



ST PATRICK'S
ACADEMY
DUNGANNON

SCHOOL POLICIES

ACHIEVING EXCELLENCE TOGETHER



Copies of the school's Curriculum, Anti-Bullying, Child Protection, Homework, Uniform and Discipline Policies are available from the school office and the school website. Parents wishing to obtain a copy are asked to give the school office one week's notice.

All pupils have a copy of the school Code of Conduct in their student planner and parents receive a copy in the Information for Parents' Handbook, which they receive in June.

- 2.1 **Procedure for Dealing with Complaints in Relation to the Curriculum**
- 2.2 **Anti-Bullying Policy**
- 2.3 **Homework Policy**
- 2.4 **Drugs Education Policy**
- 2.5 **Charging and Remissions Policy**
- 2.6 **Health and Safety**
- 2.7 **Local and Global Citizenship**
- 2.8 **Shared Education**
- 2.9 **E-Safety Policy**

2.1 PROCEDURE FOR DEALING WITH COMPLAINTS IN RELATION TO THE CURRICULUM

Complaints should be addressed to the Principal who will, in turn, contact the curriculum Vice Principal, Head of Department and Head of Pastoral Care, as necessary.

2.2 ANTI-BULLYING POLICY

At St Patrick's Academy we believe that all forms of bullying behaviour are unacceptable. We are committed to providing a safe environment for our pupils so that every child can achieve their full potential. Bullying is defined as behaviour that is repeated and carried out intentionally to hurt, harm or adversely affect the rights and needs of another or others.

DE guidance definition of harm:

- Emotional harm as intentionally causing distress by affecting a pupil's self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises or cuts.

Ethos and principals:

- At St Patrick's Academy we are committed to educating our pupils, so they understand what constitutes as bullying behaviour.

- We will raise awareness of bullying behaviour and support those who report bullying.

Prevention:

- St Patrick's Academy aims to prevent bullying by addressing issues surrounding bullying behaviour within our PD programme and consistently implementing our school's positive behaviour policy.
- We will promote anti-bullying messages regularly at assemblies, in literature and through the work of the school councillor.
- We will participate in national anti-bullying campaigns such as Anti bullying week

Responsibilities:

- Staff will promote mutual respect by modelling high standards of personal behaviour. They will listen

sensitively and provide reassurance and support to anyone who experiences bullying behaviour.

- Parents should inform the school of any concerns relating to bullying behaviour and keep a written record of any instances. They should give the school sufficient time to deal with allegations and if they are still not satisfied, they should contact the Vice Principal.
- Pupils will seek help from a trusted adult as soon as bullying behaviour happens or is observed and refrain from retaliation to bullying behaviour.

Responding to a bullying concern:

- The focus on our intervention will be to concentrate on the prevention of further incidents. We will establish the facts by listening to the views and concerns of the pupils.

- We will complete part 1 of the bullying concern assessment form for all allegations of bullying behaviour.

Support:

Our school is committed to supporting all parties involved in bullying behaviour and we will use the NIABF effective responses to bullying behaviour as a framework for identifying suitable forms of mediation.

2.3

HOMework POLICY

Homework provides opportunities for pupils to work independently, to practise skills learned in school, to reflect on their understanding of a topic or to pursue in depth, over some time, a particular area of study.

The setting of homework significantly increases the time spent on study: the equivalent of one extra term's study can be achieved by setting 1.5 hours homework per night over a year. Given the above factors, the school believes that homework is essential for academic success. Homework also strengthens the educational partnership between parents and teachers, providing a means by which parents can become more actively involved in their child's education, through observing the nature of work done in school, and their child's progress. The success of our homework policy is greatly enhanced by parents being fully informed about what is expected of their child. Information

about homework is disseminated to parents in the following ways:

- Year 8 Information morning in September.
- Parent Teacher Meetings are valuable opportunities for staff and parents to discuss the types of homework set and how pupils have coped.
- The student planner has a section on each double page for parents/teachers to comment on any aspect of homework. It is hoped that this will provide a valuable home/school link where staff and parents can communicate quickly and efficiently with each other.
- Subject teachers provide construct comments written on returned homework, these are designed to provide guidance and encouragement to the pupil.

2.4

DRUGS EDUCATION POLICY

St. Patrick's Academy recognises that it has a vital role to play in educating our young people to deal with the pressures they face in our society. As a school, we are committed to the development of the whole child and we recognise the need to maintain an ethos within the school which promotes individual empowerment, and values such as tolerance, honesty and respect. Drug abuse is a whole-community issue and as such we recognise that the school alone will not single-handedly solve the problem. We will work in partnership with parents and outside agencies to seek to prevent the onset of drug misuse (under review).

