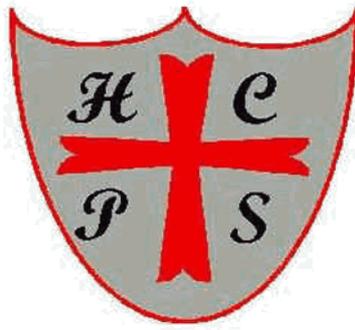


Holy Cross Boys' Primary School



Health & Safety Policy

Introduction

This document is a statement of the aims, principles and strategies for ensuring the Health and Safety of all persons in Holy Cross Boys' Primary School. It is written for all members of the school community to allow each to understand the policy of the school and their own responsibilities within the school. This policy is not to be seen in isolation but rather in conjunction with other relevant school policies: Our Drug Policy, R.S.E Policy, Pastoral Care Policy, Critical Incidents Policy and PDMU Curriculum Policy. We have taken into consideration the B.E.L.B Health and Safety Policy. The school operates within their framework and follows all instructions and advice issued by the Department of Education. This policy is an update former Health and Safety Policies that have been laid out in School Development Plans. It will be reviewed on an annual basis.

Our Aims

The Aims of our Health and Safety Policy are to:

- provide a safe school environment where teachers teach and children learn.
- provide a safe environment for all teaching and non-teaching staff, parents and visitors.
- ensure that all of the school community understand their own responsibilities in maintaining a safe and healthy school environment.
- develop within the pupils the value of Health and Safety issues for adult life.

The Role of the Principal and the Board of Governors

- The principal is responsible for the establishment of a healthy and safe environment within the school and the day to day operation of the Policy. The principal will liaise with Health and Safety Personnel within the school. The Principal and the Board of Governors will review and ratify the Health and Safety Policy.

Responsibilities:

All members of the School Community, both teaching and non-teaching staff, parents and visitors will work towards our aims by:

- Being aware of their own responsibility for maintaining a safe and healthy environment.
- Being familiar with all instructions and guidance on safety within the school
- Using common sense at all times to take reasonable care for their own safety and the safety of others.
- Reporting any hazards to the Health and Safety Team, Vice Principal or Principal.

The Role Of the Health and Safety Team

- The Health and safety team will report to the Principal on Health and Safety Matters and recognise their responsibility for ensuring that the Health and Safety Policy is Implemented in the school.
- Ensure that the Health and Safety Policy is reviewed and up-dated.
- Ensure that safe working practices and procedures are applied within the school.
- Making annual inspections of the school grounds to maintain a safe environment.
- Provide and retain within the school at least two trained First Aid Personnel
- Provide the school with appropriate First Aid Equipment and highlight the areas where they are located.
- Maintain and monitor the use of the First Aid equipment.
- Facilitate the training of staff on safety matters.
- Ensuring that there are arrangements for a speedy evacuation of the school buildings in case of fire or other emergencies.
- Ensure that fire-fighting equipment is maintained and available.

The role of Teachers

- Teacher will teach and promote Health and Safety through the school curriculum and through being a good role model-vigilant and careful.
- Take quick firm action to ensure that children are not allowed to jeopardise their own safety and the safety of others.
- Provide opportunities for children to discuss appropriate health and safety issues.
- Children must be escorted at lunch/home time to the ground floor.
- Children must be escorted to the playground at break time and ensure that the teacher on duty is present.
- Teachers will provide cover for the pupils as they exit the school at home time.

The Role of Parents

- Ensure that children attend school in good health.
- Contact the school promptly to explain an absence or matters related to their children's health. .
- Support the teacher in delivering healthy practice in school.
- Allow the children to take greater responsibility for their own personal development as they progress through the school
- Ensure that the school has contact numbers and addresses for their children in case of emergencies.
- Adhere to the school policy for admittance to the school buildings and contact with the Staff.

