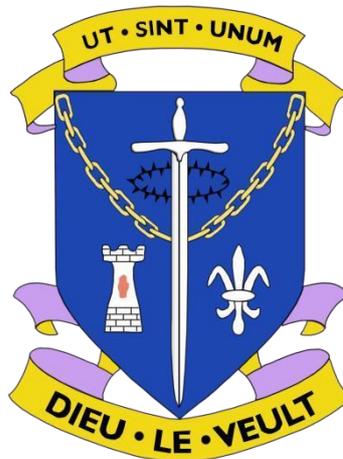


# St Louis Grammar School

## Period Dignity Policy



***Date of Policy: April 2025***

***Ratified: April 2025***

***Reviewed by: Miss C.King***

***Date of Next Review: May 2027***

## **1. Contextual information**

St Louis Grammar School Kilkeel  
151 Newry Road  
Kilkeel  
BT34 4EU

This policy is to be published on the school webpage and available to staff in the Staff Document area of the Shared Drive

**Overall school aims and objectives of the Period Dignity policy**

- ***How the aims of the Period Dignity/Menstrual Wellbeing policy support the values, ethos, and moral and ethical framework of the school***

St Louis Grammar School is a Catholic community within which both staff and students work in the pursuit of all aspects of spiritual, educational and personal excellence. St Louis Grammar School, a coeducational establishment, based on the philosophy of St Louis, seeks to establish a friendly, supportive and caring ethos where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. St Louis Grammar school is committed to the protection of all its pupils.

- ***How this will inform education and awareness around Period Dignity/Menstrual Wellbeing in the school in an inclusive and equitable manner***

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. Education is a key factor in breaking the stigma surrounding periods and promoting respect, understanding and open discussions about what people may experience when menstruating.

[Plan International](#) describes what it calls a toxic trio of:

the cost of sanitary products;  
a lack of education about periods;  
shame, stigma and taboo.

There have been significant developments in the rest of the UK in relation to schemes to provide free period products and promote period dignity through education programmes in schools and other educational establishments.

Our policy aims to support these developments and help to promote period dignity in line with our stated values and ethos to support and care for each child.

- **How the policy links to the School Development Plan**

Other relevant factors

- This policy takes account of:
- the [Period Products \(Free Provision\) Act \(Northern Ireland\) 2022](#), available at [www.legislation.gov.uk](http://www.legislation.gov.uk), and the Department of Education's Guidance for Specified Public Service Bodies or the Education Authority's Guidance for Schools (still to be published)
- by providing free period products for students, staff and visitors to the school, ensuring that stocks are maintained.
- There is a reasonable choice of products, they are available free of charge, that this is publicized in a way that respects the dignity, privacy and confidentiality of users.

- That we engaged in a consultation process with students, parents and staff regarding the ways these are to be obtained, types of products and locations of the products.
- [The Equality Act \(Sexual Orientation\) Regulations \(Northern Ireland\) 2006](http://www.legislation.gov.uk), available at [www.legislation.gov.uk](http://www.legislation.gov.uk)
- Relevant sections of the [UNCRC](http://www.unicef.org.uk), available at [www.unicef.org.uk](http://www.unicef.org.uk)
- [Every School a Good School, Together Towards Improvement](http://www.education-ni.gov.uk) and [Community Relations, Equality and Diversity in Education Policy](http://www.education-ni.gov.uk); these documents are available at [www.education-ni.gov.uk](http://www.education-ni.gov.uk)

Our policy also supports the Children and Young People's Strategy for Northern Ireland

## 2. Consultation process and policy formation

### How the policy was drawn up – who was consulted (for example staff, governors, pupils (including pupils who have not yet started their periods) and parents or carers) and how they were consulted

The policy was drawn up after a questionnaire was sent to all staff, female students were specifically targeted and parents were emailed with a link to take the survey.

Attach link to questions and results

How did the consultation process establish:

- i. the ways in which product users should be able to obtain free period products;
- ii. the locations in school premises in which period products should be obtainable free of charge; and
- iii. the types of period products that should be obtainable.

How did the consultation process take into account:

- i. dignity, privacy and confidentiality of product users; and reusable items.

Where the policy will be published and how it will be disseminated – who will receive it and where it can be accessed.

The policy will be available on the school website and the school office on request. There will be a copy available for staff in Staff Documents.