Aims of Drugs Education

- To develop a consistent approach to drugs-related issues;
- To develop and implement a drugs education programme within the curriculum;

- To establish procedures for dealing with drug-related issues and incidents, including issues of suspected drug misuse.

Overview of the Drugs Education Programme

- i) A drugs education programme is just one part of a whole-school response to drug misuse.
- Our drugs education programme is an integral part of the PD (Personal Development) programme and aims to:
 - provide accurate and up to date information on drugs and their effects on health; introduce opportunities for pupils to enhance their self-respect, personal competence and self-esteem; ensure continuity and progression in the knowledge, understanding, skills, attitudes and values being

addressed; ensure that the content and teaching methods used are appropriate to the age, maturity and experiences of the pupils;

- ii) The Drugs Education Co-ordinator, in liaison with the Vice Principal with responsibility for pastoral care, will review the content of the programme and teaching methods used on a yearly basis and make amendments where relevant.

2.5 CHARGING AND REMISSIONS POLICY

The school complies with the DE Charging and Remissions Policy. Parents will be able to obtain a copy of this policy from the school office. There is no capital fee but parents are invited to make a voluntary contribution of £100 per family.

Parents will be notified of any changes to the above information in writing as and when appropriate.

2.6 HEALTH AND SAFETY POLICY

We operate parental drop-off and collection facility adjacent to the 3G and All-weather pitches. Parents are asked to use this facility between 8:15 and 9:00am and between 3:15 and 4:00pm. During these times, for reasons of health and safety, vehicular access to the main school car park will not be possible unless specifically approved by the principal.

Fire drills are completed at least twice a year; all pupils will be made fully aware of the procedure. Any concerns parents may have about the health and safety of their children while in our care may be directed to the principal through the principal's personal assistant, Mrs Maria Martin.

2.7

DIVERSITY, INCLUSION AND CITIZENSHIP

In St Patrick's Academy we embrace children from all backgrounds and strives to ensure that all children feel valued regardless of ethnicity, race, sexual identity or pupils with additional needs. Every pupil is encouraged to see him/herself as a valued and active member of the school community, and the wider community both at local and global levels. This is promoted by every teacher in his/her teaching and is reinforced through Citizenship inspired activities and events, form/year assemblies, the peer support system and our pastoral care programme. Citizenship is taught as a subject in Year 8 and as a full module within the Learning for Life and Work GCSE in Years 11 and 12. Students who are not studying towards the GCSE will still follow a Local and Global Citizenship programme in their LLW class. Delivery of the Revised Curriculum allows for fulfilment of Local and Global

Citizenship objectives in Year 9 and Year 10. Throughout KS3 and KS4, the programmes delivered are based on four key themes: Diversity and Inclusion, Equality and Justice, Democracy and Active Participation and Human Rights and Social Responsibility. A range of different teaching strategies is encouraged in the delivery of Local and Global Citizenship. These include: action-planning and target-setting, decision making, debates, role plays, educational visits, inter-school activities, social activities, audio-visual presentations, learning through games, questionnaires and action based research.

Citizenship is also promoted widely through the school ethos and within an inter-school and cross-community context. All departments have included the contribution made by Citizenship in their departmental policy.

2.8

SHARED EDUCATION

The Academy is fully committed to Shared Education and has developed a number of shared activities with The Royal School, Dungannon that are of great mutual benefit.

- This partnership involves shared classes at A Level with the aim of providing the fullest academic opportunities for the students of both schools.
- The Duke of Edinburgh / President's Award is offered at Silver and Gold levels across KS4 and post-16 on a shared basis. All activities are shared equally and staffed jointly by each school.
- We have developed a number of very successful shared activities such as the annual art exhibition and the annual history conference which involve large numbers of students learning together and exhibiting their work in shared community settings.

Through sharing in high value activities, students deepen their understanding of other cultures and develop tolerance for, as well as interest in, those from different backgrounds.

2.9

E-SAFETY POLICY

New technologies have become integral to the lives of children and young people in today's society, both within educational establishments and in their lives outside school.

The Internet and other digital/information technologies are powerful tools which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe Internet access.

The requirement to ensure that children and young people are able to use the Internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. Our e-safety policy will help to ensure safe and appropriate use. For more information, please see; www.stpatricksacademy.org.uk/key-information/policies/