

Overview

The policies in this document are representative of the policies that were in place prior to 2008 and that have been reviewed in the past eighteen months. They are also representative of the policies that have been developed during the past two years.

The list is by no means exhaustive. Other policies are due for development. These policies will be developed in order of importance.

The policies of this document were reviewed and developed by members of the Teaching and Special Needs Assistance staff of the school. An input from the parent body was also facilitated for appropriate documents

Child Protection Policy

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of Scoil an Spioraid Naoimh (B) has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
2. **The Designated Liaison Person (DLP) is Brian Cuthbert**
3. **The Deputy Designated Liaison Person (Deputy DLP) is Eoin O Callaghan**
4. In its policies, practices and activities, Scoil an Spioraid Naoimh (B) will adhere to the following principles of best practice in child protection and welfare:
The school will
 - recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
 - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
 - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
 - develop a practice of openness with parents and encourage parental involvement in the education of their children; and
 - fully respect confidentiality requirements in dealing with child protection matters.
5. The following policies, practices and activities are particularly relevant to child protection (e.g. the Code of Behaviour/Anti-bullying Policy, Pupil Attendance Strategy, Supervision of Pupils, Sporting Activities/School Outings, .)

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.

6. This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.
7. This policy will be reviewed by the Board of Management once in every school year.

This policy was adopted by the Board of Management on

Signed: _____ Chairperson of Board of Management

Date: _____

Signed: _____ Principal

Date: _____

Date of next review: _____

Scoil an Spioraid Naoimh (B)

Administration of Medication Policy

As a general rule, teachers should not be involved in the administration of medication to pupils. In exceptional circumstances where a teacher agrees to become involved in the administration of medication it is advisable that:

- The parent/s of the pupils concerned should write to the Board of Management requesting the board to authorise a teacher to administer the medication. The request should also contain written instructions of the procedure to be followed in administering the medication.
- The Board of Management may authorise a teacher to administer the medication to a pupil. If the teacher is so authorised he /she should be properly instructed by the Board of Management.
- A teacher should not administer medication without the specific authorisation of the Board of Management.
- In administering medication to pupils, teachers should exercise the standard of care of a reasonable and prudent parent.
- The Board of Management should inform the school's insurers accordingly.
- The Board of Management should seek an indemnity from the parent/s in respect of any liability that may arise regarding the administration of medication.

Where the above procedures are put in place the Board of Management will give consideration to authorising another member of staff to administer the medication in the event that the teacher authorised to administer medication is absent from school. Arrangements will be made by the Board of Management for the safe storage of medication.

Scoil an Spioraid Naomh

Arrival and Dismissal of Pupils' Policy

- The school day begins at 8.50 am.
- Formal instruction begins twenty minutes later.
- Pupils are encouraged not to assemble in the school yard before 8.40 am.
- No responsibility is accepted for children arriving before this time.
- The school management team will supervise the assembly of children from 8.40 am.
- In the case of inclement weather the children will assemble indoors.
- At 8.50 am the class teacher will escort each class to the classroom
- In the event of the absence of a class teacher a substitute teacher or some other responsible person will escort the pupils to class
- Children in the infant classes will be dismissed at 1.30 pm.
- The class teacher will supervise the infant children until they are collected by parent/guardian or person nominated by parents and notified to the school
- All other classes are dismissed at 2.30 pm.
- A bell signifies the correct time of commencement and conclusion of the school day.
- Class teachers and the management team supervise the dismissal of pupils at 2.30 pm.
- Parents who wish to have their children escorted home make their own arrangements to have the children met at the school gate.
- Parents of children who participate in after school activities will be notified of dismissal times by circular.
- All times of arrival and dismissal are made known to parents by newsletter each year.

Scoil an Spioraid Naoimh (B)

Assessment Policy

Introduction

This policy was originally drafted in Scoil an Spioraid Naoimh(B) by teachers in the Learning Support/Resource department after consultation with the other staff members during a whole-school planning day. The policy was redrafted in Spring '07 and was ratified by the Board of Management in 2007.

Policy Rationale

The core of the policy is that all children should experience success at school. This policy supports the school's obligation to identify at the earliest possible opportunity, children who may have learning difficulties and put in place a whole school response to their needs. An effective assessment policy is central to this core objective.

Relationship to School Ethos

The school adopts a holistic approach to the education and development of each child. An effective Assessment policy identifies early interventions that need to be put in place to ensure that efficient learning, enhancement of teaching processes, increased pupil confidence and raised self esteem is achieved.

Aims and Objectives

The primary aims / objectives of our Assessment Policy are:

- To facilitate improved pupil learning.
- To create a procedure for monitoring achievement.
- To track learning processes which assist the long and short term planning of teachers.
- To co-ordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

Policy Content

This policy is geared towards using assessment to inform planning and identify the needs of all pupils including the exceptionally gifted so that adequate strategies are in place early enough to facilitate remediation / support. These strategies may include Teacher observation, psychological assessments, pupil self assessment, pupil profiling, two way communication between parents and teachers, modification of teacher programmes, and Individual Education Plans

Standardised Testing

The school has in recent years used the Drumcondra Primary Reading and Primary Maths Profiles. All classes from First class upwards are tested. The tests are usually administered in the last week of May or first week of June by the class teachers, who also mark the papers. The Learning Support teachers co-ordinate the timetabling and organization of the testing. Suitable arrangements are made to facilitate children who are not deemed able to take the tests because of language difficulties and/or Special Educational Needs. Standard and Percentile Ranking scores are recorded on the Class Record template and stored by each individual teacher with a copy held in the administration office. The Special Education

Teachers and the Learning Support Teachers in consultation with the class teachers analyse the results in June for allocation of resources to pupils in September.

Diagnostic Assessment

The school policy on Psychological Assessments lists all diagnostic tests used by the school. Such tests are administered by the Learning Support and Special Education Resource teachers following referral by the class teachers and in consultation with parents / guardians. The administration of such tests is in keeping with the approach recommended by Circular 02/05 where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are consulted and provided with test results and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The Learning Support co-ordinator will facilitate such an assessment happening.

Diagnostic tests used in the school include:

- Neale Analysis
- Jackson – Get Reading Right
- Aston Index
- Jackson Phonics.

Screening Tests

The screening tests used to identify learning strengths and weaknesses in our school are :

- Middle Infant Screening Test (MIST)
- GAP Comprehension Test
- SPAR / Parallel Spelling Test
- Non Reading Intelligence Test (NRIT)
- Aston Index
- Sigma T
- Micra T (occasionally)
- Schonell Word Reading Test

These tests are administered individually or on a whole class basis. The MIST test is administered on a whole class basis in mid February of each year, while the Aston Index test is administered individually by the Learning Support teacher when deemed appropriate. Screening tests are used to initiate the staged approach to intervention as per circulars 24/03 and 02/05

Psychological Assessment

If stages 1 and 2 fail to deliver adequate intervention, the class teacher / Learning Support teacher will contact the parents for permission to secure a Psychological Assessment for their child (see Psychological Assessment policy). A psychological assessment will determine the subsequent level of intervention, be it learning support, resource teach hours or an individual education plan.

The Home School Community Liaison (HSCL) Teacher will liaise with parents who might need assistance in completing consent forms for assessments.

The Learning Support Coordinator will request and arrange assessments with Psychologists, Speech and Language Therapists, Occupational Therapists and other specialists agencies.

All assessment reports and reports from medical specialists are kept in a secure file in the learning support room.

Recording

Each pupil has a file, which is stored in the administration office. This file records standardised test results and end of year reports. A child's file can be accessed by his class teacher and learning support/resource teacher as the child progresses through the system. The Principal controls access to the files. Procedures are in place to manage sensitive data (see Data Protection Policy).

Success Criteria

This policy is considered successful if :

- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involved in staged approach
- Procedures are clear and roles and responsibilities are defined
- The Special Education team have clearly defined roles and objectives
- There is efficient transfer of information between teachers

Roles and Responsibilities

Mainstream teachers, special education teachers and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level. At Stage 2, the responsibilities are shared with the special education team. The Principal assumes a primary role at Stage 3 when a psychological assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Implementation

This policy supersedes all other policies and is effective from Spring 2007.

Ratification & Communication

This policy was ratified by the Board of Management in autumn 2007 and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in 2 years time and amended as necessary by means of a whole school collaborative process.

References

D.E.S. Circular 02/05 – 24/03

D.E.S. Learning Support Guidelines 2000

www.sess.ie

Working together to make a difference for children - NEPS

Scoil an Spioraid Naomh (B)

Book Rental Policy

Background:

Circular 35/91

The Minister is anxious that management authorities should implement a school policy, in cooperation with parents, which would ensure the efficient use of school books and minimise the costs for parents.

The Minister urges all schools to operate a loan/rental scheme with due regard to the following three categories of pupils:

- Pupils who would warrant maximum support from the scheme: these should be required to pay no rent but the appropriate rent could be paid from the school book grant to the school;
- Pupils who would warrant less than maximum support - these should pay an appropriately reduced rent subsidised from the school book grant;
- Pupils who would not warrant any support – these should pay the full economic rent.

Guidelines for the operation of a loan/rental scheme for school books (C35/91)

1. Parents should be consulted in the first instance in order to get their agreement to the operation of the scheme. The cooperation of parents and school staff is essential to the success of a scheme. The main benefits for parents would be
 - significant savings in the cost to them of text books
 - availability of books from the beginning of the school year
 - access to a greater range of text books than would otherwise be feasible
 - avoidance of travelling and queuing for books at shops
2. The initial capital required to buy a stock of books could be raised through a bank loan and/or through subscriptions from parents who will get future financial benefit from the scheme. A bank loan could be repaid over a short number of years out of the rental income. A membership fee for pupils joining the scheme for the first time could also be considered.
3. The yearly rental charge should be pitched at a level sufficient to buy additional or replacement books as required and to repay any loan taken out to buy the initial stock of books. This charge should be reviewed on a year to year basis.
4. The scheme should be confined to books suitable for re-use. Good quality second-hand books or new books would be bought. In buying books, durability, such as the quality of the binding, would be an important factor. Books might be bought from pupils and past pupils as well as from local booksellers. Discounts and/or credit terms could be negotiated with booksellers for bulk purchases.

5. The scheme could be administered by a post holder. Parents and senior pupils could assist in the cataloguing of the books, applying the school's identification marks e.g. the school stamp, and sorting the books into the individual lots for each pupil. The required books would be given to pupils on the first day of the school year. Each pupil would sign a receipt which would be retained in the school. The rental charge and membership fee if applicable would have been paid by parents in advance.
6. The books would be returned by pupils at the end of the rental period. Lost or damaged books would be paid for by pupils/parents.
7. The book grant for necessitous pupils would be used to pay the rental charges and membership fee (if applicable) for such pupils.

Circular 06/04

The Minister urges management authorities and Principals to adopt, to the greatest extent possible, the suggestions for loan/rental schemes outlined in Circular 35/91 & M54/91 issued in September 1991, and also the Codes of Good Practice outlined in the Cooney/Carey "School Books in Ireland" report. This report was circulated to all schools.

Enquiries in relation to the operation of the loan/rental scheme should be addressed to: Department of Education and Science, Primary Administration Section 1, Athlone, Co. Westmeath. Tel 090 6474621 Ext. 3731 or 3732

Refer also to NPC website www.npc.ie for book exchange ideas and contacts.

Book Rental Scheme for Scoil an Spioraid Naoimh (B)

The decision to establish a book rental scheme in Scoil an Spioraid Naoimh (B) was taken some years ago. Parents were consulted and the Board of Management was asked for approval.

The guidelines outlined above were taken into consideration in operating the scheme.

Every pupil in the school is given to opportunity to join the scheme. The books that are included in the Rental Scheme are books that the pupils will not write in.

The yearly charge is calculated based on a life span of 3 years, i.e. the cost of the books for each class are totalled and divided by 3.

The books are stamped with the school stamp and examined at the beginning and end of each year. If a pupil destroys a book or wilfully damages it then his parents are asked to replace it.

