



**Scoil Náisúnta Phádraig Naofa,  
Avoca,  
Co. Wicklow.  
18198A**

## **Stay Safe Policy**

### **Scope of Policy**

This policy applies to students, teachers, auxiliary staff members, users of the school premises, visitors, i.e. every person who enters the building. It is applicable during school-time – including breaks and to ALL school related activities. It applies to the school building and grounds and to any area where a school related activity takes place, e.g. School Tour.

### **Aims of Policy**

The aim of the Stay Safe policy of **Scoil Náisúnta Phádraig Naofa, Avoca** is primary to help and educate the children in keeping themselves safe. We aim to develop in our pupils' better self-esteem, through providing a positive school climate and atmosphere and through giving our pupils age appropriate information from educational programmes. The aims of the Stay Safe programme is to reduce vulnerability to child abuse and bullying. The programme develops children's ability to recognise, resist and report risk situations or abusive

### **Relationship To School's Mission, Vision And Aims**

The characteristic spirit of this school has been developed and agreed with our partners in education. This substance use policy reflects the school policy by:

- Drawing together teachers, parents, Board of Management members and **members** of the local community in the committee responsible for formulating the policy.
- Including reference to child safety in our Child Safeguarding Statement( completed as per the DES Child Protection Guidelines 2017) and Risk Assessment, our SPHE and RSE Policies and our Health and Safety Policy

### **Rationale**

#### **Why is this policy necessary?**

The world in which we live presents young people with many challenges, which affect their health and well-being. Schools need to reflect upon how they might provide for the needs of their student cohort and respond appropriately to what are sometimes sensitive and emotive issues.

The Education Act 1998 provides that schools should promote the social and personal development of students and provide health education for them.

The school authority has a moral and legal obligation to ensure compliance with the criminal law.

### **Implementation Procedures**

Copies of the policy were distributed to Board of Management members of Scoil Náisúnta Phádraig Naofa, Avoca, for ratification in January 2019. When ratified and amended, e copies will be distributed through the Aladdin (vehicle used for e communication) to:

- All staff members
- Parents' Forum
- Committee members
- School Community on request

### **Timeframe**

This policy in its final draft was ready by the 16<sup>th</sup> of November, 2018. It was circulated to staff members, parents and Board of Management between the dates of 22<sup>nd</sup> of November to 10<sup>th</sup> of January 2019. The first annual review will held in January 2020 and procedures will be reviewed annually each January.

### **Monitoring and Review Procedures**

The Board of Management members have agreed to take responsibility to monitor procedures annually and ensure they are being adhered to.

### **Content of the Policy**

The 'Stay Safe' Programme is a personal safety skills programme for Primary Schools. The Stay Safe programme teaches children prevention, while preserving their sense of the world around them as a basically safe and secure place. This approach allows children to exercise control, to be assertive, and enables them to seek help for any problem they may encounter. The programme teaches simple strategies for dealing with various potentially dangerous situations and children are given the opportunity to practise these strategies in the classroom. Thus, the concepts are translated into skills which become part of the child's repertoire of self-protective behaviour. Parallel to the development of safety strategies must be the nurturing of self-esteem, confidence building and help in identification and expression of feelings which are integral elements in the broader SPHE curriculum.

#### **B: Guidelines**

- Help children to identify and express safe and unsafe feelings.
- Teach children safety skills for dealing with common unsafe situations like getting lost.
- Encourage children to value friendship and to teach them skills for making and keeping friends.
- Teach children that it is not acceptable to bully others.
- Encourage children to value and enjoy normal affection.
- Teach children how to deal with an unsafe or an inappropriate touch.

- Teach the rule – never to keep secrets about touching.
- Help children to recognise the difference between a good secret and a bad secret.
- Help children identify the adults they could tell if they had a bad secret and to give them the opportunity to practise telling.
- Clarify for the children who strangers are.
- Give children safety strategies for dealing appropriately with strangers.

### **C: Procedures:**

All parents in the school are given a copy of the link [www.staysafe.ie](http://www.staysafe.ie) to view the lessons through the January newsletter each year.

Parents have a right to withdraw their child from the sensitive topics of this programme. However this will be done after discussions with the class teacher and principal. The parents will then be asked to sign a letter stating what their objection is and that they will undertake the education of their children in this topic at home. This letter will be filed in a central location.

### **D: Resources.**

The kit consists of:

- User's handbook.
- 4 Teachers books.

Senior Infants – 9 x 20 minute lessons.