### Contact person for comments or feedback on policy:

Sinead O'Hare (Student Welfare Officer)  
Caroline King (Head of Pastoral Care)

### The policy is linked to other school policies:

- 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

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| <ul style="list-style-type: none"> <li>Confidentiality policy</li> </ul>  |  |
| <b>3. Arrangements regarding the provision of free period products</b>  |  |
| <ul style="list-style-type: none"> <li>How the arrangements have taken account of the consultation carried out</li> <li>How the arrangements have taken account of Departmental guidance, including guidance on reasonable choice and respecting dignity, privacy and confidentiality</li> </ul>                              |  |
| <p>A description of the products that have been provided</p> <p>How these represent a reasonable choice of reusable items</p>   |  |
| <p>How environmental considerations have been taken into account when purchasing, using or disposing of period products</p>   |  |
| <p>Where, how and when product users can obtain the free products, ensuring that they are obtained 'reasonably easily', respecting dignity, privacy and confidentiality</p>   |  |
| <p>How the setting can ensure that the products are available at all times on the premises</p>  |  |
| <p>How the arrangements to provide free period products are <b>publicised</b>:</p> <ul style="list-style-type: none"> <li>in a way that respects dignity, privacy and confidentiality;</li> <li>to clarify that the products are free of charge; and</li> <li>to include where, how and when they may be obtained.</li> </ul> |  |
| <b>4. Key staff and roles and responsibilities</b>  |  |
| <ul style="list-style-type: none"> <li>School Leader with responsibility for period dignity and the provision of free period products</li> <li>School Governor with oversight of period dignity and the provision of free period products</li> <li>Pastoral Care Lead</li> </ul>  | <p>Caroline King (Head of Pastoral Care)<br/>Sinead O'Hare (Student Welfare Officer)<br/>Sarah-Jane Morris (SENCO)</p> |

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| <ul style="list-style-type: none"> <li>• Period Dignity Key Contact</li> <li>• SENCO</li> <li>• SEN staff</li> <li>• Safeguarding and Child Protection Lead</li> </ul>  |  |
| <p><b>5. Whole-school approach to period dignity</b></p>  |  |
| <p><b>i. School ethos</b><br/>How the school supports period dignity through its provision, for example:</p> <ul style="list-style-type: none"> <li>• visibly promotes the importance of period dignity;</li> <li>• challenges negative views, stereotypes, gender inequality and stigma around periods;</li> <li>• communication about period dignity and related issues is through a whole-school approach;</li> <li>• how the school approaches education for young males on period dignity, period equality and menstrual wellbeing; and</li> <li>• education around periods, period dignity and menstrual wellbeing complements the provision of free products.</li> </ul> |  |
| <p><b>ii. Child-centred provision</b><br/>How the school supports pupils through its provision, for example:</p> <ul style="list-style-type: none"> <li>• Pastoral Care – addressing issues that affect young people in relation to periods or period dignity;</li> <li>• how the school provides for learners with SEN;</li> <li>• considering the gender, culture, religion and age range of pupils in the school;</li> <li>• engaging with pupils when determining how and where period products are made available; and</li> <li>• evaluating the impact of the provision.</li> </ul>   |  |
| <p><b>6. Period dignity support for pupils</b></p>  |  |
| <p>Early consultation carried out with pupils on period dignity</p>   |  |
| <p>How free period products are chosen and purchased for use by pupils in the school</p>  |  |
| <p>Types of products available for menstruating pupils</p>  |  |

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| How free period products are made available to those who need them during the school term   |  |
| Where period products are stored  |  |
| Process and people involved in purchasing, monitoring and replenishing period product supplies, including checking expiry dates   |  |
| How pupils are informed about the safe use of period products (for example period hygiene and toxic shock syndrome)   |  |
| Identity of staff member(s) who pupils can approach with any issues they may have   |  |
| Pupil and parental involvement in period dignity provision  |  |
| <b>7. Period dignity and menstrual wellbeing education and learning</b>   |  |
| How the teaching about period dignity/menstrual wellbeing supports the school's ethos and reflects the moral and religious principles held by parents or carers and school management |  |
| The objectives of education about period dignity/menstrual wellbeing in the school – what the school is setting out to achieve  |  |
| How the school will ensure inclusive learning for <b>all pupils</b> through education about period dignity/menstrual wellbeing  |  |
| The management and co-ordination of period dignity/menstrual wellbeing education in the school  |  |
| Period Dignity and Menstrual Wellbeing Education Co-ordinator   |  |
| Classroom or teaching arrangements, for example single-gender classes, mixed gender classes or both   |  |
| Approaches to learning and teaching – teaching methodologies that will be used  |  |
| Provision for learners with SEN   |  |