Any pupil who is deemed to be disadvantaged is included in the scheme without charge and the cost of books for that pupil is funded through the Free Book Grant.

Pupils who are leaving the school, particularly 6th class pupils are encouraged to donate their old books to the scheme.

A member of the in school management team will be assigned responsibility for the implementation and review of this policy.

Scoil an Spioraid Naoimh (B)

Anti bullying policy

Bullying is repeated aggression - verbal, physical or psychological, conducted by a group or an individual against others.

Types of Bullying:

Physical: Constant hitting, pushing punching etc. May include severe Physical assaults

Verbal: Name-calling, hurtful remarks (comments about appearance etc.)

Emotional: Deliberate exclusion, passing notes, whispering insults etc.

Verbal and emotional bullying are more difficult to detect and to prove.

What we do:

1. All allegations of bullying are treated seriously, no matter how trivial. All allegations are also treated sensitively being mindful of the fact that they may not be true.
2. All incidents are referred to the Class Teacher and if initial investigation indicates that further action may be necessary they are referred if necessary to the Principal.
3. Following investigation Parents/Guardians of both alleged bullies and victims will be notified by the teacher dealing with the issue.
4. We encourage children to tell the class teacher or any other teacher if they see someone being bullied.
5. If it is concluded that a pupil has been engaged in incidents of bullying behaviour, they and their parents/guardians are told formally that they are in breach of the School's Code of Discipline and Behaviour and this is recorded in the school's records.
6. Sanctions, where deemed necessary, are applied as per Code of Good Behaviour.
7. We believe that both bully and victim are in need of help.
8. Teachers and other staff on supervision in the play areas take note of those left out games and are vigilant in their observation of all those involved in bullying- both bullies and victims.
9. The entire staff are active rather than reactive in their attitude to this issue.

Scoil an Spioraid Naomh (B)

Class and Classroom Allocation Policy

- The allocation of teaching duties is, in the first instance, the responsibility of the Principal
- In consultation with the teaching staff, the principal will organise a fair distribution of teaching duties among the staff, taking into account the needs of the pupils, and the experience, personality and preferences of the teaching staff.
- The principal will take into account the need for opportunities for teachers to teach at different levels and in different situations (classroom teacher, learning support teacher, teacher of children with special needs, language support teacher, resource teacher for travellers)
- The Principal will take into account the needs of the pupils and the desirability of children interacting with different members of staff, and the benefits to the children of experiencing the particular talents of different staff members.
- The Principal will group the children in their best interests, taking into account the overall number of children and the total number of classroom teachers available.
- The number of children in each class will be decided by the Principal in consultation with the teaching staff, taking into account the overall numbers at each level, the size of the rooms available and the number of teachers allocated to each level.
- Teachers will be consulted on an annual basis as to their preference for the following year.
- All efforts will be made to allocate teaching duties according to the preferences expressed, taking into account the needs of the pupils, and the necessity for a fair and equitable distribution of teaching duties among the staff.
- Rooms are allocated taking into account the general needs of the class group and the specific needs of any individual in the class.
- Rooms allocated to the infant classes will, as far as is practicable, be easily accessible by the parents of the children.
- Larger classrooms will be allocated to the class groups with the largest numbers.
- Furniture suitable to the age and size of the pupils will be provided in each room.

Code of Behaviour

Scoil an Spioraid Naoimh (B)

Rationale:

The code of behaviour of Scoil an Spioraid Naoimh (B) is being reviewed

- to place more emphasis on a whole school approach to behaviour management in the school
- to ensure that all pupils can learn and work in an orderly environment

Aims:

- to provide parallel commitment to pastoral care of staff and pupils
- to create an atmosphere of human respect, tolerance, dignity, consideration and fair treatment of others, where everybody feels valued.
- To allow the school to function in an orderly way where (i) children can develop fully and (ii) staff can carry out their functions fully.
- To promote self-discipline and positive behaviour, recognising the difference between pupils and the need to accommodate these differences.
- To ensure the safety and well being of all students and staff members.
- To ensure that the pupils understand the code of behaviour
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Guidelines for behaviour of pupils in Scoil an Spioraid Naoimh (B)

The guidelines are based on 4 fundamental principles. All pupils will:

1] Respect the school and the whole school community:

{a} Respect fellow pupils

- show them consideration, courtesy and civility
- wait one's turn
- respect their own belongings and those of other children
- respect their privacy e.g. the use of camera phones
Pupils will not
- annoy or call other pupils names
- threaten / intimidate other pupils
- use insulting or coarse language to other pupils

{b} Respect members of the school staff:

- show consideration, courtesy and civility to their teachers, to school staff and to all adults in the school.
- be truthful and honest
- obey and follow instructions from all members of staff
Pupils will not:
- use insulting or coarse language to any adult

- interrupt lessons or schoolwork
- back-answer, show disrespect, threaten any member of staff

{c} respect the school, school property and equipment

- use waste bins
- get rid of their rubbish properly
- carefully look after school equipment, library books and books rented out on the school rental scheme
- wear the school uniform at all times (except on P.E. and No Uniform days)
pupils will not:
- interfere with, or damage in any way, the buildings and furniture
- write on, or deface in any way, school property, furnishings or the school building

2] Behave himself and not do anything that could cause danger to himself or to any other member of the school community

- abide by classroom and playground rules
- be well behaved and obey instructions from teachers and SNAs (i) in the classroom, (ii) on the corridors and stairs, (iii) in the school playground

pupils will not:

- use violence by:
 - pushing
 - hitting
 - kicking
 - wrestling
 - biting
 - using headlocks
- carry items that could cause harm or lead to dangerous situations

3] Work to the best of his ability

- attend school regularly and to be punctual
- work carefully and neatly
- listen attentively and participate to the best of his ability in all class activities
- complete class work and homework regularly and to the best of his ability
- bring a note of explanation following any absence
- possess the school journal at all times and have it examined and signed regularly by parents/ guardians

4] Have a right to education and no child has a right to interfere with another child's education

- recognise the right of other children in his class to work and learn without disruption or hassle
- help other children whenever possible
pupils will not:
- behave in a manner which hampers or prevents the normal work of the class, e.g. repeatedly interrupting, making noises.

Whole school approach to promoting positive behaviour

1] The staff of Scoil an Spioraid Naomh (B):

- has a consistent, supportive culture among all of its members in solving behaviour problems
 - (i) empathy among all the staff,
 - (ii) senior members of staff support time-out for disruptive pupils
 - (iii) all staff adopt a duty of care even when not in a supervisory capacity.
 - (iv) all staff remind, encourage, direct, confront pupils about appropriate / inappropriate behaviour
- agrees among all of its members regarding behaviour management
 - (i) behaviours that are unacceptable
 - (ii) applying clear consequences/punishments for the various levels of misbehaviour and when pupils refuse or abuse corrective discipline (appendix 3)
- focuses as a team on applying positive strategies for managing behaviour :
 - prevent/minimise unnecessary behaviour problems in the:**
 - (i) classroom by– establishing ground rules in the first few weeks of the year (appendix 1)
 - reminding pupils regularly of these rules
 - discussing with pupils the need for rules – safety rules, consideration for others,
 - discussing with pupils their responsibilities in class (appendix 2) and how they're obliged to treat others and visa versa – SPHE, religion, informal problem solving
 - sustaining pupils interest by using a variety of activities and teaching methodologies
 - (ii) corridor by – establishing a lining up procedure in the first few weeks of the year, discussing safety rules
 - (iii) stairs by – supervision by post-holders, discussing safety rules
 - (iv) playground by – establishing ground rules in the first few weeks (app. 1)
 - reminding pupils regularly of these rules
 - discussing with pupils their responsibilities in the playground (appendix 2)
 - dividing play area into 3 sections (junior, middle, senior classes) for close supervision and clear visibility of children at play
 - teacher rota system and daily supervision by SNAs in each play area
 - having organised playground games
 - provision of benches for quiet activities
 - group rota of games in the hall during lunch break
 - close supervision of certain pupils in area beside middle class playground, games supervised by SNA
 - reporting incidents of misbehaviour: less serious incidents are reported to the class teacher, serious incidents are recorded in the incident book and appropriate follow up action is taken
 - (v) wet day supervision by- organising a rota of teachers and SNAs allowing pupils play suitable games??
 - (vi) morning by- teachers with posts of responsibility and SNAs supervising outside lining-up areas and ground floor corridor of old building from 8.35 to 8.50am
 - supervising in foyer of new building on wet-days

- encourage positive and responsible behaviour – pupils know rights and responsibilities
- uses the SPHE curriculum to support the code of behaviour- improve ways of interacting, conflict resolutions skills, fosters self-esteem, develops citizenship, etc. The content of the curriculum is laid out in the SPHE school plan

2] Board of Management of Scoil an Spioraid Naoimh(B):

The Principal and staff representative will consult with the BOM when reviewing the code of behaviour and take on board any suggestions, alterations or addenda which it may have.

The BOM supports the staff in implementing the code of behaviour by:

- affirming the day-to-day actions of the staff in promoting good and positive behaviour
- affirming the steps taken by the staff to deal with misbehaviour
- providing opportunities for staff development – seminars, courses, study of literature
- assisting in dealing with serious breaches of behaviour. The procedure for this is:
 1. The principal informs the BOM of the breach of behaviour.
 2. Details of the incident(s) are discussed at a board meeting. Strict privacy is adhered to.
 3. Decision is made as to how the problem is to be solved – existing school procedures, outside intervention, role of the parents/guardians.

3] Parents of Scoil an Spioraid Naoimh (B)

In formulating this code of behaviour, the BOM considered a submission relating to the possible content of a code received from, and discussed with the body representing the parents of the pupils attending the school.

Parents of newly enrolled children will be informed about the code of behaviour and how they can support it (i) during the school open day, (ii) through the school brochure, (iii) through the school journal

Cooperation between staff and parents is encouraged through

- annual parent – teacher meetings
- communication through the pupils’ school journals
- informal meetings before, after school.

Parents support the school in promoting positive behaviour and maintaining high standards of behaviour by:

- reading and signing the code of behaviour in the school journal at the beginning of each school year
- being aware of, and cooperating with the system of rewards and sanctions in the school
- ensuring children are in time for school
- helping and encouraging children with homework and ensuring that it is completed
- ensuring that children have the necessary books and materials for school

4] Pupils of Scoil an Spioraid Naoimh (B)

Pupils, with the teachers’ guidance, will discuss classroom, playground and general school rules (i) p when behavioural problems arise (iii) when any pupil has an issue. Aspects include:

- the need for school rules
- protecting our rights and the rights of others
- rules and responsibilities

Rewards and Sanctions:

The emphasis by the staff of Scoil an Spioraid Naoimh (B) is on positive good behaviour which is recognised and acknowledged in the classroom, playground, etc

Where misbehaviour occurs the degree of misbehaviour will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of misbehaviour (appendix 3)

Appendix 1

In Scoil an Spioraid Naoimh (B) we have rules to protect our rights and to encourage us to be responsible. We have both rules for our classrooms and for times when we are out of class.

Rules in class		Rules out of class
We speak kindly and respectfully to others in our class We put up our hands to speak We do not shout in class We do not use bad or hurtful language	Talking	We speak kindly and respectfully to all we meet outside our class We do not use bad language We do not harass We line up quietly in the playground
We work quietly We help each other We take turns to answer and do not interrupt We put up our hands to get attention or help We respect other's opinions	Learning	We cooperate with others We share the playground
We come to school on time We move quietly in our room We put things away carefully We line up and move quietly and safely between rooms	Movement	We take care when we are moving about or playing outside We do not run in the corridor, on the stairs nor in the playground We stay in our own part of the playground We look after equipment
We respect each other We are kind to each other We are considerate and look out for each other We use good manners We do not harass nor make other pupils feel small	Treatment	We respect each other We are kind to each other We play friendly games We allow others into our games We do not harass others
We try to solve problems in a fair manner We do not get aggressive If the problem is hard we ask a teacher for help	Problem solving	We talk to each other and try to work problems out. If we need help we ask a teacher

Appendix 2

At Scoil an Spioraid Naoimh(B) everybody has responsibilities. We all need to care about ourselves, about other students, about teachers and all who work in our school, about parents and all who visit, as well as about our school and equipment.

