spirituality, the world religions, bible stories, prayer
- Nature and Environment – gardening, the world around us
- Healthy Eating – basic cooking skills

- Swimming and Fitness Programme in Craigavon Leisure Centre

6.4 Supportive Environment

- Learning zones - individual spaces, sensory area, quiet area, group work area, garden space
- Reward System – individual and class
- Visual timetable and visual aids (choice boards etc.)
- Link Staff
- Pastoral Notice Board
- Parent Support group (monthly meeting)
- LSC group app for communication

7. Programme of Partner Agencies

There are a range of external support agencies who support the work of our Pastoral teams to provide vital information to our students in how to prevent risk of harm as well as making healthy choices towards a positive and balanced lifestyle. Agencies will support staff through providing training and information sessions for students and staff, multi-agency meetings and specific advice and support for individual students or groups of students.

In addition to the agencies identified for students with additional needs; we also work closely with the following external support agencies:

- Young Enterprise Northern Ireland
- Love for Life
- The Yellow Ribbon Northern Ireland
- Cara Friend
- Start 360
- The Michaela Foundation
- Cancer Focus
- Adapt NI
- Blackout Theatre Company
- REACH
- PSNI
- Links Counselling
- Dunlewey Addiction Services
- NewDriverNI
- PSNI
- BlackOut Production*
- Family Hub**

** The Lyric Theatre company makes an annual visit to Lismore to present a powerful play to all year groups. The play entitled 'Blackout' is followed by a Q&A session between our students and 2 young men who are currently serving a custodial sentence in Hydebank Juvenile Justice Centre. The young men speak honestly of their experiences that have led to their breaking of the law and subsequent incarceration.*

*** The Family Hub is a multi-agency group that can access a range of support for students and families who are experiencing issues such as family breakdown and relationship issues, self-harm, mental health, anti-social and risk taking behaviour, gender and sexuality issues.*

7.1 External Agency Calendar

This is a whole school approach programme. Partner Agencies deliver a range of programmes which are hosted by Heads of Year, Heads of Department for example HE, LLW and RE; and by the Coordinators of Health Promotion, RSE and Shared Education.

Each year an External Agency Calendar is created based on identified pupil need and as the year progresses this may be added to as needs arise. The fluidity of this programme also allows the opportunity to avail of and engage with new organisations.

Our main Partner Agencies who are included in our External Agency Calendar are:

- **Action Mental Health:** offer a range of programmes designed to promote resilience and well-being to future generations.
- **Amazing Brains:** provide study skills and exam preparation programmes.
- **Links:** one to one counselling
- **Southern Health Trust:** Emotional Wellbeing Team for Schools provide expert support in a range of current topics that promote emotional health and wellbeing.
- **Education Authority Being Well, Doing Well:** Support the holistic Health and wellbeing of our whole school community.
- **Cancer Focus:** offer skills based programmes, helping pupils make informed choices about health related issues.
- **Cara Friend:** workshops are designed to build pupils awareness of the issues LGBTQ+ young people face and to eliminate bullying and stigma faced by LGBTQ+ youth.
- **Community Policing Partnership:** focussing on individual safety and building good community relationships.
- **Michaela Foundation:** offers faith and well- being retreats focussing on the three themes of resilience, self- acceptance and attitude of gratitude
- **Love for Life:** deliver interactive and engaging RSE programmes across all key stages.
- **Start 360:** deliver a range life skills programmes.
- **Young Enterprise Northern Ireland:** provide a range of entrepreneurship skills programmes.
- **Lyric Theatre:** present the Blackout Tour.
- **Eye4Education:** offers advice and guidance on exam preparation, managing stress, resilience and managing time.
- **REACH Mentoring:** offer 1to1 mentoring to a targeted group of pupils.
- **EA Youth Service:** provide a range of programmes at each key stage. These programmes including the Learning Together Programme and Peer Mentoring are skills based.

8. Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education (RSE) is a lifelong process which encompasses three main areas: the acquisition of knowledge and understanding; the development of personal and social skills; and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents and carers, long before any formal education takes place at school.