First Aid Provision:

- The First aid boxes shall be maintained and located at demarked locations throughout the school.
- There will be at least two trained First Aid teachers on the staff.
- In the case of injury needing medical attention the parents and hospital will be contacted. If the parent is unable to accompany a pupil to hospital a nominated member of staff will do so.
- First Aid boxes will be taken on all school trips.

Safe use of Medicines

- Prescription medicine (including inhalers) will only be used after written permission from the parents of a pupil.
- Tablets and oral medicine will be kept in a safe place by the teacher in charge.
- A trained assistant or teacher will administer a ventilator for the treatment of asthma.

Fire Safety and Critical Incidents Policy (See Appendix 5)

- Fire Drills will be held on a regular basis throughout the school year.
- A regular update of Fire Drill Procedure and Evacuation will be made available to the school staff (see appendix).
- Fire fighting equipment will be available and maintained within the school.
- Visits from the Northern Ireland Fire and Rescue Service will be part of the school curriculum.
- A critical Incident Procedure will be on view throughout the school.

Electrical Safety

- Trailing leads and electrical equipment will be stored safely.
- No electrical machinery will be left unattended in the school.
- Annual checks by a professional electrical service will be carried out.

The Use and Control of Hazardous Substances

- Such substances will be clearly labelled
- Hazardous substances will be stored in a safe place.
- The Caretaker's storage area will be out of bounds for all pupils

Smoking:

- Smoking is not permitted by any person within the school.
- The authorities will be informed if pupils are sold tobacco.

Drugs Policy: (See Appendix)

- Our Drugs Policy will be reviewed and up-dated on an annual basis or sooner as the need arises.

Playground Supervision (See Appendices -2,3and 4)

- A rota for playground supervision will be made at the start of each school year.
- Pupils will be escorted in an orderly fashion to the playground at break, lunch and home times by a teacher.
- Teachers on duty must be in situ before the pupils arrive at the playground at break, lunch and home times. Pupils must not be left unattended at these times.
- If a teacher finds that the teacher on duty is not present for supervision he or she must cover until relieved.
- Teaching Assistants and Playground Supervisors will be made aware of their rota and responsibilities.
- Pupils who pose a danger to themselves and others will be sent to the Time Out Area.

Road Safety

- The teaching of road safety is an integral part of the school curriculum.
- The area directly outside the school gated will be covered by a teacher on duty at home time.
- Provision for School Crossing Patrols will be made.
- Parental permission must be obtained for pupils remaining behind after school.
- The BELB Road Safety officer will attend the school on an annual basis.
- Pupils must have adequate cover when undertaking outside school activities. These include trips to the Youth Club and Church.
- Cars and Bicycles (except those participating in Cycling Proficiency) are not permitted on the school grounds.

Promoting Healthy Living

- The promotion of Healthy Living is part of the PDMU Curriculum that will be delivered by the teaching staff.
- Parents will be brought on board to deliver the Healthy Living Policy.
- The PDMU Coordinator will liaise with outside agencies to deliver areas of the PDMU Curriculum.
- The school will have a Healthy Break and Lunch Policy and engage the parents for their support. (see appendix).

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- Monitoring and Evaluation
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Rationale

For the purpose of this document the term ‘drugs’ includes tobacco, alcohol, over the counter and prescribed medication, volatile substances and controlled drugs. At Holy Cross Boys’ Primary School we recognise that there has been a considerable increase in the misuse of drugs in recent years in Northern Ireland society. We believe that Holy Cross has a vital role in combating the dangerous misuse of drugs in everyday life. We are a caring community at Holy Cross and we are committed to the physical, mental, social, moral and spiritual well being of our pupils and staff. We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values and skills and skills. For this reason we have included a Drug Education Programme in our curriculum.

We realise that the school cannot act in isolation and that Holy Cross Boys’ Primary School is part of the wider community. Drug misuse is a whole community issue and Holy Cross Boys’ Primary School alone cannot solve the drug problem. We will enlist the help and expertise of outside agencies that have been recognised and approved by the BELB.

