



# Menstrual Well-being and Period Dignity Policy



<b>Updated:</b>	<b>March 2024</b>
<b>Board of Governor Reviewed:</b>	<b>September 2024</b>
<b>Next review date:</b>	<b>September 2026</b>

## **Rights Respecting School**

At Glenraig Integrated Primary School we are a Rights Respecting School and uphold the articles contained in the UN Convention on the Rights of the Child. This policy reflects the caring ethos of the school and focuses more closely on the following articles: -

Article 24 – Every child has the right to the best possible health and medical care

## **General School Aims**

We endeavour to:

- ❖ Provide and encourage an atmosphere of acceptance and mutual respect for those within the school community, from all religious, non-religious, social, and cultural backgrounds as well as for those of differing abilities and needs.
- ❖ Create a happy, secure, stimulating environment in which all pupils can learn effectively and become clear, confident communicators.
- ❖ Present children with a variety of challenging, activity-based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum
- ❖ Encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self-image.
- ❖ Encourage parents to play a constructive and positive role in the school.
- ❖ Place the school at the heart of the local community.

The policy is founded on the principles of the United Nations Convention on the Rights of the Child and reflects the ethos of our school. Rationale The NI Executive agreed in December 2020 that free period products should be made available to all schools from September 2021.

The Period Dignity Project is currently proceeding on a pilot basis. Period dignity refers to the accessibility and availability of essential care needed to support a period, in conjunction with the removal / breaking of stigma and taboo around periods.

The general principles which underpin our work are:

- The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006. This is available at [www.legislation.gov.uk](http://www.legislation.gov.uk)
  - Reference to the relevant sections of UNCRC, available at [www.unicef.org.uk](http://www.unicef.org.uk)
  - Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.
  - Article 6 – Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
  - Article 24 – Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy.
  - Every School a Good School, Together Towards Improvement and Community Relations, Equality and Diversity in Education Policy. These documents are available at [www.deni.gov.uk](http://www.deni.gov.uk)  
Every School a Good School
  - The interests of pupils rather than institutions must be at the centre of efforts to improve educational achievement and tackle underachievement Article 24: Every child has the right to the best possible health.
- 3 • Equity of access and equity of provision as well as a continuum of provision for a diversity of need
- Recognition that the improvement process is a collaborative one, requiring communication and co-operation within the school and between the school and its parents and the wider community that it serves.

Children and Young People's Strategy Children and young people are:

- physically and mentally healthy
- enjoy play and leisure
- learn and achieve
- live in safety and stability
- experience economic and environmental well-being
- make a positive contribution to society

- live in a society which respects their rights
- live in a society in which equality of opportunity and good relations are promoted

This policy complements and supports a range of other school policies and procedures for:

- Child Protection policy or Safeguarding policy
- Pastoral Care Programme
- RSE policy
- SEN policy
- Positive Behaviour policy
- Anti-Bullying policy
- Environmental policy
- Policy on using outside agencies and vetting arrangements
- Confidentiality policy
- Intimate Care
- Educational Visits
- Attendance Aims
- Enable learners to understand how to deal with period issues, hygiene and disposal of period products
- Enable learners to achieve their full potential by reducing barriers they may experience due to periods
- Promote period dignity in school and ensure that everyone who needs them has free access to period products
- Ensure parents, staff and pupils understand the term 'period dignity.'

4 • Have a positive impact on pupil confidence, well-being, attendance and attainment

Confidentiality and Child Protection Confidentiality cannot be guaranteed. Where there is a disclosure by a child of abuse, child protection procedures will be implemented. If any disclosures are made, confidentiality will be maintained and teachers will follow agreed procedures set out in the Child Protection Policy. The safeguarding team meet regularly to discuss any issues that arise pertaining to the health and well-being of our pupils. We ensure that strategies are in place for any child who may need extra support when dealing with any

topics covered within RSE lessons. Parents of P6 and P7 Girls A Period Dignity Letter will be sent home each September to outline the programme. Girls Period dignity will be discussed with P6 and P7 girls. They will know who the contacts are within school and where they can get sanitary products when required. This will also be covered through the RSE and PDMU curriculums provided in school.

Important considerations are the:

- degree of trust, respect and positive regard for pupils;
- relationships between the teacher and pupils, and between the pupils themselves;
- All pupils are made to feel safe and secure and in accordance with relevant pastoral care and safeguarding policies.
- Ensure adequate support is in place for pupils, taking into consideration CLA pupils, children with SEN requirements and pupils living in difficult home circumstances
- An atmosphere of inclusion and understanding is promoted consistently, regarding differences in race, age, disability, ethnicity, religion, culture. Terminology In teaching issues related to period dignity, teachers will use the correct biological terms for parts of the body.

Monitoring and evaluating

The Period Dignity Policy will be evaluated by the period dignity leader. The senior leadership team will review the period dignity policy initially and every two years thereafter alongside the RSE policy. The senior leadership team and period policy leader will evaluate to ensure the aims of the Policy have been met. The pupils will be given an opportunity to comment and evaluate.

5 Roles and Responsibilities

The Board of Governors – approves and ratifies the Policy  
The Principal – ensures a co-ordinated approach to period dignity and consults with the Board of Governors, Staff, Parents and children.  
Staff – Provide a link and have a complementary role with parents. Programme

- Must be relevant and developmental
- Must be accessible
- Must be a positive experience
- Must address special needs

- All materials used will reflect the ethos of the school and will be vetted by the Period Dignity Leader, Senior Leadership team and Governors. They will be age appropriate, inclusive and sensitive to the needs and experiences of all pupils. Also factually accurate, up-to-date and make clear distinctions between fact and opinion