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| Period dignity/menstrual wellbeing resources used and criteria for selection (to ensure they are inclusive and consistent with the school's moral and values framework)  |  |
| Strategies for gathering and disseminating the most current and relevant information and related research to inform planning and ensure relevance  |  |
| How to deal with sensitive issues and respond to pupils' questions   |  |
| Teacher Professional Learning: <ul style="list-style-type: none"> <li>• Who</li> <li>• How</li> <li>• When</li> <li>• How often</li> </ul>   |  |
| Monitoring and evaluation of period dignity/menstrual wellbeing education provision: <ul style="list-style-type: none"> <li>• Tools for gathering data</li> <li>• Who will be involved</li> <li>• How often evaluation takes place</li> </ul>  |  |
| <b>8. Involving and consulting with parents or carers</b>  |  |
| <ul style="list-style-type: none"> <li>• Parents' or carers' rights and responsibilities</li> <li>• Engagement with parents or carers, for example policy consultation, information, support sessions or providing materials for home use</li> <li>• Parents or carers with learning difficulties</li> <li>• Withdrawal from lessons on period dignity, period equality and menstrual wellbeing</li> </ul>   |  |
| <b>9. Links across the curriculum and to the wider life of the school</b>  |  |
| <ul style="list-style-type: none"> <li>• How the learning and teaching about period dignity, period equality and menstrual wellbeing links across the curriculum to other areas of learning in the different key stages</li> <li>• How elements of the wider pastoral programme support and complement education about period dignity, period equality and menstrual wellbeing, for example school assemblies</li> <li>• How other school initiatives support and complement education about period dignity, period equality and menstrual wellbeing,</li> </ul> |  |

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| <p>including RSE, Health and Wellbeing, Personal Development, and the UNICEF Rights Respecting School Award</p>  |  |
| <p><b>10. Managing issues</b></p>  |  |
| <ul style="list-style-type: none"> <li>• Warning signs that staff will watch for which may indicate a pupil may be experiencing emotional or physical distress due to having a period</li> <li>• Ensuring staff are supportive and non-judgemental</li> <li>• How the school responds to absences due to period issues</li> <li>• What additional items and facilities are available to menstruating pupils should they be needed, for example heat pads, somewhere to lie down or a change of clothes</li> </ul>  |  |
| <p><b>11. Possible appendices</b></p>  |  |
| <p>Relevant documentation could be signposted, for example:</p> <ul style="list-style-type: none"> <li>• Parent- or carer-friendly summary of the Period Dignity/Menstrual Wellbeing policy</li> <li>• Pupil-friendly summary of the Period Dignity/Menstrual Wellbeing policy</li> <li>• Pupil-friendly and/or parent-friendly list of contacts, websites and organisations related to period dignity or menstrual wellbeing (CCEA website)</li> <li>• Relevant Department of Education circulars</li> <li>• Northern Ireland Curriculum link</li> <li>• Outline programme across the key stages</li> <li>• Brief details of outside agencies or individuals the school uses to support the delivery of period dignity or menstrual wellbeing and an outline of the session.</li> </ul> |  |

## Annex D – Suggested Consultation Questions for Consultation with Product Users

## Statutory Requirements for Consultation with Product Users.

### Before preparing a written statement on their arrangements each SPSB:

- ✓ must consult with product users\* who are likely to be on their premises, as the SPSB thinks appropriate;
- ✓ may consult any other body or person the SPSB thinks appropriate;
- ✓ must include consultation on—
  - ways in which product users ought to be able to obtain period products free of charge;
  - the locations in the SPSB's premises in which period products ought to be obtainable free of charge; and
  - the types of period products which ought to be obtainable free of charge.

\*Product users includes those who may need to use products in the future such as younger pupils who have not started to have periods.

## Baseline suggested questions

The following suggestions may be helpful to SPSBs ensure that their consultations meet statutory requirements. SPSBs will however wish to develop these further to reflect the circumstances of their own setting and product users.

### *e.g. (1) – Reasonable Ease of Access*

“The new law requires that free period products be reasonably easy to access – what does this mean to you?”

Options: “all toilets, most toilets, school nurse, designated teacher, designated member of staff, box in specific communal location (e.g. PE Hall/reception/office/library/common rooms), all of the above, don't know, other discreet location (please specify)”

### *e.g. (2) – Reasonable choice of free period products*

“The new law requires that a reasonable range of free period products be made available. What does this mean to you?”

Options\*: Period pads (various absorbencies), Applicator Tampons (various absorbencies), Non-Applicator Tampons (various absorbencies) panty liners, reusable period pants, reusable period

pads menstrual cups, wet wipes, disposable bags, spare underwear, spare tights, don't know, other."

SPSBs could also include questions on the importance of: branded items, plastic free single use items and whether respondents are content to use lower cost unbranded items to make the budget go further.

\*Note that the new law defines period products as being items designed to absorb menstrual flow and that SPSBs are therefore not required to provide all the items listed above.

*e.g. (3) – Access to free period products must respect privacy, dignity and confidentiality.*

"The new law requires that you can access free period products in a way that respects your dignity, privacy and confidentiality. What does this mean to you?"