All staff (teaching and non-teaching) will familiarise themselves with the information included in this policy. A copy of the policy will also be available on our school web site and school prospectus.

Definitions

Drugs will include any substance, which when taken, has the affect of altering the way the body works or the way the person behaves, feels sees or thinks(Department of Education ,New Circular 2004/2009). This will include every day substances such as tea and coffee. Drugs include:

- Alcohol and tobacco
- Over the counter medicines such as paracetamol
- Prescribed drugs such as inhalers and ritalin
- Volatile substances and solvents including aerosols, glues.
- All controlled drugs such as cannabis, LSD, ecstasy, amphetamine sulphate (speed), magic mushrooms (processed and unprocessed), heroin, cocaine and poppers.

Ethos

The ethos of Holy Cross Boys' Primary School is rooted firmly in the Catholic beliefs and morals. This is reflected in the pastoral care programme. A copy of the Pastoral Care Policy is available on request.

Aims

- To promote and develop the ideals, values and beliefs of the school that are set out in our school policy document.
- To ensure that the welfare and safety of the pupils is paramount at all times.
- To promote the health and well being in the lives of the pupils through a programme of Personal, Social and Health Education.

In order to achieve these aims our policy will:

- Focus on a strategy of prevention and intervention.
- Will work in partnership with parents and outside agencies.
- Raise awareness of drug and solvent abuse through P.S.H.E. and other curricular areas.
- Develop in children the ability of pupils to reject a drug and solvent culture.

Educational Objectives - The pupils will:

- Know that any substance that enters our body and causes changes is a drug
- Have a clear moral knowledge on the issue of drug and solvent abuse.
- Be able to make healthy and well informed choices with regard to all manner of drugs.
- Have accurate information about drugs.
- Know the difference between the safe use of prescription drugs and illegal and dangerous drugs.
- Be aware of the dangers and consequences in using solvents and drugs.
- Know who to ask for help in issues related to drugs.

Roles and Responsibilities

Pupils:

- The pupils will be aware of and adhere to the school rules in relation to drug use/misuse, including tobacco, alcohol, over the counter and prescribed medication, volatile substances and controlled drugs.

All Staff (teaching and non teaching)

- Be on the alert to the possibility of drug use/misuse.
- Be familiar with the schools procedure in the handling of suspected drug related incidents.
- It is not the responsibility of the individual staff member to investigate the circumstances surrounding an incident. However, he or she should deal with any emergency procedure if necessary.
- Any information, substance or paraphernalia received should be forwarded to the designated teacher who may have to take immediate action.

Teachers Delivering the Drug Education Programme

In addition to the above

- Deliver the schools drug education programme
- Use circle time and other methods whereby pupils feel safe and free to discuss ideas and where their views are valued.
- Liaise with the Designated Drugs Teacher on any aspect of the policy or its implementation.

The Designated Teacher for Drugs- Mr. Smyth

- Ensure that all staff and parents are aware of and have access to a copy of the policy
- Have oversight and coordination of the planning of curricular provision in compliance with the statutory requirements including periodic updates and review of policy
- Coordinate the training and induction of staff in dealing with procedures relating to incidents of suspected drug misuse.
- With others determine the circumstances surrounding the incident
- Complete an incident report form and forward it to the principal
- Liaise with parents on the delivery of the drug education programme
- Act as a point of contact with outside agencies working in the school
- Ensure that outside agencies are approved and recognised by the BELB

The Principal

- Ensure that members of the Board of Governors have been consulted on and ratified the policy

In the Case of a suspected misuse of Drugs

- Ensure the well being of the pupil(s) involved in the incident and the rest of the school community
- Ensure that the following have been informed (where relevant)