The RSE curriculum which is taught through the KS3 Citizenship unit of LLW, KS4 and 5 Personal Development and RE through the key stages should enable pupils to:

- distinguish between right and wrong behaviours regarding relationships and sexual activity
- articulate their own attitudes and values;
- take responsibility for their own actions;
- recognise the moral dimension to situations;
- understand the long and short term consequences of their actions for themselves and others;
- understand the rights, duties and responsibilities involved in relationships;
- develop for themselves a set of socially and morally acceptable values and principles, and set guidelines to govern their own behaviour
- recognise that their values and attitudes may have to change over time;
- behave consistently in accordance with their principles;
- understand and acknowledge that there is diversity regarding religion, culture and sexual orientation;
- resist the pressures that might lead to early and premature sexual experiences;
- identify potential threats or dangers, including forms of emotional, physical and sexual abuse and exploitation;
- build their resilience;

An invaluable part of our RSE policy content for some years is the programme delivered by the 'Love for Life' organisation. This 'abstinence-centred' programme, presented from a health perspective, highlights the risks of premature sexual activity and teaches skills to resist sexual pressure. It also encourages individual responsibility with respect to sexual behaviour. The programme is offered to Years 9, 11 and 13. The 'Love for Life' programme will continue to be an important part of our PD programme. In addition, the Cara Friend group work with Year 10 - exploring gender, identity and sexuality.

9. Health Promotion Programme

The Health Co-ordinator role in Lismore is to promote the mental and physical health of our students. A number of initiatives are held each year to support healthy lifestyles for our students. Below is a list of initiatives:

- Lismore Health Fair
- World Mental Health Day
- Smoking Prevention
- Cancer Focus
- Restart a Heart Day
- Dental Health
- Southern Trust Emotional Wellbeing Team for Schools
- Education Authority Being Well, Doing Well

10. Conclusion

The Preventative Curriculum in Lismore is fluid in nature allowing us to take into consideration the emerging and changing needs of our pupils as the academic year progresses. Needs are assessed in a number of ways including pupil surveys, parent surveys, feedback from Parents Forum, evaluations of PD programme and counselling reports. Lismore is flexible, responsive and pro-active in providing a preventative curriculum for all students. We recognise the context of the local area, wider, modern society and modern technology that impact on our students. We strive to keep in touch with the issues that our young people and their families are dealing with and provide information, guidance and support.

11. Useful links

Key Principles of effective prevention education by PSHE Association on behalf of CEOP

12. Appendices

Appendix 1: Key Stage 3 PD Programme

Year 8 PD Programme

This is me

- What it means to be unique
- Our different roles and identities
- How life experiences can shape us

My beliefs

- Where our beliefs come from
- How people show their beliefs
- Why beliefs are important

Influences

- Who influences us
- Family influences
- The importance of friends

Feeling good about myself

- What is meant by self-image, self-esteem, self confidence
- The importance of making friends
- The benefit of trying new activities

Managing my work

- The challenges of starting a new school
- The importance of being organised
- How to take responsibility for school work?

Health matters

- What health is
- What it means to be healthy
- The different parts that make up a person

How to be healthy

- What it means to have a healthy diet
- The importance of regular exercise
- Personal hygiene

Growing and changing

- How our bodies change as we grow?
- What happens during puberty
- How to cope with these changes

Substance abuse

- What is substance abuse
- What addiction is
- The risks of smoking and drinking alcohol

Staying safe

- Safety for pedestrians and cyclists
- How to cope with an emergency
- Health and safety in school

Know the risks

- How to be responsible for your own safety
- What to do if you feel threatened when you are out
- Using the internet safely

My friends

- Why friends are important
- What makes good friends
- How to cope with arguments

Getting on with people

- Why we need to relate to others
- What makes a healthy relationship?
- Healthy relationships with family and friends

Difficult situations

- Family relationships
- Coping with brothers and sisters
- Getting on with parents

Sorting out problems

- How to show feelings
- Coping with conflict
- The importance of staying in control

Boyfriends and girl friends

- What girls and boys think of the opposite sex
- Issues with dating relationships
- Possible problems in dating relationships

Year 9 PD Programme

Personal responsibilities

- How responsibilities change as you grow
- The responsibilities what is expected of a young person
- How to take greater responsibility

Knowing right from wrong

- The importance of beliefs and values
- What is our moral code?
- How our actions affect others?

Pressures and influences

- Different pressures in a person's life
- Influences on a young person
- How to tell the difference between positive and negative pressure?

Targets and Goals

- How to set targets and reach goals?
- The importance of SMART targets
- The qualities to achieve goals

Coping with school

- How to recognise your learning style?
- Techniques that improve studying
- Ways to manage your time effectively

Aspects of health

- What it means to be healthy
- The different aspects of health
- How to assess and improve your health

Body matters

- Healthy eating
- The importance of exercise
- Making the right choices for a healthy lifestyle

Moods and emotions

- How body changes can affect your feelings
- Why mood swings are common
- Ways to cope with moods and emotions

Addiction

- What it means to have an addiction
- Some of the things people can become addicted to
- The risks and dangers of having an addiction

Illegal drugs

- The law and drugs
- How drugs affect the body
- Some of the commonly used drugs

Coping in an emergency

- How to be prepared for an emergency
- What action to take
- Basic first aid skills

Safe at all times

- Physical and personal safety
- How to take responsibility for yourself?
- Assessing risks and dangers

Peer group problems

- The seriousness of bullying
- Different types of bullying
- How to take action against bullying?