Options: Pupils allowed out during class to access products, period products in individual toilet cubicles, period products at communal sinks in toilets, not having to ask members of staff for free period products, other comments/ideas.

*e.g. (4) – Free products to be available at all times.*

"The new law requires that free products are available at all times. Can you suggest some ideas for how we can keep products well stocked? For example, this could involve a committee of pupils, staff volunteers, a process for reporting that product stocks are running low in certain locations."

(free text answer)

*e.g. (5) - Publicising free period products*

"The new law requires that we make sure everyone knows that there are free period products available. What do you think would be a good way of doing this?"

Options: posters, website, assembly, workshops, staff meetings, social media, other (please specify) etc.

*(6) Other setting specific questions*

SPSBs could also ask other questions about how the products should be made available in their particular setting.

**Primary schools** may find it more appropriate to consult with pupils in a group discussion. Please note that [CCEA provides excellent resources for talking about periods with primary school children](#) which may be helpful. Note that CCEA will soon be uploading **SEN resources and short videos** which may also be helpful.

If a school noted any misuse of free products under the Period Dignity Pilot scheme, they could explore this with pupils in terms of how this could be managed so products can be made easily available and not locked away. It may also be appropriate for other settings e.g. Youth Settings, to explore how to balance potential abuse of products with ensuring reasonable ease of access.

The legislation requires that provision is to be available in all buildings comprising school premises. If a school has practical concerns related to its specific premises, it should explore these through consultation with product users before making a decision not to provide period products in certain buildings.

When consulting with staff in **administrative accommodation**, it may be worth exploring how to ensure reasonable choice and ease of access on premises with hybrid workers. For example, how could products be kept stocked up and available at all times?

## Department of Education - Guidance to 'Specified Public Service Bodies' on the Period Products (Free Provision) Act (Northern Ireland) 2022

Microsoft Word version of Annexes C and D

# Annex C – Templates

***These templates may be helpful to Specified Public Service Bodies in Developing Their Statements on Arrangements***

### [Annex C1 – General Template for Statement on Arrangements](#)

*The Act requires that each Specified Public Service Body (SPSB), as soon as is practicable after Guidance is issued by its corresponding Department, must prepare and publish a 'Statement on Arrangements'.*

*This template may be helpful to SPSBs in developing their Statements on Arrangements which will be requested by DE on an annual basis.*

## Statement on Arrangements for the Provision of Free Period Products

### Details of Specified Public Service Body

|  |  |
|--|--|
| <b>Name of Specified Public Service Body</b>         |  |
| <b>Main Address of Specified Public Service Body</b> |  |

|  |  |
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| <b>Reference to Annex/hyperlink to full list of sites where free period products are available</b> |  |
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### Publication Details

|   |  |
|---|--|
| <b>Date of first publication</b><br><b>Dates of subsequent publication</b>  |  |
| <b>Where will this Statement be published?</b><br><i>SPSBs may publish this statement in such a way as they think appropriate, such as publication on their websites.</i> |  |

### Details of Consultation Carried Out

|  |  |
|--|--|
| <b>WHEN was a consultation carried out?</b><br><i>Enter start and finish date.</i>   |  |
| <b>WHO was consulted?</b><br><br><i>As a minimum, this should be product users who are likely to be on the premises, as the SPSB thinks appropriate. 'Product users' includes people who may need to use the products in the future, such as younger pupils who are likely to have periods in the future.</i><br><br><i>Other people may also be consulted and DE recommends that parents and boards of governors are included for school consultations.</i> |  |
| <b>HOW did the consultation <u>process</u> establish:</b><br><ul style="list-style-type: none"> <li>i. the ways in which products users ought to be able to obtain free period products?</li> <li>ii. the locations in the SPSBs premises in which period products ought to be obtainable free of charge?</li> <li>iii. the types of period products which ought to be available?</li> </ul>   |  |
| <b>HOW has the consultation <u>process</u> had regard to:</b>  |  |

|     |  |  |
|-----|--|--|
| i.  | <b>dignity, privacy and confidentiality of product users</b> |  |
| ii. | <b>articles which are reusable</b>                           |  |

## The Arrangements

### **What arrangements are being put in place as a result of the consultation?**

*In completing this section, SPSBs must include details on-*

- How the arrangements have had regard to the consultation carried out*
- How the arrangements have had regard to Departmental Guidance, including guidance on reasonable access, respecting dignity, privacy and confidentiality.*
- The products that will be provided, and how these represent a reasonable choice, having regard to items which are reusable (see pages 8-9)*
- How product users will obtain the free products*
- How the arrangements will ensure that products are obtained 'reasonably easily', respecting privacy, dignity and confidentiality (see page 8)*
- Where the products will be located (note different arrangements can be applied to different types of product - see pages 8-9)*
- When the products can be obtained*
- How the SPSB will ensure that products are available at all times on the premises, whether or not the premises are in use by the public.*