-Parents

-PSNI- (CSIO Officer)-Statutory Obligation

-Board of Governors

-Designated Board Officer

-Members of Staff

- Agree in consultation with the Board of Governors appropriate pastoral and disciplinary responses in relation to the incident, including counselling support.
- Retain written records of the incident and ensure a copy of the report is submitted to the BOG/BELB/CCMS as appropriate
- Review procedures and amend

The Board of Governors – S Magennis (Designated BOG)

- Examine and approve the policy prior to implementation
- Ensure that the policy is published in the school prospectus and that it is reviewed at regular intervals.
- Be fully aware and adequately trained to deal with incidents of drug misuse, including tobacco and alcohol and their appropriate disciplinary response.
- Agree in consultation, appropriate pastoral and disciplinary responses to incidents.

The school values the role of parents in the education of their children. The school will take every opportunity to inform and involve parents through:

- School website
- Parent meetings/Curriculum Evenings
- School Prospectus
- School news letter
- By direct contact
- By encouraging parents to inform us of their concerns.

The Role of Parents

- Support your son if he is involved in drugs
- Support the school in the development and implementation of the policy including procedures for dealing with suspected drug misuse and the drug education programme

The Caretaker

- Be vigilant for evidence of drug misuse and inform the designated teacher
- Ensure the safe storage of any potentially dangerous substance or solvents in use in the school

Training and Information

- All staff and members of the BOG will be provided with support in dealing with drug related incidents. The staff will also receive support in the delivery of the drug education

The Drug Education Programme

- The Drug Education Programme 'Pathways to Life' will form the main basis for the delivery of drugs education.
- The Drug Education will also be delivered through the subjects of Science, English, History, Physical Education and Religious Education. Moral issues will be the main thrust in Religious Education.

Procedures where drug misuse occurs

- Immediately inform the principal/vice principal or other member of staff of the situation
- Remain calm and ensure that the pupil is safe. Check that the pupil's airways are free and that fresh air is available. If the pupil wishes to sleep turn him on his side to avoid choking.
- If necessary, the pupil will be taken to the Mater Hospital for medical attention.
- Parents will be informed of the situation
- In the case of controlled substances teachers must take possession of the substance in the presence of another teacher.
- The Principal, Board of Governors, Designated Board Officer and parents of the child bringing controlled drugs into school should be informed.
- It is statutory that the PSNI must be informed if controlled substances are brought into the school.
- The incident of controlled drugs found on the school premises should be investigated by: the principal, vice principal, members of the pastoral care team and the Designated Teacher for Drugs.
- The Board of Governors will be informed if controlled substances are found in the school.
- The principal and the Board of Governors will take appropriate pastoral and disciplinary action as set out in the Pastoral Care and discipline Policy. Every incident will be dealt with on its own merit.
- All teaching and non-teaching staff will be aware of these procedures and a written record kept for the BELB/CCMS.
- In the case of alcohol and tobacco being brought into the school the principal will respond as set down by the discipline and pastoral care policy.
- Teachers will not allow pupils to use aerosol deodorants, spirit based substances or permanent markers in the class.

Prescription and Over the Counter Medication

- Prescription drugs and over the counter medicines will only be administered with written permission from a parent
- Medicines, including inhalers will be kept in a safe place by the teacher

Dealing with the Media

- If the school is contacted by any member of the media or member of the public they will be referred to the principal or a designated nominee

Evaluation:

This policy is part of an overall policy on Pastoral Care by members of the School Management Team and members of the Pastoral Care Team. The policy will be reviewed annually or after a drug related incident

- We must teach drug education as part of the health education cross-curricular theme. This will then become a part of Personal Development in the Enriched Curriculum.
- Have a drug education policy and publicise it in the prospectus.
- Inform the police if it is believed that a pupil is in possession of a controlled substance.