Responsibilities		
To listen	To be polite	To have a go
To help	To make time for others	To be honest
To try our best	To be on time	To look after each other
To discuss	To help others understand	To work and play safely
To encourage	To help others belong	To share equipment
To share time	To cooperate	To ask for help
To try and work out problems in a fair manner	To ask for opinions and ideas	

Appendix 3

Levels of behaviour management in Scoil an Spioraid Naoimh (B)

Behaviour management			
Level	Pupil behaviour	Teacher action	Extra support
1	Respects the rights of others, is cooperative, good self-discipline, works to the best of his ability	Positively reinforce pupil's behaviour, appropriate comments and specific feedback (acknowledgement, give responsibility)	Other teachers recognise pupil's positive behaviour
2	Basically respects the rights of others, but has a problem of self-esteem. Shows some frustration and low concentration levels. Causes minor disruptions – annoying and rude to other, infrequent / no homework, incorrect / no equipment	Discuss work / behaviour with pupil, seek solutions. Behaviour contract ,note in journal for home support. Discuss consequences Action may include: extra work, extra homework (reason included; to be signed by parent/guardian), warning that sanctions may be imposed. Pupil must make apology (to victim). Establish routines, reinforce success	Help from principal and staff in defining problem and applying a solution
3	Persistently violates the rights of others in a minor way – regularly interruptive, harasses / annoys others, fidgets and moves about, poor attitude to learning and work, unresponsive and rude in class	Record incidents of misbehaviour. Cooling off time in class for set period – pupil thinks about / records behaviour. Action may include:loss of privilege, booking (for repeated or serious misbehaviour), inform parents / guardians, behaviour contract, detention, time out in other class, confiscation of offending item (causing distraction/ danger or interfering with privacy) to be returned via parents.. Consult with support	Help from senior teachers, learning support teachers with time out for set period(s)

		teachers	
4	Continually infringes the rights of others – verbal or physical assault, destroys / takes equipment, intimidation, disruption, refuses to follow instructions, defiant. Continued deterioration in behaviour, refusing / ignoring any attempts to help	Incidents of misbehaviour recorded, and filed. Information passed to all staff (confidentiality maintained). Parents / guardians contacted. Action includes time out for longer periods, detention, no playground privileges, behaviour contract and daily behaviour reports, pupil must make restitution (in the case of damage/ theft/ defacement of property). Temporary suspension	Must involve help from principal and staff – Principal sends note to parents Longer periods of time out. Principal sends for parents.
5	Seriously and continually violates the rights of others and shows no sign of wanting to change – abusive, poor / negative effect on other pupils, dangerous, uncooperative and uncontrollable.	Teacher refers problem directly to principal. After discussion with parents / guardians pupil may be suspended	Principal sends note to parents/guardians Principal sends for parents Principal advises parents of the possibility of suspension Principal asks BOM to suspend pupil

Scoil an Spioraid Naoimh (B)

Participation in Competitions, Events and Commercial Promotions Policy

Background:

The Minister requests school authorities to consider carefully the implications of allowing any situation to develop which would result in parents being put under undue pressure to purchase a particular commercial product. The minister is confident that school authorities will respond and will take whatever steps may be necessary to eliminate any such undesirable practice where it may occur. (Circular 7/87 – see Board of Management Board Members' Handbook (CPSMA 2004) p. 216)

Fund-raising initiatives that emanate from commercial activities, aimed at boosting the market share of the companies involved in increasing sales, do not have the development of the school or its pupils as their central aim and should be given careful consideration before being adopted. They may or may not fit with the aims of the school and may be exploitative of the enthusiasm of the children. (Primary Education Management Manual, Thompson Round Hall, 2.16)

When considering participation in Events/promotions and competitions, the school will follow the following guidelines

- All events/competitions will be in harmony with the ethos of the school. With the exception of inter school sports competitions, pupils will not be inhibited from participation due to ability levels. Financial considerations etc. are taken into account to ensure that events / competitions are equally available to all.
- Promotions/Competitions will be subject to identified school priorities at any given time.
- The Board of Management will be made aware of participation in events / competitions where the Principal deems that such notification is necessary.
- Care will be taken to ensure that participation does not cause undue pressure for parents/relatives e.g. purchasing of particular branded products, collection of tokens. It will be stressed that no change in shopping habits should happen as a result in any such voucher promotion.
- Priority will be given to events/competitions/promotions which support aspects of the curriculum e.g. voucher collection for Sports equipment, Environmental Awareness and Care, Music - performing/song singing...
- It would be an advantage if participation enhances the school's links with the local community.
- Where a charitable objective is involved, this will be deemed a worthy consideration. The teacher promoting the event/competition/promotion will check the bona fides of the sponsoring group e.g. to check what proportion of the proceeds actually goes to the charitable cause.
- Every effort will be made to ensure that the benefits are weighted in favour of the pupils/ the school over the commercial benefit to the promoters.

- Where teaching/learning time is required for any given project, it will be at the discretion of the teacher/s involved who will ensure that it does not adversely impact on any individual / group's curricular time.
- The number of events/competitions will be regulated over the course of the school year to avoid deflecting attention from the curriculum. The class teacher will exercise his/her professional discretion when deciding whether or not to participate in any event / promotion / competition with his /her class.
- All implications for insurance, supervision and parental consent if participation in a competition / event involves taking groups of children off the school premises will be considered by the organising teacher in consultation with the Principal or person designated by the Principal.

This is a working document, needing discussion at a staff meeting to ensure that every teacher is aware of and happy with the contents of the policy.

Sports and Competition

The school has a very active portfolio of sporting competitions. While recognising the value of competition to sharpen skills and promote team spirit, every effort is made to value the contribution of each and every student on the teams. The boys are always urged to be gracious in victory as well as in defeat.

The following lists some competitions in which the school will participate during the school year;

Sciath na Scol – Football

Sciath na Scol – Hurling

Inter schools – Soccer

Tag – Rugby

Interschools - Basketball Blitz

Athletics – Pairc Ui Chaoimh

The Arts - Speech and Drama / Band

The school has been an active participant in the Feile Dramaíochta na Scól for many years and has achieved success at local and national competitions.

Mr Foley and Mr Fennell organise the school band. The band performs at Cor Fhéile na Scol, a non competitive showcase of the childrens' talents. The band also plays at the Cork University Hospital at Christmas time and engages in 'busking' in Wilton Shopping Centre to raise funds for charity.

Other groups take part in the Cor Fheile from time to time.

The school enters classes in group-recitation in Feis Maitiú. The school has recorded many successes over the years in these competitions

Individuals are also encouraged to enter Feis Maitiu. The Speech & Drama teacher organises a class based Feis for the pupils at the end of the school year.

Commercial promotions

Promotions and competition are engaged in by the class teachers where appropriate. The school aims to avoid situations which would result in parents being put under undue pressure to purchase a particular commercial product.

The school is currently engaged in Tesco - Computers for Schools and

Super Valu Sports Equipment for schools promotions. The school does not actively promote the promotions but accepts tokens that are donated to the school by parents/guardians. The school organises the tallying and submission of the tokens. A considerable amount of equipment and computers have been acquired for the school in this manner.

Art / Project work

The school participates in projects which benefit pupils especially in the areas of English, the Arts, SESE and SPHE . Examples of these are Bridging the Gap, science, creative writing and music and sese projects, Green Schools projects, Domestos germ awareness project, An Post, Seat Belt Sheriff, Credit Union poster competition, Opera House art posters, Agri aware, Centra and William O'Brien colouring competitions.

Draws and Raffles

The school facilitates the sales of tickets throughout the school for an annual draw to fund the schools' athletics competitions.

The Parents' Association organises a Christmas raffle and an Easter raffle to raise funds for the school. The class teachers sell the tickets.

Chess

An in school chess competition is organised for the students from 3rd to 6th class every year.

Scoil an Spioraid Naoimh (B)

Custody/Separation Policy

- Parents experiencing separation are encouraged to come and speak in confidence to the teachers and / or Principal to appraise them of the situation relative to their children who is attending the Scoil an Spioraid Naoimh (B). It is the aim of Scoil an Spioraid Naoimh (B) to handle such matters with sensitivity and compassion. The primary concern of the school is for the well being and overall development of the child.
- When a pupil's time is divided between two homes, parents are requested to furnish the school with contact details for both parents.
- Parents are requested to inform the school by letter of after school collection arrangements.
- It is school policy to offer the option of separate parent / teacher meetings if so desired (arranged in November).
- It is assumed that when the school wishes to communicate with parents regarding their child, the parent who is contacted (i.e. the parent with whom the child normally resides) will inform the other parent of meetings, arrangements etc. unless the school is otherwise advised.
- Requests for separate communication will be accommodated.
- It is also assumed by the school unless otherwise advised that any communication i.e. newsletters, reports/information specific to the child will be made available by the parent with whom the child principally resides to the other parent.
- In the absence of a judicial separation/custody arrangement, both parents will be treated as equal partners in terms of parenting rights and responsibilities.
- The school cannot be asked to withhold a child from either parent, in the absence of a judicial custody arrangement.
- The staff of Scoil an Spioraid Naoimh (B) will endeavour at all times to deal sensitively and caringly with children of parents who are undergoing separation proceedings.

Scoil an Spioraid Naoimh (B)

Detention Policy

Aims:

- To aid behaviour recovery
- To give pupil the opportunity to reflect on
 - How he has misbehaved
 - How his behaviour interfered with the rights of other pupils in his class / in the yard
 - The impact his behaviour had on particular pupils
 - The rules of the school and how they govern his behaviour.
 - Ways he can change his behaviour

Behaviours which necessitate detention:

- Serious / frequent disruptions in class, e.g. repeated shouting / talking across the classroom, interfering with other pupils, moving about.
- Fighting with dangerous objects during class time or in yard
- Direct or implied refusal to obey any teacher's / SNA's instructions in class / yard.
- Use of threatening / aggressive behaviour (physical, verbal) towards a teacher, SNA or other pupils in class / yard
- Use of inappropriate language.
- Bullying
- Swearing, teasing, hassling other pupils
- Acting in a manner which could cause injury or harm to other pupils.

Detention will not be used:

- As a stand alone punishment
- For minor misbehaviours
- To keep whole class back
- To punish pupils by making them sit and do nothing.

Duration of detention:

- The duration of a detention will be determined by the frequency and seriousness of the misbehaviour.

Detention period:

- Detention will operate to coincide with yard break

Procedure:

- Class teacher / teacher on yard supervision notes misbehaviour. The note will record: date, place, brief description of misbehaviour.
- Deputy principal is informed of misbehaviour
- Detention note is completed by the teacher and sent to detention supervision teacher.
- Senior staff member will supervise detention.
- Pupil is informed in advance by class teacher, Deputy Principal or Principal.
- A written note will be issued to pupil by class teacher. (see note below)

Role of supervising teacher:

- To ensure that pupil completes his task to the best of his ability

- Report any further misbehaviour during detention to the deputy principal.
- To report to class teacher on the effort of the pupil to complete the task

Examples of appropriate tasks to be completed by a pupil during detention:

- Generally a written activity will be assigned but drawing activities or combinations thereof may also be assigned
- The pupil may be required to complete a behaviour story
- Length and amount of detail in answers and type of answers will depend on age/ability of pupil

My Behaviour Story	
Name:	_____
Class:	_____
Teacher :	_____
My Misbehaviour: Day it happened:	_____
Date it happened:	_____
Where it happened:	_____
How I misbehaved:	
I _____	_____

I should not have _____	_____

My behaviour had an effect on: _____	_____

How it had an effect: _____	_____

Other pupils have a right to: _____	_____

School rule(s) that I broke: _____	_____

In future I will: _____	_____

My signature: _____	_____
Parent's / Guardian's signature:	_____

Scoil an Spioraid Naoimh (B)

Draft policy on substance use

Scoil an Spioraid Naoimh (B) is committed to the holistic development of all our pupils. We recognise our role in the process of enabling pupils to increase control over and improve their health. We endeavour to promote the well being of the pupils by:

- Providing a safe and healthy environment.
- Promoting positive health behaviour.
- Increasing knowledge about health.
- Promoting the self-esteem and self-awareness of pupils.
- Working in partnership with the parents and pupils

This school recognises that drugs both legal and illegal are available in the local community and therefore we feel the need to implement a comprehensive policy to cover all aspects of substance use.