## The Arrangements – other details

*Use this box to record anything else about the arrangements not included above. These may be arrangements that are important for a particular SPSB, but there is no legal requirement to include them in the statement (e.g. specific needs of children and young people (see page 16), product safety, operational details including procurement arrangements (see page 13) environmental impact considerations – see pages 10-11)*

## Publicising the Arrangements

### **How will the SPSB publicise the availability of free products-**

- (i) the availability of free products, in a way that respects dignity, privacy and confidentiality?*
- (ii) that the products are not just available but are free of charge?*
- (iii) the arrangements for obtaining the products, including how, where and when they may be obtained?*

## Annex C2 – Detailed School Policy Template

The Act does not require the detail set out below. CCEA’s framework has however been updated so that it can double as a Written Statement on Arrangements, for schools wishing to develop or update a school Period Dignity Policy.

### **May 2024 - CCEA Framework for Developing a Period Dignity School Policy Including Written Statement of Arrangements for the Provision of Free Period Products**

|   |  |
|---|--|
| <b>12. Contextual information</b>   |  |
| School details<br>(School name and address)<br><br>Date of policy<br>Date of subsequent revisions<br><br>Where the policy is to be published<br>(Provide web link if appropriate.)  |  |
| <b>Overall school aims and objectives of the Period Dignity policy</b>  |  |
| <ul style="list-style-type: none"><li>• How the aims of the Period Dignity/Menstrual Wellbeing policy support the values, ethos, and moral and ethical framework of the school</li><li>• How this will inform education and awareness around Period Dignity/Menstrual Wellbeing in the school in an inclusive and equitable manner</li><li>• How the policy links to the School Development Plan</li></ul>  |  |
| <ul style="list-style-type: none"><li>• How the policy takes account of the <a href="#">Period Products (Free Provision) Act (Northern Ireland) 2022</a>, available at <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>, and the Department of Education’s Guidance for Specified Public Service Bodies or the Education Authority’s Guidance for Schools (still to be published)</li><li>• How the policy takes account of <a href="#">The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006</a>, available at <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a></li><li>• Reference to the relevant sections of the <a href="#">UNCRC</a>, available at <a href="http://www.unicef.org.uk">www.unicef.org.uk</a></li></ul> |  |