Appendix 2 Daily Supervision

Early Morning Supervision

8.50 – 9.00am Mr Mc Arevey

9.00 – 9.10am	Front Yard	1 Teacher
	Top Yard	2 Teachers & Classroom Assistants
	Pitch	2 Teachers & Classroom Assistants

Wet Mornings

8.50 – 9.00	K.S.2	Hall	K. McArevey/ J. Mc Gibbon
	K.S.1	Foyer	C. Donnelly/L. Gilbey

9.00 – 9.10 Key Stage One children to rooms.
Corridor 2-5 Teacher/ Classroom Assistants in rooms
Corridor 6-9 Teacher/ Classroom Assistants in rooms
Rooms 12 & 13 Teachers / Classroom Assistants in rooms

P.5 to P.7 remain in hall. C Donnelly / 2 teachers & Classroom assistants

Morning Break (see supervision rota)

10.30 – 10.40 Teacher on duty informs support colleague he/ she is leaving the room.
Doors to both classrooms left open.

10.42 Teacher on duty returns to room – his/ her class exits first.
On bell teachers escort their classes to the yard.

10.45 – 10.55	Top	2 teachers & Classroom Assistants
	Pitch	C Donnelly /2 teachers & Classroom Assistants

10.45 - 10.55 Primary One and Primary Two children remain in their rooms and eat their snack.

Wet Break

10.30 – 10.40am Teacher on duty informs support colleague he/ she is leaving the room.
Doors to both classrooms left open.

10.45 – 10.55am	Corridor 2-5	1 teacher & Classroom Assistants
	Corridor 6-9	1 Teacher & Classroom Assistants
	Corridor 10-13	1 teacher & Classroom Assistants
	Corridor 18-21	1 teacher & Classroom Assistants

2nd Lunch 12.30 - 1.10pm

- 12.30** Children escorted to dinner hall by teacher
- 12.30** Children collected at pick-up point and escorted to lunch hut
- 12.30 – 12.40** Dinner hall – C. Donnelly /2 teachers & classroom assistants
- 12.40 approx** C. Donnelly & Classroom Assistants. Supervisors report to hall to escort children to playground.
- 12.45 approx** Children released through back door of dinner hall to supervised pitch/ top yard
- 12.45** Lunch hut children released. Children escorted to the top yard.
- 12.45 – 1.10** Pitch - 3 supervisors & Classroom Assistants
Top Yard - 2 supervisors & Classroom Assistants

Wet Day 12.30- 1.10

- 12.10 – 12.45** As before
- 12.45** Supervisors to dinner hall to escort classes to their rooms
- | | | |
|-------|---------|--------------|
| Rooms | 10 & 11 | 1 supervisor |
| | 12 & 13 | 1 supervisor |
| | 18 & 19 | 1 supervisor |
| | 20 & 21 | 1 supervisor |
- 12.45 approx** Children released from lunch hut and escorted to link corridor to join dinner hall boys.
- 1.10** Supervisors released by teachers

Appendix 4 Playground Supervisors- Agreed Practice

Afternoon Supervision

2.00	P1S –	Children escorted to front yard by teachers
2.00 – 2.10		Teachers remain as children are collected
2.30	P2 – P3	Children escorted by teachers to front/ top yard
2.30 – 2.40		1 teacher supervises
3.00	P4 – P7 Children	escorted to front yard by teachers
3.00 – 3.10	1 teacher –	top yard
	2 teachers –	front yard
	C. Donnelly -	Brompton Gap / Flax Street
	K Mc Arevey -	Front walkway (outside)

Appendix 5 Fire Drill /Evacuation and Fire Drill Practices

Fire Drill /Evacuation

If You Discover a Fire

It is the duty of anyone discovering a fire to immediately operate the nearest **Fire Alarm Call Point** and ensure that the Fire Brigade is called.

The Fire Alarm is a continuous bell

On hearing the fire bell adults should ensure the safety of all children in their care and follow evacuation procedures to the agreed **Assembly Point** by the **nearest safe exit. These will be Displayed on the Exit Doors**

Close All Fire Doors as You leave

Teachers should ensure that they have a recent **Class List** and as soon as possible in the morning be aware of any absentees. A head count should be done as soon as the class has exited the building.