This policy is to work in tandem with this school's existing Code of Good Behaviour and the existing policy on the Administration of Medicines.

A drug can be defined as a chemical, which causes changes in the way the human body functions mentally, physically or emotionally. For the purpose of this policy *we* are concerned with drugs which have the power to change a previous mood and the way a person thinks about things and drugs on which the taker may become physically or more often psychologically dependent.

The policy will focus on:

- Strategies for prevention of substance misuse problems.
- Procedures for dealing with drug incidences in the school.
- Guidelines and information for teachers to improve their response to the problem of substance misuse.

Implementation of the Policy:

The policy will be available from the Principal the Board of Management Teachers and other staff members.

Parents and guardians will be given a copy of the policy on enrolment of their child in the school. Enrolment will be on acceptance of this and other school policy documents by them.

The policy will be regularly evaluated and updated where necessary.

The school wishes to make clear that the primary role of substance misuse prevention rests with the parents.

Focus

1. Education.

Education about alcohol, tobacco and drugs will be carried out by the teachers through lessons in S.P.H.E. These lessons will be sourced from various programmes i.e. Walk Tall and Alive-O. The S.P. H.E. programme will also call on the expertise available from the community i.e. Gardai , Health Service Executive, Southern Region and in particular from Togher Link Up.

2. Drugs

Tobacco

No smoking is allowed anywhere on the school premises

Pupils are not permitted to smoke or to possess cigarettes on the school premises or in any other place while engaged in school activities.

Pupils found smoking on the school premises or while involved in school activities e.g. sport, school tours etc., will be reported to the Principal and Parents will be informed.

Tobacco will not be permitted as a prize for school raffles.

Alcohol

The school is an alcohol free area:

Pupils will not be allowed to bring alcohol onto the school premises or to consume alcohol in school or during any school activities.

If a teacher is of the opinion that a student is under the influence of alcohol, s/he will immediately inform the Principal and consult on what action should be taken.

When a pupil comes to school under the influence of alcohol, his parents will be contacted.

Pupils breaking these rules will be dealt with in accordance with the school's Code of Discipline.

If alcohol is required for an adult only school function permission shall be sought from the B.O. M.

Alcohol will not be used as a prize for school raffles.

Illicit Drugs and Solvents:

Pupils are forbidden from being in possession of or using illicit drugs or solvents in the school premises or during school-related activities.

Illicit drugs found on the premises should be locked away and the Gardai contacted to dispose of them. Teachers are advised not to transport illicit substances at any time.

If a teacher is of the opinion that a student is under the influence of illicit drugs or solvents, s/he will immediately inform the Principal and consult on what action should be

Where the school suspects trafficking of illicit drugs, an investigation will be carried out. Parents of any pupils involved will be informed. The advice and assistance of the Garda Juvenile Liaison Officer will be sought.

The school's Board of Management will expect parents to inform the Principal or a teacher if they suspect their child of drug taking.

Scoil an Spioraid Naoimh (B)

Dress Code Policy

Rationale: This policy is being prepared as part of the review of the School Plan and of all the school policies therein.

The uniform is an integral part of the image of the school and it enforces a child's association with the school. We request that parents/guardians adhere strictly to the dress code. The school uniform is as follows:

- Petrol blue v-neck jumper
- grey shirt
- wine tie with silver diagonal bars
- grey pants
- sensible shoes/boots preferably in dark colours.

School tracksuit is worn on PE days. The school tracksuit is as follows:

- navy tracksuit pants
- navy and wine zip up top
- white t-shirt with petrol blue panels
- non black soled runners.

Earrings, ear studs and rings are not allowed in the interest of safety

watches may be worn

All pupils are encouraged to present for school with their hair neat and tidy, bleaching is discouraged as is unusual styling.

When attending events or representing the school all pupils are required to wear the school uniform or in the event of participation in or attendance at a sporting activity the school tracksuit may be worn.

Scoil an Spioraid Naoimh (B)

Educational Tours and Outings Policy

Taking into account the age and interest of the children and the curriculum being covered, School Tours will be arranged by the school to present the children with a new environment in which they can observe, investigate and relate their findings to their own environment. These will include trips to sports and swimming facilities outside the school campus, educational day trips and trips to cultural events and activities.

Tours will be arranged at the discretion of the class teacher and with the approval of the Board.

Transport:

The organiser of the tour will ensure that:

- Tenders are sought for transport
- A form of transport, appropriate to the distance and the numbers travelling will be chosen.
- The bus Company/transport suppliers and drivers accept the following conditions.

Conditions of Hiring:

- All transport supplied will be suitable well-maintained and comply with current legislation. Teachers have the right to refuse any bus they find unsuitable for their outing. If the bus proves unsuitable a replacement should be supplied or the money refunded.
- The driver will be used to dealing with children and have a thorough knowledge of and follow the itinerary and timetable for the tour. The driver is responsible for the safety of the children while they are travelling but teachers have the right to intervene if it is felt that the safety of the children is compromised
- The group will have access to the bus for the full day.
- If the weather conditions are unfavourable the group will have the use of the bus for sheltering or for eating lunch.
- The incidental consumption of food(Snacking) and singing on the bus - at an acceptable level - will be at the discretion of the teacher in consultation with the driver.
- Buses will be left in a condition that they were in at the commencement of the tour.

Tour Kit:

Leaders will take a tour kit on all outings. The kit will be available from the office. The kit will contain:

- first aid materials, refuse and illness bags, newspapers, kitchen roll.
- A pupil check list
- maps/details of the area/ locality being visited, umbrella
- At least one of the teachers on the tour will carry a mobile phone with them at all times in order that a teachers on the tour are contactable and also to ensure that they will be able to phone for help in the event of an emergency
- Money to cover the cost of incidentals

Cost:

The teachers will ensure that:

- the cost of the tour is reasonable and represents value for money.
- All children will be actively encouraged to save towards the cost of the tour (Credit Union visits the School each Wednesday)
- In the event of a child not being in a position to afford the school tour/outing the home liaison officer will be approached to establish if there is money available to fund this particular case/child .
- The pupils bring an appropriate amount of spending money: Teachers travelling together will agree and notify their particular group of the upper limit on spending money. The amount will be based on age and venue being visited.

Venue:

- Tours will be booked early in the first or second term for a date as early as possible in the 3rd term. Teachers should be conscious of the likely "busier" days.
- Not more than two classes will travel together, unless venue and transport arrangements warrant otherwise. Where more than one class travels, one teacher will accept the role of "leader".
- The leader should be "au fait" with:
 - (a) Teachers will ensure that venues are suitable for pupils with special needs
 - (b) venue
 - (c) educational opportunities that the trip will provide
 - (d) services available (phone, toilets, emergency facilities).

Where no phone facilities exist, the leader will have a pre-arranged plan to deal with emergencies.

Weather Conditions:

Depending on the weather conditions at the time, the pupils may be required to bring rain gear. A change of clothes may be necessary, depending on the venue.

Tours list:

Details of suitable tours for all classes will be available to class teachers when it becomes available. Teachers are required to select a tour/event with appropriate educational value. The tours/events chosen should be of benefit to the intellectual, cultural and social development of the pupils taking part in them. Any activity which is in conflict with this objective should be avoided.

Uniforms:

Teachers will decide in advance if the school uniform should be worn.

Reports:

Where problems arise either with venue or transport, teachers should record their concerns and in turn discuss it with the Principal.

Conduct on Tours:

Pupil's behaviour on tours will comply with the standard set down in the School's Code of Discipline. In certain circumstances parents may be asked to agree to a contract on behaviour.

Where it is felt that a child's conduct/behaviour would pose a safety risk or inhibit the educational benefit for the pupil or others, the school may refuse the child permission to travel. Parents will be advised of this in advance.

Safety and Supervision:

Teachers will be extra vigilant when taking children from the school . Special attention will be paid to:

Road Safety

Behaviour on bus

Risks posed by particular venues (e.g. adventure playgrounds etc.)

The minimum supervision ratio will be 15:1 (adult)

Informing Parents:

Teachers will ensure that Parents are given sufficient notice of:

- (a) Itinerary & Timetable
- (b) Cost
- (c) Clothing requirements
- (d) eating arrangements

Collection/delays:

If a child has not been collected after a school tour the parents/guardians will be contacted. At least two teachers will remain with the child until he has been collected by a responsible person.

Mobile Phones:

Pupils will be allowed to have mobile phones while on school tours but only for the purpose of communication with parents.

Scoil an Spioraid Naoimh (B)

Emergency Closures Policy

Should some exceptional circumstances arise, the Board of Management may close the school even if the school cannot be kept open for 183 days.

“Exceptional cause” may include the following

- Heating breakdown
- Public health interest
- Inclement weather
- Death of a teacher in the school
- Death of President/Bishop.

Heating breakdown:

When the temperature in the classrooms has not reached 16 degrees C, teachers will be obliged to supervise the children for the remainder of that school day. Unless it can be established that the minimum acceptable heating level will be provided on the following day, the Principal Teacher will contact the Board of Management to authorise the closing of the school. Parents and guardians will be directed by letter not to return pupils to school until further notice.

Public Health Interest:

When the closing of the school is deemed necessary in the interest of public health, the written recommendation of the Medical Officer for Health should be obtained by the Chairperson of the Board and forwarded to the Department. The responsibility for closing the school rests with the Board of Management. Parents and guardians will be directed by letter not to return pupils to school until further notice.

Inclement Weather

When indications are that inclement weather is causing hardship and raising fears for childrens’ safety, the Principal Teacher will contact the Board of Management with a view to authorising the closure of the school. Parents and guardians will be directed by letter not to return pupils to school until further notice.

Death of a member of staff of the School

The Board of Management may close the school as a mark of respect. Parents and guardians will be directed by letter that the school will remain closed on a particular date as a mark of respect.

Death of President/Bishop

In keeping with local/national arrangements, Parents and Guardians will be directed by letter that the school will remain closed on a particular date as a mark of respect.

With regard to all emergency closures, the safety and protection of our pupils will always be our priority. We will also at all times have consideration for the parents and guardians of the children.

Enrolment Policy

Scoil an Spioraid Naoimh (B) Roll No. 20077A

Introductory Statement: This policy was devised by the in school management team in consultation with the principal, the parent body and the Board of Management.

Rationale: Since all existing policies were being reviewed at this time, it was necessary to amend this policy to adhere to current legislation.

Relationship to characteristic spirit of the school: Scoil an Spioraid Naoimh (B) strives to create and provide learning opportunities for all. Equality of access is the key value that determines the enrolment of children to our school.

Section A. General Information

General Introduction:

This enrolment policy is being set out in accordance with the provisions of the Education Act (1998). The Board of Management trusts that by so doing parents will be assisted in relation to enrolment matters. The chairperson of the Board of Management and the Principal teacher will be happy to clarify any further matters arising from the policy.

School Name: Scoil an Spioraid Naoimh (B)

School Address: Curraheen Rd, Bishopstown, Cork

Telephone No: 021 4543333

Denominational Character: Catholic

Name of Patron: Bishop John Buckley

Designation: Scoil an Spioraid Naoimh (B), Roll No. 20077A is designated as a boys only school with the Patron's approval and in accordance with Dept. of Education and Science procedures.