Difficulties in family life

- Some of the different type of families
- How family life can change
- Coping with difficult situations

Getting on with other people

- How arguments and disputes are part of everyday life
- How to avoid conflicts
- How to resolve disagreements when they arise?

Dating relationships

- What it means to be in love
- Important considerations for dating relationships
- How the actions you take have consequences

Year 10 PD Programme

Beliefs and values

- What do we mean by beliefs and values?
- Where beliefs and values come from?
- Controversial issues that can show you beliefs and values

Coping with pressure

- What pressure there are on young people
- Can pressure can be positive and negative
- Ways to cope

Personal Strengths and Weaknesses

- How each person is a unique individual?
- What is meant by self-confidence and self esteem
- How to have a positive attitude

Body Image

- What is meant by body image
- The importance of positive body image
- Pressure on young people to 'Look Good'

Ambitions for life and work

- The importance of having ambitions
- How to make the most of your time?
- Ways to take responsibility for yourself?

Health and the whole person

- What it means to be healthy
- How physical health and mental health work together
- Coping with emotions

Influences on health - exercise

- The importance of making healthy choices
- The benefits of regular exercise
- Ways to be more active

Influences on health – diet

- The importance of a healthy diet
- The sensible approach to dieting

- Eating disorders and problems with food

The effects of substance abuse

- What it means to be addicted
- Warning signs of a problem
- The dangers associated with drugs, alcohol and gambling

Coping with adolescence

- Physical and emotion changes during adolescence
- Some of the reasons for these changes
- Coping with some of the problem

Looking after yourself

- Being aware of accident prevention
- Ways to keep yourself active
- A sensible approach to taking risks

Healthy relationships

- Some of the qualities of a healthy relationship
- The importance of healthy relationships

Challenging situations

- Problems with relationship
- Pressure and challenges on some young people

Being assertive

- What is meant as assertiveness
- How to stand up for yourself without being aggressive

Sexual relationships

- What is meant by sexual health?
- Rights and responsibilities in a dating relationship
- Respecting sexual identity

Teenage Parent

- Some of the challenges for teenage parents
- Possible choices when facing an unplanned pregnancy
- How to avoid an unplanned pregnancy?

3 Relationships and Sexuality Education (RSE) Policy

We, at Lismore College, through our Catholic ethos, promote Christian values, academic and vocational excellence, and the personal development of every pupil in a caring, happy and welcoming environment.

We are sympathetic and responsive to individual needs, aspirations and talents, and respect all members of our school and parish communities and the world in which we live.

In Lismore, our RSE programme will provide structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviour within a moral, spiritual and social framework. It will encourage our young people to examine and explore the various relationships in their lives and to learn how to develop and enjoy friendships which are based on responsibility and mutual respect. It will enable our students to build the foundations for developing more personal relationships in later life. They will learn about themselves as unique human beings, about their spiritual, social, emotional and physical growth and about the various changes that occur as they progress towards adolescence and adulthood.

Relationships and Sexuality Education (RSE) is a lifelong process which encompasses three main areas: the acquisition of knowledge and understanding; the development of personal and social skills; and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents and carers, long before any formal education takes place at school.

RSE in Lismore will build on the learning experiences from primary curriculum and will provide young people with the opportunity to develop the skills to build health and respectful relationships, stay safe and develop their own moral thinking and value system. RSE will also aim to encourage young people to make positive, responsible choices and well-informed decisions about their lives. It will be taught in a sensitive and inclusive manner, regardless of race, age, disability, ethnicity, religion, culture, gender and sexual orientation, which is appropriate to the pupil's emotional and physical age and stage of development. All staff will be sensitive and respectful of difference, ensuring that no pupil ever feels or is excluded, or experiences bullying due to their family or home circumstances.

3.1 Aims and objectives of RSE

The central focus of our policy in Lismore is the welfare and personal development of our pupils in line with our school ethos and CCEA guidelines. The overall aim is to provide all pupils with information and support to help them develop into responsible adults and parents with respect for their own sexuality and that of others.