Extinguishers: Extinguishers should only be used if a fire is preventing a safe exit or a person is on fire. **The main focus is: Get Out, Stay Out and Get the Fire Brigade Out.**

Fire Drills will take place throughout the school year. They will be planned and random

Appendix 6 Healthy Lunches and Breaks

Holy Cross Boys' Healthy Eating Policy



Rationale :

Healthy eating at Holy Cross should not be seen in isolation. The Healthy Eating Policy of Holy Cross Boys' Primary is an integral part of our PDMU policy. It involves a partnership between teachers and parents. There are two main areas of focus -The mid-morning break and Lunches.

Mid-Morning Break:

In the past we have been working with the Community Dental Team to adopt a healthy snacks policy at Holy Cross Boys' Primary School and qualify for an S.O.S award. The scheme has been set up by the Eastern Health and Social Services Board to encourage schools to promote the oral and general health of children through both policy and practice in relation to break time snacks.

The requirements for the award are that mid-morning breaks should consist of **fruit and/or vegetables**.The only **drinks** taken should be either **milk or water**.

Other primary schools, including schools in our parish, that have adopted a healthy break policy have found the following benefits:

- Children are developing healthier eating habits.
- Healthy snacks contribute to a balanced diet for children.
- Children are generally more settled and less hyperactive.
- There is less waste paper in the school.
- In long term there should be a reduction in tooth decay.

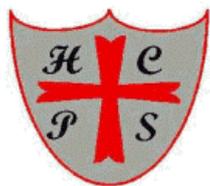
Children who need to follow a special diet due to diabetes, coeliac disease etc are exempt from the scheme and parents should provide a copy of their child's diet plan as provided by a State Registered Dietician.

Healthy Lunch Choices:

Our aim is to build on the success of the SOS Healthy Breaks and think more carefully about the pupils' packed lunch. In their PDMU (Personal Development, Mutual Understanding) lessons we are trying to develop the idea of a balanced diet and healthy lifestyle which will be carried on into adult life. For this reason we encourage pupils to include a piece of fruit, sandwiches, and a non-fizzy or sugar free drink in their lunch as well as a treat (biscuit). We are positive that this initiative will prove as successful as our Healthy Break policy.

Appendix 7

Holy Cross Boys' Primary School Ardoyne



PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING [PDMU]

Policy Statement

Rationale

Every aspects of a child's experience at home, school and as members of their Community contribute to Personal Development and Mutual Understanding (PDMU). Children are greatly influenced by society's values, the values held by their peers, the values which are communicated explicitly or implicitly in school, and by the values of the home.

Maintaining a close partnership with parents is fundamental to the task of promoting PDMU. Values such as honesty, justice, fairness and respect for self and others must always remain at the forefront of all teaching and learning.

At Holy Cross Boys' Primary School we will endeavour to enhance and consolidate the personal and social development of each child and thus enable him to become a confident person and a valuable member of his community and the wider world.

Aims

1. To develop the self worth and confidence of each child in the school.
2. To appreciate that others have worth, rights and needs.
3. To develop life skills to enable children to participate effectively and safely in society.
3. To identify, review and evaluate the values they and society hold.
4. To take increasing responsibility for their own lives.

The achievement of these aims requires pupils to increase their knowledge and understanding about themselves, others and their immediate environment and the world in which they live. They will need to learn and practise processes and skills which will enable them to achieve the following:

- Look after their personal needs and safety
- Work with independence and persistence
- Participate effectively in groups
- Make their own decisions and avoid peer pressure
- Assess their own abilities and capabilities and develop them

Whole School Approach

Holy Cross Boys has a caring, supportive ethos within the school where all pupils, staff and parents know they are valued. Our supportive school atmosphere should take account of such things as:

- The pupils as unique individuals
- A clear set of rules and values.
- The pastoral needs of the children
- Rewarding achievement and positive behaviour
- Making pupils aware of the views of all members/denominations of the community

Interconnected Learning

Each area of the curriculum has a contribution to make to PDMU. In Holy Cross, all staff is able to utilise whichever curricular areas are appropriate to promote the following:

- Develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences.
- Develop tolerance, respect and a willingness to co-operate and share with others
- Develop skills in working independently and taking responsibility for their own learning.
- Develop the confidence to show initiative and imagination.