Range of Classes Taught: Junior infants to 6th class

The school depends on the grants and teacher resources provided by the Department of Education and Science and it operates within the regulations laid down, from time to time, by the Department. School policy has regard to the resources and funding available.

The school follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

Within the context and parameters of Department of Education and Science regulations and programmes, the rights of the Patron as set out in the Education Act (1998) and having regard to the designation of the school as a boys only school and the funding and resources available, the school supports the principles of:

- inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational need;
- equality of access and participation in the school
- parental choice in relation to enrolment; and
- respect for diversity of values, beliefs, traditions, languages and ways of life in society.

Section B. Enrolment Procedures

Application Procedure:

A Registration Week is held normally in early spring (Jan. to April) of each school year.

Parents seeking to enrol their child(ren) in Scoil an Spioraid Naoimh (B) are requested to return a completed Enrolment Application Form (available in the office).

All applicants names will be added to the enrolment waiting list for the appropriate school year.

At a nominated date but not later than 31st May of the preceding school year all applicant parents/guardians will be required to confirm if they are accepting a place in the school and will be required to return with a letter of confirmation the following documentation (a) birth certificate, (b) baptismal certificate where applicable, (c) signed copy of the school's code of good behaviour, (d) medical/psychological reports where applicable

The names of children for whom enrolment application forms, confirmation forms and necessary documentation have been returned, will be placed on a class waiting list.

Other pupils may be enrolled during the school year (if newly resident in the area or depending on circumstances).

Pupils wishing to transfer from other schools are enrolled subject to the Rules governing National Schools, as well as our own school's enrolment policy and local agreements with other schools.

An Annual Information event will be organised for parents of prospective pupils and will be held prior to the start of the new school year.

Provision of Key Information by Parents

Certain information will be required when children are being enrolled. A specific enrolment application form is provided by the Board for this purpose. Such information includes:

- Pupil's name, age and address;
- PPS number
- Names and addresses of pupil's parents/guardians
- Occupation of parents;
- Contact telephone numbers;
- Contact telephone numbers in case of emergency;
- Details of any medical conditions which the school should be aware of;
- Religion;

- Previous schools attended, if any, and reasons for transfer, if applicable; and
- Any other relevant information (including any such further information as may be prescribed under the Education Welfare Act (2000) or Education for Persons with Special Educational Needs Act (2004) or amendments thereto).

Decision Making:

Decisions in relation to applications for enrolment are made by the Board of Management in accordance with school policy. The Board will notify parents of their decision within 21 days of receiving such information (to come in to being as per Education Welfare Act (2000)). As a general principle and in so far as practicable having regard to the school's enrolment policy, children will be enrolled on application, provided that there is space available. (See note below on Education for Persons with Special Educational Needs Act 2004)

The Board will have regard for relevant Department of Education and Science guidelines in relation to class size and staffing provisions and/or any other relevant requirements concerning accommodation, including physical space and the health and welfare of children.

The Board is bound by the Department of Education and Science's Rules for National Schools which provides that pupils may only be enrolled from the age of 4 years and upwards, though compulsory attendance does not apply until the age of 6 years.

In the event that applications for enrolment exceed/are expected to exceed the number of places available the following decision making process will apply. The Board will exercise its discretion in the application of the following criteria. The criteria includes any of the following though not necessarily in this order:

- Whether there are siblings of the proposed new entrant already in the school;
- Ages of the children;
- Parish boundaries/Diocesan policies;
- Children of staff members;
- Ethos considerations; and
- Any other.

Admission Day/Date

It is normal that children would enrol on the 1st of September, but other pupils may enrol during the school year if newly resident in the area.

Enrolment of Children with Special Needs

In relation to applications for the enrolment of children with special needs the Board of Management will request a copy of the child's medical and/or psychological report or where such a report is not available, will request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required.

Following receipt of the report, the Board will assess how the school can meet the needs specified in the report. Where the Board deems that further resources are required, it will, prior to enrolment, request the Special Education Needs Organiser (NCSE see Circular 01/05) to provide the resources required to meet the needs of the child as outlined in the psychological and/or medical report. These resources may include for example, access to or

the provision of any or a combination of the following: visiting teacher service, resource teacher for special needs, special needs assistant, specialised equipment or furniture, transport services or other.

The school will meet with the parents of the child and with the SENO to discuss the child's needs and the school's suitability or capability in meeting those needs. Where necessary, a full case conference involving all parties will be held, which may include parents, principal, class teacher, learning support teacher, special class teacher, resource teacher for special needs, Special Educational Needs Organiser or psychologist, as appropriate.

The Board of Management made defer enrolment of a pupil with Special Needs until such time as all necessary resource are in place in the school.

Pupils Transferring

Pupils may transfer to the school at any time, subject to school policy, available space and in some cases, the approval of the Department of Education and Science.

Code of Behaviour

Children enrolled in our school are required to co-operate with and support the School / Board of Management's Code of Behaviour as well as all other policies on curriculum, organisation, & management. The BOM places Parents/ Guardians responsible for ensuring that their child(ren) co-operate with said policies in an age-appropriate way. The Board of Management may refuse to enrol a pupil should that child's parents/guardians refuse to sign the code of good behaviour.

Roles and Responsibility – It is the responsibility of the Board of Management, through the work of the Principal, to make sure that enrolment practises and procedures are carried out in accordance with this policy

Success Criteria: This policy will be re evaluated in Spring 2008 by the B.O.M. Principal , parents and in school management team.

Appendices

Education Act, 1998

9 A recognised school shall provide education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available resources to –

- (a) ensure that the education needs of all students, including those with a disability or other special education needs are identified and provided for,
- (b) ensure that the education provided for meets the requirements of education policy as determined from time to time by the Minister including requirements as to the provision of a curriculum as prescribed by the Minister in accordance with section 30,
- (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices,
- (d) promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school,

- (e) promote equality of opportunity for both male and female students and staff of the school,
- (f) promote the development of the Irish language and traditions, Irish literature, the arts and other cultural matters,
- (g) ensure that parents of a student, or in the case of a student who has reached the age of 18 years, the student, have access in the prescribed manner to records kept by that school relating to the progress of that student in his or her education,
- (h) in the case of schools located in a Gaeltacht area, contribute to the maintenance of Irish as the primary community language,
- (i) conduct its activities in compliance with any regulations made from time to time by the Minister under section 33,
- (j) ensure that the needs of personnel involved in management functions and staff development needs generally in the school are identified and provided for,
- (k) establish and maintain systems whereby the efficiency and effectiveness of its operations can be assessed, including the quality and effectiveness of teaching in the school and the attainment levels and the academic standards of the students,
- (l) establish or maintain contacts with other schools and at other appropriate levels throughout the community served by the school, and
- (m) subject to this Act and in particular section 15(2)(d), establish and maintain an admissions policy which provides for maximum accessibility to the school

15(2)(d) of the Education Act states that:

"A board shall... publish, in such a manner as the board with the agreement of the patron considers appropriate, the policy of the school concerning admission to and participation in the school, including the policy of the school relating to the expulsion and suspension of students and admission to and participation by students with disabilities or who have other special educational needs... and ensure ...that ...the right of parents to send their children to a school of the parents' choice are respected..."

The guidelines are subject to any specific directions of the patron of the school and to **15(2)(d)** "*such directions as may be made from time to time by the Minister*"

30 (1) The Minister may, from time to time, following such consultation with patrons of schools, national associations of parents, recognised school management organisations and recognised trade unions and staff associations representing teachers, as the Minister considers appropriate, prescribe the curriculum for recognised schools, namely –

- (a) the subjects to be offered in recognised schools,
- (b) the syllabus for each subject,
- (c) the amount of instruction time to be allocated to each subject, and
- (d) the guidance and counselling provision to be offered in schools.

Education Welfare Act 2000

Section 19

(1) The board of management of a recognised school shall not refuse to admit as a student in such school a child, in respect of whom an application to be admitted has been made, except where such refusal is in accordance with the policy of the recognised school concerned published under section 15(2)(d) of the Act of 1998 (i.e. Education Act)

(2) The parent of a child who has made an application referred to in subsection (1) shall provide the recognised school concerned with such information as may be prescribed by the Minister.

(3) As soon as practicable, but not later than 21 days, after a parent has provided, in accordance with subsection (2), such information as may be prescribed by the Minister thereunder, the board of management of the school concerned shall make a decision in respect of the application concerned and inform the parent in writing thereof.

Section 20

The Education Welfare Act (2000) contains some specific new provisions in relation to the transfer of pupils including the requirement that information concerning attendance and the child's educational progress, should be communicated between schools. This Act will be implemented over the period 2000-2002.

- (1) The principal of a recognised school shall, as soon as maybe after the commencement of this section, cause to be established and maintained a register of all students attending the school.
- (2) The principal of a recognised school shall, on the day the child first attends the school, enter the child's name, the date of his or her first so attending and any such particulars as may be prescribed by the Minister, in the register maintained under this section in respect of that school, and the child concerned shall, for the purposes of this Act, be deemed, as on and from that date, to be registered in that school.
- (3) The principal of a recognised school shall, as soon as may be after entering in the register maintained under this section in respect of that school the name of that child who is registered in another recognised school, so inform by notification in writing the principal of the second- mentioned school.
- (4) The principal of the second- mentioned school referred to in subsection (3) shall, on receipt of a notification under that subsection, remove the name of the child concerned from the register maintained under this section in respect of the said second- mentioned school except where the child continues to receive part of his or her education at that school.
- (5) The principal of a recognised school shall, on receiving a notification under subsection(3) in relation to a child, notify the principal first-mentioned in that subsection of-
 - (a) any problems relating to school attendance that the child concerned had while attending the second-mentioned school referred to therein, and
 - (b) such other matters relating to the child's educational progress as he or she considers appropriate
- (6) The principal of a recognised school shall not remove a child's name form the register other than-
 - (a) in accordance with subsection (4), or
 - (b) where he or she has received a notification in writing from the Board that the child concerned is registered in *the register maintained under section 14 (i.e. *The Register – NWEB shall establish a register of all children in receipt of education in a place other than a recognised school)

Section 23 and 24

Sections 23 and 24 relate to the school's Code of Behaviour and Expulsion. The school should append its Code of Behaviour to the school's enrolment policy (pending the implementation

of the Education Welfare Act 2000 and the issue of appropriate guidelines - section 23(3) by the National Education Welfare Board).

Equal Status Act, 2000

Section 7

(1) In this section “educational establishment” means a pre-school service within the meaning of Part V11 of the Child Care Act, 1991, a primary or post-primary school, ...

(2) An educational establishment shall not discriminate in relation to –

- (a) the admission or the terms or conditions of admission of a person as a student to the establishment,
- (b) the access of a student to any course, facility or benefit provided by the establishment,
- (c) any other term or condition of participation in the establishment by a student, or
- (d) the expulsion of a student from the establishment or any other sanction against the student.

(3) An education establishment does not discriminate under sub-section (2) by reason that-

- (a) where the establishment is not a third-level institution and admits students of one gender only, it refuses to admit as a student a person who is not of that gender,
- (b) where the establishment is a school providing primary or post-primary education to students and the objective of the school is to provide education in an environment which promotes certain religious values, it admits persons of a particular religious denomination in preference to others or it refuses to admit as a student a person who is not of that denomination and , in the case of a refusal, it is proved that the refusal is essential to maintain the ethos of the school

(4) Subsection (2) does not apply:

- (a) in respect of the differences in the treatment of students on gender, age or disability ground in relation to the provision or organisation of sporting facilities or sporting events to the extent that the differences are reasonably necessary having regard to the nature of the facilities or events
- (b) to the extent that compliance with any of its provisions in relation to a student with a disability would, by virtue of the disability make impossible, or have a seriously detrimental effect on, the provision by an educational establishment of its services to other students.

Data Protection Act 1988

Glendenning, D. (1999) Education and the Law, Butterworths

Ch.12.06 ... if schools retain automated personal data, they are regulated by the provisions of the Data Protection Act 1988.