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| <ul style="list-style-type: none"> <li>• How the policy contributes to <a href="#">Every School a Good School</a>, <a href="#">Together Towards Improvement</a> and <a href="#">Community Relations, Equality and Diversity in Education Policy</a>; these documents are available at <a href="http://www.education-ni.gov.uk">www.education-ni.gov.uk</a></li> <li>• How the policy supports the Children and Young People’s Strategy for Northern Ireland</li> </ul> |  |
| <b>13. Consultation process and policy formation</b>   |  |
| <p>How the policy was drawn up – who was consulted (for example staff, governors, pupils (including pupils who have not yet started their periods) and parents or carers) and how they were consulted</p>  |  |
| <p>How did the consultation process establish:</p> <ul style="list-style-type: none"> <li>iv. the ways in which product users should be able to obtain free period products;</li> <li>v. the locations in school premises in which period products should be obtainable free of charge; and</li> <li>vi. the types of period products that should be obtainable.</li> </ul>  |  |
| <p>How did the consultation process take into account:</p> <ul style="list-style-type: none"> <li>ii. dignity, privacy and confidentiality of product users; and</li> <li>iii. reusable items.</li> </ul>  |  |
| <p>Where the policy will be published and how it will be disseminated – who will receive it and where it can be accessed</p>   |  |
| <p>How and when it will be reviewed</p>  |  |
| <p>Contact person for comments or feedback on policy</p>   |  |
| <p>How the policy is linked to other school policies, such as:</p> <ul style="list-style-type: none"> <li>• Child Protection policy or Safeguarding policy</li> <li>• Pastoral Care Programme</li> <li>• RSE policy</li> <li>• SEN policy</li> <li>• Positive Behaviour policy</li> <li>• Anti-Bullying policy</li> <li>• Environmental policy</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>• Policy on using outside agencies and vetting arrangements</li> <li>• Confidentiality policy</li> </ul>   |  |
| <b>14. Arrangements regarding the provision of free period products</b>   |  |
| <ul style="list-style-type: none"> <li>• How the arrangements have taken account of the consultation carried out</li> <li>• How the arrangements have taken account of Departmental guidance, including guidance on reasonable choice and respecting dignity, privacy and confidentiality</li> </ul>                                |  |
| <p>A description of the products that have been provided</p> <p>How these represent a reasonable choice of reusable items</p>   |  |
| <p>How environmental considerations have been taken into account when purchasing, using or disposing of period products</p>   |  |
| <p>Where, how and when product users can obtain the free products, ensuring that they are obtained 'reasonably easily', respecting dignity, privacy and confidentiality</p>   |  |
| <p>How the setting can ensure that the products are available at all times on the premises</p>  |  |
| <p>How the arrangements to provide free period products are <b>publicised</b>:</p> <ul style="list-style-type: none"> <li>• in a way that respects dignity, privacy and confidentiality;</li> <li>• to clarify that the products are free of charge; and</li> <li>• to include where, how and when they may be obtained.</li> </ul> |  |
| <b>15. Key staff and roles and responsibilities</b>   |  |
| <ul style="list-style-type: none"> <li>• School Leader with responsibility for period dignity and the provision of free period products</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>• School Governor with oversight of period dignity and the provision of free period products</li> <li>• Pastoral Care Lead</li> <li>• Period Dignity Key Contact</li> <li>• SENCO</li> <li>• SEN staff</li> <li>• Safeguarding and Child Protection Lead</li> </ul>  |  |
| <b>16. Whole-school approach to period dignity</b>  |  |
| <p><b>iii. School ethos</b><br/>How the school supports period dignity through its provision, for example:</p> <ul style="list-style-type: none"> <li>• visibly promotes the importance of period dignity;</li> <li>• challenges negative views, stereotypes, gender inequality and stigma around periods;</li> <li>• communication about period dignity and related issues is through a whole-school approach;</li> <li>• how the school approaches education for young males on period dignity, period equality and menstrual wellbeing; and</li> <li>• education around periods, period dignity and menstrual wellbeing complements the provision of free products.</li> </ul> |  |
| <p><b>iv. Child-centred provision</b><br/>How the school supports pupils through its provision, for example:</p> <ul style="list-style-type: none"> <li>• Pastoral Care – addressing issues that affect young people in relation to periods or period dignity;</li> <li>• how the school provides for learners with SEN;</li> <li>• considering the gender, culture, religion and age range of pupils in the school;</li> <li>• engaging with pupils when determining how and where period products are made available; and</li> <li>• evaluating the impact of the provision.</li> </ul>   |  |
| <b>17. Period dignity support for pupils</b>  |  |
| <p>Early consultation carried out with pupils on period dignity</p>   |  |
| <p>How free period products are chosen and purchased for use by pupils in the school</p>  |  |

|   |  |
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| Types of products available for menstruating pupils   |  |
| How free period products are made available to those who need them during the school term   |  |
| Where period products are stored  |  |
| Process and people involved in purchasing, monitoring and replenishing period product supplies, including checking expiry dates   |  |
| How pupils are informed about the safe use of period products (for example period hygiene and toxic shock syndrome)   |  |
| Identity of staff member(s) who pupils can approach with any issues they may have   |  |
| Pupil and parental involvement in period dignity provision  |  |
| <b>18. Period dignity and menstrual wellbeing education and learning</b>  |  |
| How the teaching about period dignity/menstrual wellbeing supports the school's ethos and reflects the moral and religious principles held by parents or carers and school management |  |
| The objectives of education about period dignity/menstrual wellbeing in the school – what the school is setting out to achieve  |  |
| How the school will ensure inclusive learning for <b>all pupils</b> through education about period dignity/menstrual wellbeing  |  |
| The management and co-ordination of period dignity/menstrual wellbeing education in the school  |  |
| Period Dignity and Menstrual Wellbeing Education Co-ordinator   |  |
| Classroom or teaching arrangements, for example single-gender classes, mixed gender classes or both   |  |
| Approaches to learning and teaching – teaching methodologies that will be used  |  |

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|--|--|
| Provision for learners with SEN  |  |
| Period dignity/menstrual wellbeing resources used and criteria for selection (to ensure they are inclusive and consistent with the school's moral and values framework)  |  |
| Strategies for gathering and disseminating the most current and relevant information and related research to inform planning and ensure relevance  |  |
| How to deal with sensitive issues and respond to pupils' questions   |  |
| Teacher Professional Learning: <ul style="list-style-type: none"> <li>• Who</li> <li>• How</li> <li>• When</li> <li>• How often</li> </ul>   |  |
| Monitoring and evaluation of period dignity/menstrual wellbeing education provision: <ul style="list-style-type: none"> <li>• Tools for gathering data</li> <li>• Who will be involved</li> <li>• How often evaluation takes place</li> </ul>  |  |
| <b>19. Involving and consulting with parents or carers</b>   |  |
| <ul style="list-style-type: none"> <li>• Parents' or carers' rights and responsibilities</li> <li>• Engagement with parents or carers, for example policy consultation, information, support sessions or providing materials for home use</li> <li>• Parents or carers with learning difficulties</li> <li>• Withdrawal from lessons on period dignity, period equality and menstrual wellbeing</li> </ul>               |  |
| <b>20. Links across the curriculum and to the wider life of the school</b>   |  |
| <ul style="list-style-type: none"> <li>• How the learning and teaching about period dignity, period equality and menstrual wellbeing links across the curriculum to other areas of learning in the different key stages</li> <li>• How elements of the wider pastoral programme support and complement education about period dignity, period equality and menstrual wellbeing, for example school assemblies</li> </ul> |  |