More specific aims are to:

- enhance personal development, self-esteem and well-being;
- empower the pupils to achieve their potential and to make informed and responsible decisions throughout their lives;
- develop an awareness that sexuality is a God-given gift;
- develop healthy friendships and relationships within a moral, social and

spiritual framework;

- express sexuality in a morally, socially and spiritually responsible manner;
- promote responsible behaviour and the ability to make informed decisions;
- increase understanding and reduce anxiety;
- promote the personal safety of themselves and others;
- facilitate communication about personal, social and sexual matters;
- encourage an appreciation of the value of marriage and family life, and the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.
- foster respect for difference, challenge prejudicial attitudes and promote equality of opportunity for all pupils;
- Enable the pupils to safely navigate the digital landscape which plays an integral role in their lives.

3.2 Learning Objectives

The RSE curriculum should enable pupils to:

- distinguish between right and wrong behaviours regarding relationships and sexual activity;
- articulate their own attitudes and values;
- take responsibility for their own actions;
- recognise the moral dimension to situations;
- understand the long and short term consequences of their actions for themselves and others;
- understand the rights, duties and responsibilities involved in relationships;
- develop for themselves a set of socially and morally acceptable values and

principles, and set guidelines to govern their own behaviour;

- recognise that their values and attitudes may have to change over time;
- behave consistently in accordance with their principles;
- understand and acknowledge that there is diversity regarding religion, culture and sexual orientation;
- resist the pressures that might lead to early and premature sexual experiences;
- identify potential threats or dangers, including forms of emotional, physical and sexual abuse and exploitation;
- build their resilience;

- use strategies which they can use to protect themselves.

3.3 Values

Children in Lismore will be taught RSE within a framework which models and encourages the following values:

- a respect for self;
- a respect for others;
- non-exploitation in relationships;
- commitment, trust and bonding within relationships;
- honesty with self and others;
- a development of critical self-awareness for themselves and others;
- an exploration of the rights, duties and responsibilities involved in relationships;
- compassion, forgiveness, mercy and care when people do not conform to their way of life;
- Self-discipline;
- The deferment of sexual activity until young people are physically and emotionally mature enough to understand the inherent responsibilities;
- An appreciation of the value of stable family life, marriage, permanent loving relationships and the responsibilities of parenthood;
- Recognition of the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person;
- Abstinence as an achievable, positive option to which young people can aspire

4. Substance Misuse – Preventative Curriculum

Education surrounding substance misuse should not be taught in isolation, but rather as an integral part of curriculum. Substance misuse is taught through the following subjects:

- **Learning for Life and Work:**

Year 8: Influences, substance misuse

Year 9: Pressure and influences, addiction

Year 10: Health and the whole person, the effects of substance abuse

KS4: Illegal Drugs, underage drinking, substance abuse, peer pressure, assessing risks, avoiding risks

- **Science**

Year 8: Healthy pregnancy

Year 10: Smoking

GCSE Double Award Science/Single Award Science/Biology: Health, disease, defence mechanisms and treatments – misuse of alcohol and tobacco.

A Level Biology: Co-ordination and control in animals.

- **Religious Education**

Year 8: Choices & morality, influences on our sense of right and wrong, celebrating my gift of life, building self-respect and self-esteem.

Year 9: The ten commandments, developing your conscience.

Year 10: Human life is sacred, addiction effects on individual, family and community.

GCSE Religious Studies: Christian values.

KS4 OCN Religion: Addiction.

- **Home Economics**

Year 10: Healthy choices.

GCSE Child Development: Dangers of smoking, alcohol and substance use during pregnancy.

- **English**

KS3: The relevant issues and individual incidents of substance misuse that occur in novels, plays and poems will be focused on. Examples are 'My Papa's Waltz' in Year 8.

5. Lismore College Vaping Education Programme

LISMORE COLLEGE



Lismore College
2 Monbrief East Road,
Monbrief, Craigavon. BT65 5EF

Telephone: 028 38314950

Principal: Mrs Shauna Lennon, BSC (Hons), PGCE, MSC, PQH (NI)

Dear Parent/Guardian,

Your son/daughter was found in possession of/using a vape on school premises, which is deemed a serious breach of the Lismore College Behaviour for Learning Policy.

In a move from a sanction-based approach for the first offence in this area, we wish to offer your son/daughter the opportunity to participate in some educative work on the impact and dangers of vaping. This will take place over 3 one-hour sessions on Tuesdays after school.

The sessions for your son/daughter are scheduled for:

(3x DATES) and will take place in Room: **(Area)**

Please indicate below if you agree to the educative sanction being imposed. If your son/daughter fails to engage fully with this offer, the traditional sanction for this infringement will be re-imposed (i.e., suspension from school which is maintained on record and the Education Authority notified).

We would appreciate your full support in encouraging your son/daughter to always follow the school rules.

Yours faithfully

Head of Year



Permission Slip

_____ (Pupil Name) will/will not attend the education workshops re Vaping.

_____ (Parent/Guardian/Carer)