1<sup>st</sup> and 2<sup>nd</sup> – 9 x 30 minute lessons.  
 3<sup>rd</sup> and 4<sup>th</sup> – 9 x 30 minute lessons.  
 5<sup>th</sup> and 6<sup>th</sup> – 5 x 40 minute lessons.

- Worksheet templates (for homework)
- Online interactive material [www.staysafe.ie](http://www.staysafe.ie)
- Parent's booklet.

## **E) Content**

1.

### **Overview of Content for SPHE linked to Stay Safe Material**

<b>Year 1- Strand</b>	<b>Strand Unit</b>	<b>Strand Unit</b>
<b>Myself</b>	Self-identity Taking care of my Body Safety and Protection Growing and Changing Making decisions (3rd – 6th)	Taking care of my Body  Safety and Protection
<b>Myself and Others</b>	My friends and other people	Myself and My Family  Relating to others
<b>Myself and the Wider World</b>	Media Education	Developing Citizenship

The programme is developmentally tailored and compatible with the structure of the SPHE curriculum. The above topics can be subdivided into the following **Lesson plans are divided into the five** themes:

**Junior Infants : The Stay Safe Programme**

<b>Topics Covered</b>	<b><u>Teacher's Signature</u></b>	<b><u>Date on which the lesson was completed</u></b>
<b>Topic 1: Feeling Safe and Unsafe</b>		
<b><u>Lesson 1- Feelings</u></b>		
<b><u>Lesson 2- Feeling Safe and Unsafe</u></b>		
<b><u>Lesson 3- Feeling Safe and Unsafe</u></b>		
<b><u>Topic 2 Friendship and Bullying–Lesson 1- Friendship</u></b>		
<b><u>Topic 2- Lesson 2- What is bullying ?</u></b>		
<b><u>Topic 2- Lesson 3-What can we do to stop bullying</u></b>		
<b><u>Topic 3-Lesson 1- Touches</u></b>		
<b><u>Topic 3-Lesson 2- Never Keep a Touch Secret</u></b>		
<b><u>Topic 4- Lesson 1- Secrets and Telling</u></b>		
<b><u>Topic 5- Lesson 1- Strangers</u></b>		

**Senior Infants : The Stay Safe Programme**

<b>Topics Covered</b>	<b><u>Teacher's Signature</u></b>	<b><u>Date on which the lesson was completed</u></b>
<b>Topic 1: Feeling Safe and Unsafe</b>		
<b><u>Lesson 1- Feelings</u></b>		
<b><u>Lesson 2- Feeling Safe and Unsafe</u></b>		
<b><u>Lesson 3- Feeling Safe and Unsafe</u></b>		
<b><u>Topic 2 Friendship and Bullying–Lesson 1- Friendship</u></b>		
<b><u>Topic 2- Lesson 2- What is bullying ?</u></b>		
<b><u>Topic 2- Lesson 3-What can we do to stop bullying</u></b>		
<b><u>Topic 3-Lesson 1- Touches</u></b>		
<b><u>Topic 3-Lesson 2- Never Keep a Touch Secret</u></b>		
<b><u>Topic 4- Lesson 1- Secrets and Telling</u></b>		
<b><u>Topic 5- Lesson 1- Strangers</u></b>		

## First Class: The Stay Safe Programme

<b>Topics Covered</b>	<b><u>Teacher's Signature</u></b>	<b><u>Date on which the lesson was completed</u></b>
<b>Topic 1: Feeling Safe and Unsafe</b>		
<b><u>Lesson 1- Feelings are Important</u></b>		
<b><u>Lesson 2- Sometimes I feel Safe and sometimes I feel unsafe</u></b>		
<b><u>Lesson 3- Sometimes I feel Safe and sometimes I feel unsafe</u></b>		
<b><u>Topic 2 Friendship and Bullying–Lesson 1- Friendship</u></b>		
<b><u>Topic 2- Lesson 2- What is bullying ?</u></b>		
<b><u>Topic 2- Lesson 3-Exclusion</u></b>		
<b><u>Topic 2- Lesson 4-The effects of Bullying</u></b>		
<b><u>Topic 2- Lesson 5-Class Agreement</u></b>		
<b><u>Topic 3-Lesson 1- Different Types of Touch</u></b>		
<b><u>Topic 3-Lesson 2- Dealing with Inappropriate Touches</u></b>		
<b><u>Topic 4- Lesson 1- Secrets and Telling</u></b>		
<b><u>Topic 5- Lesson 1- Strangers</u></b>		