Self-Awareness (Personal Development)

We will teach our children to reflect on how their actions are influenced by values, attitudes and past experiences. They will be encouraged to apply this knowledge in future situations. We will enlist the help of 'Partners in Education' who have specific knowledge in certain areas (e.g. drug education). We aim to make children aware of dangers in the outside world.

Pupils will be encouraged to reflect on their achievements, goals and personalities and how these affect their personal development. Our children will be helped to realise that, just as they grow and change physically, so too will they grow and change emotionally.

Self-esteem (Personal Development)

High self-esteem is a crucial aspect of personal development. If children are to benefit fully from the variety of experiences offered throughout the school, children will be provided with opportunities to experience success in a variety of contexts, such as:

- Working as a school prefect
- Handing out resources
- Escorting visitors around the school
- Taking part in assemblies and school productions
- Displaying presentations of work
- Negotiating Class and School Rules
- Assisting on trips
- Being vigilant in the playground
- Being a member of the School Council (P6/P7)
- Helping in the canteen

We actively encourage that every child has a positive contribution to make and will use all areas of the curriculum to enhance the self-esteem of all our children.

Inter-Personal Relationships (Mutual Understanding)

We will endeavour to develop the pupils' skill in relationships. We will strive to assist pupils to recognise these skills and to further develop them. This involves developing communication and behaviour in all situations and especially through circle time activities, P.E. after school clubs and Games. We have created a class and school ethos in which pupils and adults are expected to treat each other with mutual respect and consideration. We will follow the themes set out in the Rainbow Boxes and PDMU Guidance. The topics set out in our planning will also lend themselves to PDMU themes

Independence & Inter-Dependence (Mutual Understanding)

As the pupils grow and develop they will become aware of the need for dependence, independence and interdependence. At every stage staff will encourage pupils to act with increasing independence and provide opportunities for them to do so. At the same time the school will assist the children to recognise that increased responsibility goes with increased independence.

Children will be made aware that with rights comes responsibility and that the choices we make have a bearing on our responsibility.

We will encourage children to learn from their mistakes and to look upon setbacks as a positive learning situation. We will take all opportunities to highlight that while acting independently we must be aware of the needs of others.

Examples of pupils' potential development are:

- Carrying out a range of tasks on their own or in a group.
- Discuss more than one strategy for coping with or tackling problems
- Asking for advice and independently acting on it
- Showing ability to set realistic goals for self and others
- Accepting that others' needs may be more important than their own
- Demonstrating their ability to select from an ever increasing range of choices and discussing the reason for the choices made
- Taking increasing responsibility for their own actions
- Pupils being encouraged to extend their thinking through addressing questions related to areas such as peer or media pressure and cultural influences

Assessment, Recording and Reporting

Assessment is an integral part of the learning experience and will be formative. It allows the teacher to plan the next stage. Assessment and recording will take account of the current strengths and development needs of the children. Using observational, written and verbal responses from our children we will be able to comment, in our annual report to parents, on the development of children in the context of the following:

- Self-awareness
- Self-esteem
- Inter-Personal relationships
- Independence and inter-dependence

In addition to the daily work ongoing in the class rooms, the children, at all stages, will participate in monthly assemblies which have Religious Education and PDMU themes. Pupils will also experience the input from outside professionals and gain experience from school trips and cross community visits.

This Policy was reviewed by the PDMU team and ratified by the school staff, Principal and Board of Governors.

Anthony Smyth 2015

Updated: February 2015.