|  |  |
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| <ul style="list-style-type: none"> <li>• How other school initiatives support and complement education about period dignity, period equality and menstrual wellbeing, including RSE, Health and Wellbeing, Personal Development, and the UNICEF Rights Respecting School Award</li> </ul>  |  |
| <p><b>21. Managing issues</b></p>  |  |
| <ul style="list-style-type: none"> <li>• Warning signs that staff will watch for which may indicate a pupil may be experiencing emotional or physical distress due to having a period</li> <li>• Ensuring staff are supportive and non-judgemental</li> <li>• How the school responds to absences due to period issues</li> <li>• What additional items and facilities are available to menstruating pupils should they be needed, for example heat pads, somewhere to lie down or a change of clothes</li> </ul>  |  |
| <p><b>22. Possible appendices</b></p>  |  |
| <p>Relevant documentation could be signposted, for example:</p> <ul style="list-style-type: none"> <li>• Parent- or carer-friendly summary of the Period Dignity/Menstrual Wellbeing policy</li> <li>• Pupil-friendly summary of the Period Dignity/Menstrual Wellbeing policy</li> <li>• Pupil-friendly and/or parent-friendly list of contacts, websites and organisations related to period dignity or menstrual wellbeing (CCEA website)</li> <li>• Relevant Department of Education circulars</li> <li>• Northern Ireland Curriculum link</li> <li>• Outline programme across the key stages</li> <li>• Brief details of outside agencies or individuals the school uses to support the delivery of period dignity or menstrual wellbeing and an outline of the session.</li> </ul> |  |

# Annex D – Suggested Consultation Questions for Consultation with Product Users

## Statutory Requirements for Consultation with Product Users.

**Before preparing a written statement on their arrangements each SPSB:**

- ✓ **must consult with product users\* who are likely to be on their premises, as the SPSB thinks appropriate;**
- ✓ **may consult any other body or person the SPSB thinks appropriate;**
- ✓ **must include consultation on—**
  - **ways in which product users ought to be able to obtain period products free of charge;**
  - **the locations in the SPSB’s premises in which period products ought to be obtainable free of charge; and**
  - **the types of period products which ought to be obtainable free of charge.**

\*Product users includes those who may need to use products in the future such as younger pupils who have not started to have periods.

## Baseline suggested questions

The following suggestions may be helpful to SPSBs ensure that their consultations meet statutory requirements. SPSBs will however wish to develop these further to reflect the circumstances of their own setting and product users.

*e.g. (1) – Reasonable Ease of Access*

“The new law requires that free period products be reasonably easy to access – what does this mean to you?”

Options: “all toilets, most toilets, school nurse, designated teacher, designated member of staff, box in specific communal location (e.g. PE Hall/reception/office/library/common rooms), all of the above, don’t know, other discreet location (please specify)”

*e.g. (2) – Reasonable choice of free period products*

“The new law requires that a reasonable range of free period products be made available. What does this mean to you?”

Options\*: Period pads (various absorbencies), Applicator Tampons (various absorbencies), Non-Applicator Tampons (various absorbencies) panty liners, reusable period pants, reusable period pads menstrual cups, wet wipes, disposable bags, spare underwear, spare tights, don't know, other.”

SPSBs could also include questions on the importance of: branded items, plastic free single use items and whether respondents are content to use lower cost unbranded items to make the budget go further.

\*Note that the new law defines period products as being items designed to absorb menstrual flow and that SPSBs are therefore not required to provide all the items listed above.

*e.g. (3) – Access to free period products must respect privacy, dignity and confidentiality.*

“The new law requires that you can access free period products in a way that respects your dignity, privacy and confidentiality. What does this mean to you?”

Options: Pupils allowed out during class to access products, period products in individual toilet cubicles, period products at communal sinks in toilets, not having to ask members of staff for free period products, other comments/ideas.

*e.g. (4) – Free products to be available at all times.*

“The new law requires that free products are available at all times. Can you suggest some ideas for how we can keep products well stocked? For example, this could involve a committee of pupils, staff volunteers, a process for reporting that product stocks are running low in certain locations.”