Extract from Guidance Notes for Schools issued by the Data Protection Commissioner:

“ Commonly schools are obliged to register with the Office of the Data Protection Commissioner because they record “sensitive data” about their pupils, on computer. Religious belief, health data (e.g. noting that a child is diabetic or epileptic) and racial origin (e.g. noting that a child is a member of the Traveller community or a particular ethnic group), are the types of “ sensitive data” most often recorded. If you do not record “sensitive data” on computer, it is unlikely that you need to register.

The effect of registration is to put into the public domain some general information about the types of personal data which you process, and your purposes for doing so. You should be

aware that processing personal data in ways inconsistent with your register entry may involve the commission of an offence. Failure to register, if required to do so, is also an offence.”

Freedom of Information Act 1997

Glendenning, D. (1999) Education and the Law, Butterworths

Ch. 12.34 At present the Freedom of Information Act 1997 does not apply to schools and there is no time frame for as to when schools will become subject to the Act. However, it is envisaged that schools will be subject to the Act at a later date in accordance with the new spirit of openness and accountability to parents.

Education for Persons with Special Educational Needs Act 2004

2.—A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with -

- the best interests of the child as determined in accordance with any assessment carried out under this Act, or
- the effective provision of education for children with whom the child is to be educated.

Scoil an Spioraid Naoimh (B)

Extra Curricular Activities Policy

It is the policy of Scoil an Spioraid Naoimh to provide a wide range of extra curricular activities for our pupils.

Extensive after school coaching is provided by school personnel in Gaelic football and Hurling. These activities are offered to all pupils from 1st to 6th class throughout the year.

The aim of the after school programme is to provide activities for the boys in a fun and safe environment.

Sport coaching is offered free when given by school staff.

When it is necessary on occasions to use the indoor facilities at Bishopstown G.A.A Club, a nominal fee is charged to cover expenses. A fee is also charged when it is necessary to hire an outside coach.

The school enters teams in Sciath na Scol competitions on a regular basis and has enjoyed considerable success over the years.

From time to time we enter teams in tag rugby, soccer, basketball and tennis competitions.

Best practice procedures are in place with regard to changing areas and transport to and from matches. It is our policy to book transport from a reputable company with up to date modern coaches.

Coaching in a variety of sports is offered to all boys from 1st to 6th class in our school hall. The sports offered to date include tennis, gymnastics and basketball.

All boys in the classes from 1st to 6th classes receive in advance a circular informing them of the sports offered and the times and dates of the activities. Outside coaches are hired to coach in these areas. A fee is charged to cover the cost of the coaching. The activities are rotated during the year to enable all participants experience a variety of activities.

It is our policy that a member of staff would be in attendance in a supervisory capacity when “outside” coaches are employed.

The staff liaise with the Parents Association and keep them informed of the choices on offer. They also seek their views on any preferences that they may have.

School Band:

It is the policy of the school to offer all pupils from 3rd to 6th classes the opportunity to participate in the school band. Practice generally takes place after school and will be led by teachers from the school. When suitable opportunities become available the School Band performs in public. Before performing in public the teachers with responsibility for the band will evaluate the event to ensure the safety of band members. Transport to and from events will generally be by competent transport providers. Pupils will not be transported in teachers' cars.

School Hall:

It has been the school's policy to date not to rent our hall to outside groups. Occasionally the Parents Association use the hall. The caretaker is required to open/close the premises on these occasions.

Evaluation

Procedures for extra curricular activities are evaluated by staff at least twice a year.

The criteria used to indicate that procedures were successful are (1) level of skill attained (2) fun and enjoyment and (3) feedback from pupils, parents and teachers. The Principal in consultation with the post holder with responsibility for sport and other interested parties carry out the review. Extra curricular activities are listed on the agenda at staff meetings and In School Management meetings.

Scoil an Spioraid Naoimh (B)

Healthy Eating Policy

Introductory Statement:

This policy has been formulated in consultation with the Parents and Children of Scoil an Spioraid Naoimh (Boys). The views of the children and parents was sought and taken into account. Surveying the children and parents in the School did this. These views were then taken into account by the Committee set up for the formation of this Policy and the Policy was passed to the Board of Management for ratification

Rationale:

The policy was formulated because of the concerns expressed by the parents and staff about the health of the children, both present and future.

The Strands of the SPHE scheme relating to taking care of my body were consulted in the initial stages of this process

Relationship to Characteristic Spirit of the School:

As our School cherishes every pupil equally we feel that this policy is an important tool in helping our children achieve adulthood with a healthy mind and body.

Aims:

In drawing up this Policy it is hoped that we will: -

- Heighten an awareness of the importance of a balanced diet
- Encourage the children to make wise choices about food and nutrition
- Raise levels of concentration within class due to consumption of healthy food
- Encourage pupils to be aware, alert and responsive to litter problems caused by junk food, pre- prepared food, juice cartons etc.
- Raise an awareness of the importance of disposing of Litter properly.
- Encourage the children to recycle both at home and at school

Content of Policy:

We hope that this policy will be implemented after a re -launch involving a “Healthy Eating Week” here in the School.

A committee will be set up involving Parents, Teachers and Pupils from the Senior Classes of the School.

Definition

Our definition of a Healthy Lunch is one containing food from the Four Lower shelves of the Food Pyramid.

- For Health and Safety reasons (Allergies) Children are discouraged from swapping lunches at all times.
- The drinking of Milk and Water is encouraged. The drinking of water during class time is allowed.

- The drinking of Fizzy drinks is actively discouraged.
- Children are encouraged to take home any food that is left over after their lunch. This will show parents if the child is not finishing the lunch, as well as encouraging the act of recycling.

Food Pyramid Posters will be on display throughout the school. Each class will have a poster.

Regular checks will be taken throughout the year of the children's lunches.

- A child who regularly ignores the policy will be spoken to, to encourage them to follow the policy.
- Parents will be asked to keep "treats" to a minimum. Once a week is the ultimate aim.
- At the end of Term Party treats will be allowed.

Success Criteria:

The policy will be regularly reviewed.

There will be a meeting of the Committee at least once a year.

Roles and Responsibility:

There will be a Health Eating Committee formed:-

This will consist of :-

- Two Nominated Teachers:-
- Two Parents
- Four Pupils from 5th and 6th class.

Timeframe for Implementation

It is our intention that this policy shall be re-launched before the Easter Holidays 2007.

Timeframe for Review:

The policy will be regularly reviewed.

There will be a meeting of the full committee at least once a term and there will be an annual review in the final term each year.

Responsibility for Review:

The committee, as already outlined will have the responsibility of reviewing this policy.

The designated post holder will have the responsibility for calling this committee together on a regular basis.

Ratification and Communication:

The Board of Management has ratified this policy at its meeting of December 2007.

Guidelines on acceptable lunch boxes have been distributed to each class and they will be on display on Notice Boards throughout the school.

Copies of the Objectives on Food and Nutrition will be given to each Teacher in the School

SPHE**Food and Nutrition**

<p>Class: Infants Strand: Myself Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 17 Become aware of the importance of food for growth and development Food provides energy for work and play, food helps to protect against illness, food helps us to grow Explore food preferences and their role in a balanced diet Treats, snacks, fruit, vegetables, foods that are unhealthy for some people and are not for others Discuss and explore some qualities and categories of food Fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals Realise the importance of good hygiene when preparing food to eat.</p>
<p>Class: First & Second Classes Strand: Myself Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 27 Explore the importance of food for promoting growth, keeping healthy and providing energy. Appreciate that balance, regularity and moderation are necessary in the diet The food pyramid, the need for a balanced diet, the importance of having an appropriate intake of liquids, food that is unhealthy for some people and is not for others Identify some of the foods that are derived from plant and animal sources. Realise & practise good hygiene when dealing with food.</p>
<p>Class: Third & Fourth Classes Strand: Myself Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 40 Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation Identify the nutrients that are necessary in a balanced diet Exploring how diet promotes growth, performance and development Recognise the wide choice of food available and categorise food into four main food groups and their place on the food pyramid Bread, potatoes, cereals Fruit and vegetables Milk, cheese and yoghurt Meat, fish and alternatives Examine the dietary needs of his/her own age group and other groups in society. Explore some factors that influence the consumption of different food products Presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand Discuss and examine the importance of proper food hygiene.</p>
	<p>Objectives p. 57 Appreciate the importance of good nutrition for growing and developing and staying healthy. Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet</p>

<p>Class: Fifth & Sixth Classes Strand: Myself Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Exploring and examining the food pyramid Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found Macro-nutrients: protein, carbohydrate, fat micro-nutrients: vitamins and minerals Explore the factors that influence food choices Cost, advertising, demand, peer pressure, advertising and packaging, value for money, time for shopping and for cooking, ideal body images Explore and examine some of the illnesses particularly associated with food intake or special health conditions coeliac, diabetic, anorexia, bulimia, the dietary needs of different age groups and individuals Become aware of the importance of hygiene and care in the preparation and use of food Using before sell-by date, reading contents, not chopping cooked foods and uncooked foods on the same board</p>
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Scoil an Spioraid Naoimh (B)

Homework Policy

Why Give Homework?

1. To re-inforce what the child learns during the day.
2. To provide a link between teacher and parent
3. To develop a child's concentration skills and develop a work ethic
4. Homework is meant to be achievable by a child, i.e. it provides an opportunity to practise work already done. However, sometimes with senior classes, some homework is designed to challenge children's ability and provide opportunities for creativity.
5. Children are expected to do their homework to the best of their individual ability – no more, no less.

How Often is Homework Given?

1. Homework is given on Mondays, Tuesdays, Wednesdays and Thursdays but not on Fridays for classes up to and including fifth class. There are two exceptions to this arrangement:
 - homework that has been neglected during the week may be assigned for the weekend
 - senior classes may be assigned project work to be undertaken at weekends
2. Sometimes at the discretion of the class teacher or the Principal, children are given "homework off" as a treat or as acknowledgment of some special occasion.
3. extra homework may sometimes be assigned during the week or at the weekend if a pupil has not done homework, made a suitable effort or presented untidy work.

What is the Content of Homework?

1. Ideally homework will contain a balance of tasks including some or on occasions all of the following: reading, spellings, tables, written work, pieces to be "learned by heart", drawing/colouring, collecting information/items and finishing work started in class.
2. This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work.

How Much Time Should be Allocated to Homework?

The following are guidelines for the amount of time to be spent on homework. Different children will complete the same homework tasks in different lengths of time. Time spent will vary from day to day and also from the beginning to the end of the school year. It is important to remember that it is the quality and not the quantity of homework that matters.

Junior Infants	10 minutes approx.
Senior Infants	20 minutes approx.
Rang 1	30 minutes approx.
Rang 2	40 minutes approx.
Rang 3	50 minutes approx.
Rang 4	1 hour approx.
Rang 5	1 hour 15 minutes approx.
Rang 6	1 hour 30minutes approx.

How Can Parents Help?

Parents can help their children with homework by:

- providing a distraction free environment
- providing a comfortable location
- taking a supportive role

Children often do not put a lot of emphasis on reading and learning tasks. Parents can play an important role in addressing this by listening to their child's reading and examining them on items to be learned thus ensuring this work is done well.

When Should Homework Be Done?

Ideally, homework should be done before any television is watched and preferably soon after school while the child is still fresh. It is important to remember that some children need a break before starting homework. Homework should never be left until morning time before school.

How Much Help Should Parents Give?

Children should do written homework themselves and parents should only help when the child has difficulty:

1. by providing where possible further explanation or examples. Parents should not do the actually homework

In situations where a parent cannot assist a child the parent should write a note of explanation in the child's journal to the teacher

Shared reading is not homework in the regular sense and it is simply meant to be an enjoyable exercise between parent and child. If it's not enjoyable, shared reading should not be done.

How Often Should Parents Monitor Homework?

Parents should check and sign a child's homework journal every evening because:

1. The child's journal is an important record of the child's homework.
2. It is also a valuable means of communication between parents and teachers.