## Second Class: The Stay Safe Programme

<b>Topics Covered</b>	<b><u>Teacher's Signature</u></b>	<b><u>Date on which the lesson was completed</u></b>
<b>Topic 1: Feeling Safe and Unsafe</b>		
<b><u>Lesson 1- Feelings are Important</u></b>		
<b><u>Lesson 2- Sometimes I feel Safe and sometimes I feel unsafe</u></b>		
<b><u>Lesson 3- Sometimes I feel Safe and sometimes I feel unsafe</u></b>		
<b><u>Topic 2 Friendship and Bullying–Lesson 1- Friendship</u></b>		
<b><u>Topic 2- Lesson 2- What is bullying ?</u></b>		
<b><u>Topic 2- Lesson 3-Exclusion</u></b>		
<b><u>Topic 2- Lesson 4-The effects of Bullying</u></b>		
<b><u>Topic 2- Lesson 5-Class Agreement</u></b>		
<b><u>Topic 3-Lesson 1- Different Types of Touch</u></b>		
<b><u>Topic 3-Lesson 2- Dealing with Inappropriate Touches</u></b>		
<b><u>Topic 4- Lesson 1- Secrets and Telling</u></b>		
<b><u>Topic 5- Lesson 1- Strangers</u></b>		

### Third Class: The Stay Safe Programme

Topics Covered	Teacher's Signature	Date on which the lesson was completed
Topic 1: Feeling Safe and Unsafe		
Lesson 1- Feelings		
Lesson 2- Feeling Safe and Unsafe		
Lesson 3- Feeling Safe and Unsafe		
Topic 2 Friendship and Bullying–Lesson 1- Friendship		
Topic 2- Lesson 2- What is bullying ?		
Topic 2- Lesson 3-Other types of bullying		
Topic 2- Lesson 4-Cyberbullying		
Topic 2- Lesson 5-Coping with Bullying		
Topic 2- Lesson 6-Class Agreement		
Topic 3-Lesson 1- Different Types of Touch		
Topic 3-Lesson 2- Touches		
Topic 4- Lesson 1- Secrets and Telling		
Topic 5- Lesson 1- Strangers		

### Fourth Class: The Stay Safe Programme

Topics Covered	Teacher's Signature	Date on which the lesson was completed
Topic 1: Feeling Safe and Unsafe		
Lesson 1- Feelings		
Lesson 2- Feeling Safe and Unsafe		
Lesson 3- Feeling Safe and Unsafe		
Topic 2 Friendship and Bullying–Lesson 1- Friendship		
Topic 2- Lesson 2- What is bullying ?		
Topic 2- Lesson 3-Other types of bullying		
Topic 2- Lesson 4-Cyberbullying		
Topic 2- Lesson 5-Coping with Bullying		
Topic 2- Lesson 6-Class Agreement		
Topic 3-Lesson 1- Different Types of Touch		
Topic 3-Lesson 2- Touches		
Topic 4- Lesson 1- Secrets and Telling		
Topic 5- Lesson 1- Strangers		

### Fifth Class: The Stay Safe Programme

Topics Covered	Teacher's Signature	Date on which the lesson was completed
Topic 1: Feeling Safe and Unsafe		
Lesson 1- Feeling Safe and Unsafe		
Lesson 2- Feeling Safe and Unsafe		
Lesson 3- A Child's Right to feel Safe		
Topic 2 Friendship and Bullying–Lesson 1- Friendship		
Topic 2- Lesson 2- What is bullying ?		
Topic 2- Lesson 3-Other types of bullying		
Topic 2- Lesson 4-Cyberbullying		
Topic 2- Lesson 5-Coping with Bullying		
Topic 2- Lesson 6-Class Agreement		
Topic 3-Lesson 1- Different Types of Touch		
Topic 3-Lesson 2- Touches		
Topic 4- Lesson 1- Secrets and Telling		
Topic 5- Lesson 1- Strangers		

### Sixth Class: The Stay Safe Programme

Topics Covered	Teacher's Signature	Date on which the lesson was completed
Topic 1: Feeling Safe and Unsafe		
Lesson 1- Feeling Safe and Unsafe		
Lesson 2- Feeling Safe and Unsafe		
Lesson 3- A Child's Right to feel Safe		
Topic 2 Friendship and Bullying–Lesson 1- Friendship		
Topic 2- Lesson 2- What is bullying ?		
Topic 2- Lesson 3-Other types of bullying		
Topic 2- Lesson 4-Cyberbullying		
Topic 2- Lesson 5-Coping with Bullying		
Topic 2- Lesson 6-Class Agreement		
Topic 3-Lesson 1- Different Types of Touch		
Topic 3-Lesson 2- Touches		
Topic 4- Lesson 1- Secrets and Telling		
Topic 5- Lesson 1- Strangers		

## **Stay Safe Lesson Plans**

The Stay Safe programme is developmentally tailored and contains four sets of lessons suitable for Infants, 1st & 2nd classes, 3rd & 4th classes, and 5th & 6th classes. This approach is compatible with the structure of the SPHE curriculum. The lessons plans are divided into the five Stay Safe Topics:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

The lessons of the Stay Safe programme are spiral in nature, where similar content is revisited at each level but the processes, approaches and information adopted are designed to reflect the needs of children at a particular time and at their various stages of readiness.