(free text answer)

*e.g. (5) - Publicising free period products*

“The new law requires that we make sure everyone knows that there are free period products available. What do you think would be a good way of doing this?”

Options: posters, website, assembly, workshops, staff meetings, social media, other (please specify) etc.

*(6) Other setting specific questions*

SPSBs could also ask other questions about how the products should be made available in their particular setting.

**Primary schools** may find it more appropriate to consult with pupils in a group discussion. Please note that [CCEA provides excellent resources for talking about periods with primary school children](#) which may be helpful. Note that CCEA will soon be uploading **SEN resources and short videos** which may also be helpful.

If a school noted any misuse of free products under the Period Dignity Pilot scheme, they could explore this with pupils in terms of how this could be managed so products can be made easily available and not locked away. It may also be appropriate for other settings e.g. Youth Settings, to explore how to balance potential abuse of products with ensuring reasonable ease of access.

The legislation requires that provision is to be available in all buildings comprising school premises. If a school has practical concerns related to its specific premises, it should explore these through consultation with product users before making a decision not to provide period products in certain buildings.

When consulting with staff in **administrative accommodation**, it may be worth exploring how to ensure reasonable choice and ease of access on premises with hybrid workers. For example, how could products be kept stocked up and available at all times?

### ***These templates may be helpful to Specified Public Service Bodies in Developing Their Statements on Arrangements***

#### [Annex C1 – General Template for Statement on Arrangements](#)

*The Act requires that each Specified Public Service Body (SPSB), as soon as is practicable after Guidance is issued by its corresponding Department, must prepare and publish a ‘Statement on Arrangements’.*

*This template may be helpful to SPSBs in developing their Statements on Arrangements which will be requested by DE on an annual basis.*

### **Statement on Arrangements for the Provision of Free Period Products**

#### **Details of Specified Public Service Body**

|  |  |
|--|--|
| <b>Name of Specified Public Service Body</b>   |  |
| <b>Main Address of Specified Public Service Body</b>   |  |
| <b>Reference to Annex/hyperlink to full list of sites where free period products are available</b> |  |

## Publication Details

|   |  |
|---|--|
| <b>Date of first publication</b><br><b>Dates of subsequent publication</b>  |  |
| <b>Where will this Statement be published?</b><br><i>SPSBs may publish this statement in such a way as they think appropriate, such as publication on their websites.</i> |  |

## Details of Consultation Carried Out

|  |  |
|--|--|
| <b>WHEN was a consultation carried out?</b><br><i>Enter start and finish date.</i>   |  |
| <b>WHO was consulted?</b><br><br><i>As a minimum, this should be product users who are likely to be on the premises, as the SPSB thinks appropriate. 'Product users' includes people who may need to use the products in the future, such as younger pupils who are likely to have periods in the future.</i><br><br><i>Other people may also be consulted and DE recommends that parents and boards of governors are included for school consultations.</i> |  |
| <b>HOW did the consultation <u>process</u> establish:</b><br><b>iv. the ways in which products users ought to be able to obtain free period products?</b><br><b>v. the locations in the SPSBs premises in which period products ought to be obtainable free of charge?</b><br><b>vi. the types of period products which ought to be available?</b>   |  |
| <b>HOW has the consultation <u>process</u> had regard to:</b><br><b>iii. dignity, privacy and confidentiality of product users</b><br><b>iv. articles which are reusable</b>   |  |

## The Arrangements

### **What arrangements are being put in place as a result of the consultation?**

*In completing this section, SPSBs must include details on-*

- How the arrangements have had regard to the consultation carried out*
- How the arrangements have had regard to Departmental Guidance, including guidance on reasonable access, respecting dignity, privacy and confidentiality.*
- The products that will be provided, and how these represent a reasonable choice, having regard to items which are reusable (see pages 8-9)*
- How product users will obtain the free products*
- How the arrangements will ensure that products are obtained 'reasonably easily', respecting privacy, dignity and confidentiality (see page 8)*
- Where the products will be located (note different arrangements can be applied to different types of product - see pages 8-9)*
- When the products can be obtained*
- How the SPSB will ensure that products are available at all times on the premises, whether or not the premises are in use by the public.*

## The Arrangements – other details

*Use this box to record anything else about the arrangements not included above. These may be arrangements that are important for a particular SPSB, but there is no legal requirement to include them in the statement (e.g. specific needs of children and young people (see page 16), product safety, operational details including procurement arrangements (see page 13) environmental impact considerations – see pages 10-11)*

## Publicising the Arrangements

### **How will the SPSB publicise the availability of free products-**

- (iv) the availability of free products, in a way that respects dignity, privacy and confidentiality?*
- (v) that the products are not just available but are free of charge?*
- (vi) the arrangements for obtaining the products, including how, where and when they may be obtained?*

