



## **RSE & Stay Safe Policy**

The Stay Safe Programme aims to:

1. Prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any dangerous, upsetting or abusive situation
2. Teach children how to deal with unsafe or inappropriate touch and never to keep touch a secret
3. Teach children about the importance of telling
4. Give children safety strategies to deal with strangers

In our school, pupils have a diagnosis of Severe or Profound General Learning Disabilities. This means that all pupils are functioning at the earliest stages of learning - equivalent to infants and young children from birth to 18 months of age. The aims of the Stay Safe Programme have been re-worded to be more inclusive of the pupils attending Carmona School and to be more reflective of where they are as learners. This is contained within our Stay Safe Curriculum document. Class teachers differentiate within their class setting to allow our pupils to have as much access as possible to this learning.

In Carmona School we place huge importance on the Social, Personal and Health Education (SPHE) area of the Primary Curriculum Guidelines, the Junior Cycle follow L1LP PLU, Personal Care and Wellbeing, and the Junior Cycle Wellbeing Guidelines. The strand units from SPHE that are most relevant and can be modified to meet the needs of the pupils in this school include:

- Myself (promotes self-awareness and self-esteem; enables pupils to become as independent as possible)
- Myself and Others (enriches self-awareness, understanding of relationships with others, a sense of belonging and understanding of sense of interdependence)
- Myself and the Wider World (broadening ability to understand and interact with the wider environment)

For further information and examples on implementation in this school see our SPHE Policy.

We have also devised a **Carmona School Wellbeing Charter** which clearly shows how each of the following pupils' rights are being met in school:

- Be respected as an individual
- Feel safe and secure
- Be listened to and heard
- Have access to all/any skills and tools I need to enable my effective communication
- Feel good about myself
- Be as active and healthy as possible

Along with the SPHE Curriculum, we address some of the fundamental aspects of the Stay Safe Programme, at a very early level, in various areas of the school day:

- **Communication** - In Carmona School we have a School Wide Positive Behaviour Support approach to communication and see every pupil behaviour as a communication. As a staff we work together to understand the function of a pupil's behaviour and the message behind it. Also, every pupil has a How I Communicate Key Messages chart which provides information to others (e.g. new staff, visitors, respite staff etc.) on how that child prefers to communicate and information about likes and dislikes etc. Every child has at least 1 priority learning goal in the area of Communication to help them to learn how to communicate their needs e.g. yes, more, no more, stop
- **Feelings** - we acknowledge pupils' feelings and teach them strategies to communicate their feelings to others e.g. gesture, photos, Lámh signs etc. At circle time and school assembly we talk about feelings.
- **Touches** - we adopt the principles of Intensive Interaction approaches when communicating with pupils. This ensures we follow the child's lead and do not encroach on their personal space unless invited to do so. During Personal Care procedures, staff ensure to let the child know exactly what will happen next.
- **Showing affection in positive, non-physical ways**  
We recognise the need to demonstrate, to our pupils, appropriate ways of receiving attention. By doing this we are teaching a set of values about their own space and body. Positive ways we show praise and affection are:
  - High Five
  - Smile
  - 'Good Job'

- Shaking hands
- Thumbs up
- Lamh signs etc..
- The school has a **Personal & Intimate Care Policy** in place to ensure best practice
- **Supervision** - the pupils in this school are vulnerable to visitors or unfamiliar (relief) staff and students on placement. Pupil safety is of paramount importance due to the nature of our pupils' level of disability and inability to clearly communicate their concerns and needs. The school has a Supervision Policy to ensure best practice

The school ensures that all staff have read and are familiar with the **Child Safeguarding Statement and Risk Assessment** and that all staff have been fully vetted and have completed online training in **Child Protection Policy and Procedures**.



Signed: John Kingston  
(Chairperson of Board of Management)

Date: 29<sup>th</sup> September 2020



Signed: Marie Burke  
(Principal)

Date: 29<sup>th</sup> September 2020