Ideally, all written messages to your child's teacher should be put in the homework journal (additional pages available at the end of the journal). Parents should check that their child records his homework neatly in the correct page and ticks each item of homework when completed.

How Often Do Teachers Monitor Homework?

1. Ideally teachers will check homework on a daily basis. However with large class numbers it is not always possible to check each child's homework journal every day.
2. As children get older and learn to work independently, some items of homework are checked less often e.g. every second day or once per week.
3. Some items of homework (and classwork) may be checked by children themselves under the direction of the teacher. This can be a useful part of the learning process for children.

When Should Parents Communicate With The Teachers About Homework?

1. When a child cannot do homework due to family circumstances

2. When a child cannot do homework because she/he cannot understand some aspect of the task assigned.
3. If the amount of time spent at homework is regularly longer than the recommended amount of time.

If homework is a stressful experience for parent and child, something is wrong. Such situations lead to poor learning experience thus defeating the whole purpose of the homework. Should this happen on a regular basis the class teacher should be contacted.

Scoil an Spioraid Naoimh B

ICT Acceptable Use Policy (Pupil)

The aim of this Acceptable Use Policy is to ensure that pupils will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions – as outlined in the AUP – will be imposed.

It is envisaged that school and parent representatives will revise the AUP annually. This version of the AUP was created by the post holder ICT co-ordinator 06-07 on 23/03/2007 following a thorough staff discussion on ICT in the school 7/12/06.

School's Strategy:

The school employs a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

General:

- A teacher will always supervise Internet sessions.
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material.
- The school will regularly monitor pupils' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal floppy disks, memory sticks, CD-ROMs, or other digital storage media in school requires a teacher's permission.
- Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute.

World Wide Web:

- Students will not intentionally visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will report accidental accessing of inappropriate materials in accordance with school procedures.
- Students will use the Internet for educational purposes only.
- Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement).
- Students will never disclose or publicise personal information.
- Downloading materials or images not relevant to their studies, is in direct breach of the school's acceptable use policy.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.
- Each Internet session should have an educational achievable target.
- Internet game sites are deemed inappropriate as a suitable educational activity.
- The website Scoilnet is to be used as the home page on school computers.

Email:

- Students will use approved class email accounts under supervision by or with permission from a teacher.
- Students will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone they only know through emails or the internet.
- Students will note that sending and receiving email attachments is subject to permission from their teacher.
- Students will not have access to chat rooms, discussion forums, messaging or other electronic communication forums.

School Website:

- Pupils will be given the opportunity to publish projects, artwork or school work on the World Wide Web in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- The website will be regularly checked to ensure that there is no content that compromises the safety of pupils or staff.
- Website will not contain facilities such as guestbooks, noticeboards or weblogs.
- The publication of student work will be co-ordinated by a teacher and only with parental permission.
- Pupils' work will appear in an educational context on Web pages with a copyright notice prohibiting the copying of such work without express written permission.
- The school will not publish group or individual photographs of students.
- Personal pupil information including home address and contact details will be omitted from school web pages.
- Pupils will continue to own the copyright on any work published.

Personal Devices:

Pupils using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving is in direct breach of the school's acceptable use policy.

Mobile phones with camera or video are banned.

Support Structures:

The school will inform students and parents of key support structures and organisations that deal with illegal material or harmful use of the Internet.

Sanctions:

Misuse of the Internet will result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Permission Form Template:

Please review the attached school Internet Acceptable Use Policy, sign and return this permission form to the Principal.

School Name

Name of Pupil: _____

Class/Year: _____

Pupil:

I agree to follow the school's Acceptable Use Policy on the use of the Internet. I will use the Internet in a responsible way and obey all the rules explained to me by the school.

Pupil's Signature: _____ **Date:** _____

Parent/Guardian:

As the parent or legal guardian of the above pupil, I have read the Acceptable Use Policy and grant permission for my son or the child in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if pupils access unsuitable websites.

I accept the above paragraph

(Please tick as appropriate)

In relation to the school website, I accept that, if the school considers it appropriate, my child's schoolwork may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Policy relating to publishing children's work on the school website.

I accept the above paragraph

(Please tick as appropriate)

Signature: _____

Date: _____

Address: _____

Telephone: _____

Scoil an Spioraid Naoimh (B)

ICT Acceptable Use Policy (Staff)

Scoil an Spioraid Naoimh(B) information and technology resources e.g. computers, computer applications, networks, internet, intranet, email, facsimile, cell phone and other wireless communication devices such as telephone, paging and voice mail systems, are school property and are provided for staff use for school business. Occasional personal use of these resources is permitted but said use must be kept to a minimum and must not be inappropriate.

Inappropriate use includes hacking, pirating software, using school resources for non-school commercial activities, soliciting, distributing literature for outside entities, disclosing confidential information of the school, sending inappropriate e-mail or accessing inappropriate Web sites (such as those advocating hate or violence, containing sexually explicit material, or promoting illegal activities), or using school resources in a way that violates the letter or spirit of the school's policies or reflects negatively on the school.

Users of the school's information and technology resources should not share passwords. If a staff member allows other members of staff to use their password or assigned resource, the staff member will be accountable for the resource use.

Consistent with local laws, the BOM reserves the right to monitor the use of its information and technology resources and to take appropriate disciplinary actions up to and including termination of employment, or denying future access privileges in cases of misuse. Where permitted by local law, the use of the school's information and technology resources constitutes consent to such monitoring.

It is the responsibility of all staff members to:

- familiarize themselves with the SSNB Staff ICT Acceptable Use Policy and to strictly follow the guidelines of this policy.
- keep up to date with the risks involved with using the internet by referring to the website www.webwise.com
- refer to the School ICT plan when planning educational ICT activities.
- avoid using internet games as a computer room activity.
- organise a virus scan when using students memory sticks/storage media.

I agree to follow the Scoil an Spioraid Naoimh (B) Staff ICT Acceptable Use Policy

Staff Members Signature: _____ Date: _____

Scoil an Spioraid Naoimh (B)

I.C.T. POLICY

To enable progression and continuity we must have suitable machines; this includes the upgrading of the hardware and the software where needed and when feasible. The feasibility is determined by available finance, and realistic demands on staff time.

Pupils are given basic skills teaching through time spent working on a computer. Pupils are encouraged to use ICT in a variety of curricular areas and contexts in order that they will be enabled to:

- develop transferable skills to encourage them to gain confidence to experiment with unfamiliar software.
- gain experience in the following areas of ICT: communicating and handling information, using graphics, charts, databases, spreadsheets and CD Roms.
- develop critical awareness of ICT within society to support the development of the above skills.
- use a wide and expanding range of software and ICT equipment as appropriate.
- increase their depth of knowledge of software as they gain in confidence.
- use ICT equipment and software confidently and purposefully to communicate and handle information and to support their problem solving, recording and expressive work.
- become discerning in their use of ICT, select information, sources and media for their suitability of purpose and to assess the value of ICT in their work practices.

By supporting the development of the ICT skills of the pupils we endeavour to :
expose pupils to the use of ICT in as many subject areas and contexts as possible. It is anticipated that this exposure will increase as the pupils become more confident which in turn will lead to the incorporation of ICT into their schemes of work.

Scoil an Spioraid Naoimh believes guidance is important as pupils begin to learn to take responsibility for their work and progress. Work must be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work. Teacher confidence is critical within the realm of ICT for them to feel confident enough to allow the pupils to develop at their own rate.

Teachers will encourage discussion and sharing of ideas when appropriate to the work. Teachers will conduct their lessons within an atmosphere of mutual respect and trust. This encourages pupils to take 'risks' with their work without fear of ridicule or feelings of failure. To actively involve the pupils in their learning will help to foster independent thinking and informed planning which is crucial if they are to exploit the ICT facilities to the maximum.

Pupils are encouraged to make informed choices at appropriate points. The aim is not to inhibit pupils by placing a ceiling on their target.

Scoil an Spioraid Naoimh (B) aims to provide access to satisfying, rewarding ICT for pupils of all abilities that will support and enhance their learning across the curriculum.

The mode of delivery will remain flexible so as to address the various needs of the pupils in the classroom. Where appropriate a variety of ICT facilities will be made available to encourage pupils of all abilities to experiment and progress.

The importance of ICT as a cross-curricular tool is recognised. The school aims to expose the pupils to the diversity, influence and uses of ICT. All curriculum areas are identified as having the possibility for pupils to make use of ICT within the subject areas.

Strategies for ensuring the achievement of ICT policy:

- provide on going suitable training for teachers to enhance their competence and confidence as an educational tool.
- make available sufficient stand alone computers (one between two pupils) in each classroom.
- provide a computer room with a network of computers-one computer between each two pupils.
- provide suitable resources to support ICT plan.
- ICT will be used as a tool to maximise the effectiveness of the use of library and learning resources in the school.
- the school will aim to ensure that a full range of school administrative software applications is available to all appropriate staff.

Activities designed to develop computing abilities

Text handling:

Generation of text, editing and revising text, composition of pages, booklets, news sheets and reports, sending and retrieving e mail, developing awareness of use of new technologies in mass media.

Information handling:

Use of databases, spreadsheets, word processors and graph plotting to store, analyse and display information.

Simulations

Use of simulation software

Sound and graphics

Use of computer systems to compose and play music, use of drawing and design packages for the visual arts.

Mathematics

Using spreadsheets and other generic packages to solve numerical problems, using computers to investigate patterns, carrying out investigations and problem solving activities based upon computer simulations.

Environmental studies

Using word processors to produce a report, using database to store, process and retrieve information, using spreadsheets to store, analyse and interpret data, using simulations to investigate scientific and technological process, geographical phenomena, and historical events; investigating and considering the effects of new technologies.

Religious/moral education

Using word processors to generate text; develop an appreciation of the ethical and moral issues associated with the use of computers.

Scoil an Spioraid Naoimh (B)

Intercultural Education Policy

Intercultural education has two focal points:

- It celebrates and recognises the normality of diversity in all areas of human life and sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us.
- It promotes equality and human rights and challenges unfair discrimination.

Every effort is made to include the languages of the school community in signs and notices around the school. Special effort could be made at major events like parent/teacher meetings, open evenings, prize givings etc. Scoil An Spioraid Naoimh (B) involves children, parents, and other community members in helping with translations, where possible and where appropriate. In cultural events such as school concerts, graduations, etc. the use of all languages is encouraged. The children are encouraged to take pride in using words from their own language, for example, asking a child to share with the class how a particular phrase might be expressed in the child's own language.

The Primary School Curriculum supports the principles of intercultural education. The vision, aims and principles of the curriculum provide a suitable framework for the development of an intercultural approach to teaching and learning in Scoil an Spioraid Naoimh (B)

The curriculum presents a vision for primary education which:

- Celebrates the uniqueness of the child and seeks to nurture the child in all the elements of her or his life—spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical development.
- Recognises that children live in and are part of society and that their personal development is deeply affected by their relationships in the home and with other people
- Recognises that education not only reflects society but is a key influence in shaping its development equips people to share in the benefits of society
- Enables them to contribute effectively to society and to deal with and adjust to the changing nature of knowledge and of society.

Based on this vision, the general aims of Scoil An Spioraid Naoimh (B) are:

- To enable the child to live a full life as a child and to realise his or her potential as a unique individual
- To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society to prepare the child for further education and lifelong learning

Scoil an Spioraid Naoimh (B)

Policy on Career Breaks, Job Sharing, Study Leave, Carer's Leave, Teacher Exchange and Secondment

Background:

While maternity, adoptive and parental leave are statutory entitlements with clearly defined periods of absence and commencement dates (some flexibility is attached to parental leave), other types of leave (*e.g. career breaks and secondment*) are at the discretion of the Board of Management.

Circular 6/2001 advises that boards should have "...a policy for granting career breaks which would have a due regard to the exigencies of the school and the possible negative effects in permitting a number of career breaks from the school at one time. In formulating this policy, the welfare and educational needs of the pupils should take precedence over all other considerations." It would be advisable to extend this policy to cover all non-statutory leave.