## **The Structure of the Lessons**

At the beginning of each topic the rationale for that topic, relevant mapping to other curriculum areas and essential vocabulary can be found. Each lesson plan contains the key messages, resources needed, learning intention, an introduction, development of lesson and conclusion. Some lessons have suggestions for follow on /extension work. Worksheets and Home School Links can be found at the end of each topic.

Teacher resources (TR), worksheets (WS) and Home School Links (WS/HSL) are labelled and numbered for each level. The content and teaching resources for the Stay Safe programme can all be accessed on the accompanying DVD and Teacher Resources available on [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

## **Approaches and Methodologies**

In common with the strands of the SPHE curriculum much of the Stay Safe content is based on process and on establishing patterns of behaviour. Thus, the teaching process emphasises active learning and role-play. It is not enough that children remember the personal safety skills they learn, they must also be able to put these skills into practice in their daily lives. The lesson plans are developmentally tailored. A multimedia approach is utilised to enhance learning and concept acquisition. Concepts are introduced gradually. Each new lesson builds naturally on the previous one. Throughout the programme approaches and methodologies such as class/group discussion, active learning, circle work, role play, collaborative learning, problem solving, skills through content, cooperative games, drama and art work, are utilised to encourage pupil engagement and to

promote learning. In cases where trauma has experienced by a pupil, teachers will use their professional judgement to tailor the lesson to suit the circumstances.

## Assessment

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes. (NCCA, 2007, P7). The NCCA Assessment guidelines for primary schools outline the purpose of assessment as 'building a picture' of a child's progress and/or achievement over time. Assessment therefore involves gathering information to better understand how the child is progressing and then using this information to further the child's learning. The guidelines focus on two principal approaches to Assessment:

- Assessment of Learning
- Assessment for Learning

## Overview of Content for SPHE linked to Stay Safe Material

Year 1- Strand	Strand Unit	Strand Unit
<b>Myself</b>	Self-identity Taking care of my Body Safety and Protection Growing and Changing Making decisions (3rd – 6th)	Taking care of my Body  Safety and Protection
<b>Myself and Others</b>	My friends and other people	Myself and My Family  Relating to others
<b>Myself and the Wider World</b>	Media Education	Developing Citizenship

## Conclusion.

This policy will be communicated to staff and the school community as appropriate and will be subjected to yearly review.

At Scoil N. Phádraig Naofa, Avoca, it will be reviewed initially after one year and then every year, unless there is a compelling reason to review it earlier.

Signed:

Marian Canavan \_\_\_\_\_  
(Chairperson, Board of Management)

Mary Cahill \_\_\_\_\_  
Principal

Date:

## Appendix A

Dear Parents,

We are planning to teach a personal safety education programme called Stay Safe from January to March. The aim of the Stay Safe programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g. getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and emphasises the importance of telling a trusted adult about any problems they have. The Stay Safe programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. The Stay Safe programme is developmentally tailored and contains four sets of lessons suitable for Infants, 1st & 2nd classes, 3rd & 4th classes, and 5th & 6th classes. This approach is compatible with the structure of the SPHE curriculum. The lessons plans are divided into the five Stay Safe Topics: • Feeling Safe and Unsafe • Friendship and Bullying • Touches • Secrets and Telling • Strangers

The lessons of the Stay Safe programme are spiral in nature, where similar content is revisited at each level but the processes, approaches and information adopted are designed to reflect the needs of children at a particular time and at their various stages of readiness.

Co-operation between parents and teachers is essential to the success of this programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child may bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home. It is in interests of both your child and you to familiarise yourself with the content of the Stay Safe lessons at [www.staysafe.ie](http://www.staysafe.ie). Doing this will help you to be familiar with the topics and vocabulary used during these lessons. It will also provide you with an opportunity to introduce and discuss specific topics with your children on a one to one prior to these being covered in class. Please contact the school if you wish to discuss the programme further.

Thank you for your co-operation,

Class Teacher