Issues:

The Board of Management has not set a limit on the number of teachers who can avail of job sharing, secondment, study leave at any one time. However, this number is at the discretion of the Board, who will at all times use reasonable flexibility whilst making such decisions.

The limit may be affected by the number of teachers in the school who are likely to be on other approved leave of absence, such as maternity, adoptive and parental leave in the school year for which an application is received.

The school will enter into arrangements for job sharing, provided that Scoil an Spioraid Naoimh is not the host school and the teacher concerned satisfies all regulations as laid down in circular 11/03 and those in this policy.

A limit will be placed on the total amount of time any one teacher may be on leave from the school on all/any type of non-statutory leave, this limit is at the discretion of the B.O.M.

The circulars detailing the specific arrangements for each type of leave are brought to the attention of teachers annually by the principal, through the use of e-mail.

While on approved leave, the teacher remains a member of staff and should be informed about developments in the school such as vacancies for Posts of Responsibility. The teacher will be notified by post of such vacancies

Scoil an Spioraid Naoimh (B)

Learning Support Policy

Introductory Statement:

This policy was drawn up by the Principal, Staff and Learning Support team of Scoil an Spioraid Naoimh Boys NS at a series of consultative meetings which took place during June 2002/3.

Rationale:

The purpose of this policy is to provide practical guidance for teachers, parents and other interested persons on the provision of effective learning support to pupils experiencing low achievement and/or learning difficulties and to fulfil our obligations under the Education Act, 1998.

Relationship to the Characteristic Spirit of the School:

In our school we are dedicated to helping each child to achieve his/her individual potential. The provision of a quality system of Learning Support is integral to this commitment.

Aims

Through the implementation of this policy we strive to:

- Facilitate pupils participation in the full curriculum for their class level.
- Develop positive self-esteem and positive attitudes to school and learning.
- Enable pupils to monitor their own learning and become independent learners within their own ability.
- Involve parents in supporting their children's learning.
- Promote collaboration among teachers.

Guidelines:

The following procedures are being implemented as a means of responding effectively to pupils' individual learning needs.

Prevention Strategies:

To minimise the impact of learning difficulties, the following strategies are being implemented:

development and implementation of agreed approaches to language development to include, phonological awareness training, language experience, oral and aural language and math language together with the teaching of other aspects of the English and Maths programmes class-based early intervention by the class teacher with the support of the Learning Support teachers resulting in the provision of additional individualised support; promotion of parental involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the provision of the 'Tips for Parents' booklet, the arrangement of formal and informal Parent/Teacher Meetings and the delivery of programmes for parents e.g.

- Forward Together
- implementation of Paired Reading programmes
- ongoing observation and assessment.

Early Intervention Programme:

Early intervention begins for pupils in Senior Infants in response to the class teacher's observations and/or the results of the Middle Infant Screening Test (MIST).

The school year is divided into two instructional terms Sept. to Jan. and Feb. to June depending on the level of provision of Learning Support to our school, lessons take place at least three times per week and are of thirty minutes duration.

- lessons will be on a withdrawal basis with in class support being provided when and where it is deemed suitable
- group sizes will be limited to a minimum of two and a maximum of five
- group sizes will be dependant on the individual learning needs of pupils and the overall caseload.
- one-to-one teaching is provided where necessary but only in a group setting.

Learning Support will focus on the development of phonemic awareness, language experience, word identification strategies, oral work, silent reading, comprehension skills and mathematical procedures and concepts.

Selection of Pupils for Supplementary Teaching:

Pupils in Senior Infants who are deemed to be at risk will be administered the Middle Infant Screening Test. All pupils from first class to sixth class will be screened annually using standardised tests. The tests in use are Micra T and Sigma T. These tests were administered to the first classes. The Drumcondra Primary Reading Tests (DPRT) is administered to the second to sixth classes. All tests are administered and corrected by the class teachers.

- priority for Learning Support is given to those pupils who perform at or below the 10th percentile.
- Learning Support is also available for those pupils who perform at or below the 20th percentile this however is dependant on individual needs and caseload.
- final selection is made in consultation with the class teacher
- prior to a pupil being selected for inclusion in a Learning Support group a meeting is held with the pupil's parents/guardians and the class teacher to appraise the parents/guardians of the child's performance on the screening tests and to advise them of the school's concern for their son.
- A pupil is only accepted into a Learning Support group after approval (verbal or written) is received from the parent or guardian.
- Parental consent is sought for the conducting of diagnostic assessment. These tests are administered by the Learning Support Teacher. A further consultative meeting then takes place to consider the outcomes of the assessment.

Provision of Supplementary Teaching:

The primary work of the Learning Support Teacher is the provision of supplementary teaching to the pupils identified in section 3 above.

The class teacher and the Learning Support Teacher meet to devise Individual Education Plans (IEPs) and/or Group Education Plans (GEPs), in consultation with the Principal and parents.

Individual Education Plans IEPs address the pupils' full range of needs and include:

- details from the pupils' class teachers;
- assessment results;

- other relevant information e.g. reports from other agencies;
- learning strengths and attainments;
- priority learning needs;
- learning targets;
- class-based learning activities;
- supplementary support activities; and
- home support activities.

Each plan is monitored through teacher observation and the keeping of planning and progress records

Each plan will be for one instructional term (Sept. – Jan. Feb. – June)

A detailed review takes place at the end of each instructional term.

The Learning Support Teacher and/or the class teacher meet the parents to discuss their child's progress in the light of the review.

The Learning Support Teacher maintains the following documentation in individualised files:

- individual profile and learning programme;
- short-term planning and programme record;
- other records e.g. tape recordings of oral work;
- samples of written work; and
- reading analysis running records.

Procedures for Continuing/Discontinuing Pupils:

Following the end of instructional term review as detailed in section 4 above, a decision is made to continue/discontinue the provision of supplementary teaching.

The criteria on which this decision is based include:

- pupil achieving most/all of the learning targets set?
- the pupil's ability to cope independently/semi-independently in the classroom learning environment

The decision-making process involves consultation between the class teacher, the Learning Support Teacher and the pupil's parents/guardians

Account is also taken of the overall Learning Support demands in the school.

A decision to continue the provision of supplementary teaching will result in a revision of the pupil's IEP.

Communication Strategies:

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of this system include:

class teacher and Learning Support Teacher will communicate on a regular basis to discuss the progress of a child who is attending learning support

Principal and/or Learning Support Teacher and/or class teacher with parents/guardians to:

- seek approval for a pupil to attend learning support ongoing
- to inform parents/guardians of pupils progress

- to discuss with parents/guardians access to outside agencies

Parental Involvement:

Specific support is available to parents to assist them to work effectively with their child. This support is available from the H/S/C/L Co-ordinator and/or Learning Support Teacher.

Parents are actively encouraged to become involved in the achieving the targets set for their child e.g. through shared reading and Forward Together

Referral to Out-of-School Agencies:

The Learning Support Teacher co-ordinates the referral of pupils the National Educational Psychological Service (NEPS) psychologist, outside agencies to include: Speech and Language Therapy, Autistic Spectrum Disorder Services. Developmental Co-ordination Unit, Community Occupational Therapy, Brothers of Charity Services and Cope.

The Principal and/or Learning Support Teacher and/or class teacher meet with the parents to discuss the need for the referral and to seek consent.

The class teacher completes the necessary referral form in consultation with the appropriate school personnel.

Outside agencies are encouraged to visit the school to discuss with the Class Teacher, Learning Support Teacher and the parents/guardians their concerns for the pupil, to suggest appropriate action or strategies for the pupil and to seek parental/guardian approval for further assessment and evaluation.

The outside agencies are encouraged to provide their services within the school.

Provision of Resources:

Resources for the provision of Learning Support include a variety of textbooks, library books, ancillary materials and oral language programmes e.g. Chatterbox. A variety of testing materials are also in use which include standardised, diagnostic screening, non-reading intelligence, reading experience, reading attainment phonological awareness and Maths attainment.

Following consultation between the Learning Support Teacher, Principal and class teachers, funding for materials may be provided from the Learning Support Grant, Materials Grant and/or funding that may be available through the Board of Management and/or Parents' Association.

Learning Support resources will primarily be used in the Learning Support unit. These resources may be made available to class teachers following consultation with the Learning Support Teacher.

Timetabling:

The provision of Learning Support is in addition to the regular class teaching in English and Maths.

Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend learning support.

A flexible approach to timetabling is adopted by class teachers while class disruption is minimised.

The provision of learning support includes withdrawal of pupils from their classroom and in-class tuition.

Learning Support Teacher’s Work Schedule:

The work schedule of the Learning Support Teacher, in addition to providing supplementary teaching, may include the overseeing of early intervention and prevention programmes, the conducting of diagnostic assessment, the maintenance and review of pupil records, the co-ordination of special needs services and consultation with teachers and parents.

In recognition of this varied role, the caseload of the Learning Support Teacher will be regularly reviewed.

Success Criteria:

The school-wide implementation of this policy will result in enhancement of pupil learning in the following ways:

- improved standards of academic achievement within the pupil’s individual learning programme;
- enhanced parental involvement in supporting their child’s learning needs;
- increased opportunities for effective communication between school personnel in relation to pupils’ progress.

The achievement of these success criteria will be assessed through feedback from teachers, pupils and parents.

Roles and Responsibilities

The implementation of our policy will be supported as follows:

Roles

Co-ordinate Learning Support and
Special Needs services

Provide supplementary teaching,
conduct diagnostic assessment,
maintain and review pupil records,
co-ordinate special needs resource, liase with
outside agencies and liase with Principal,
teachers and parents

First line responsibility for the pupil’s
learning needs

Support for and participation in their
child’s learning

Person(s) Responsible

Principal and or post holder to whom
responsibility has been devolved

Learning Support Teacher

Class Teacher

Parent

Development, implementation and review of their own learning

Pupil

Oversee implementation and review of the Learning Support policy and the provision of adequate resources, accommodation and storage

Board of Management

Implementation and Review:

The implementation of this policy will commence in September 2003. It is intended that it will be implemented in full during this school year. The policy will be reviewed in June 2004 and at the end of every third school year thereafter.

Ratification and Communication:

This policy was ratified by the Board of Management of Scoil an Spioraid Naoimh Boys at its meeting on 10th Dec. 2007. Parents may obtain a copy of this policy from the Parents' Association or it may be viewed at the school on appointment with the Principal.

Scoil an Spioraid Naoimh (B)

Record Keeping and Data Protection Policy

Good and appropriate record keeping is one element of a holistic approach to creating a caring educational environment. Formation of any policy has to give due regard to, and be in consultation with, all personnel involved with the learning needs of every child in our school.

Efficacious recording and fore knowledge are the cornerstones of good teaching. Attendance, for example, is crucial to attainment levels and consistency. As the school is accountable, it must strive to comply with both the spirit and letter of the law. Absences in excess of twenty days in a school year, and suspensions in excess of six days, demand written communication by the school with an Educational Welfare officer. The school is not a monolith. Openness is appreciated by staff, parents, pupils and management alike. Such an approach will elicit potential and harmony.

Records comprise an eclectic collection of diverse documents relating to the school, the children attending it and the staff working therein.

In keeping with the ethos of co-operation and transparency at Scoil an Spioraid Naoimh (B), what follows is a draft proposal for the implementation of a records keeping and data protection policy in the school.

The guiding principles will be the welfare of the school community, the law of the land and pragmatism. Time will prove the success of such a policy; but as legislation is unfolding and evolving, particularly in relation to electronic record keeping, it would be prudent to review the policy annually or, at the most, bi-annually, until such time as comprehensive and definitive guidelines emerge. Parameters will thus be established.

The rationale behind the policy will be:

- The establishment of a centralised comprehensive, readily accessible, filing-storage facility for records
- An agreed procedure for access to such.

A manual/paper filing system for records, is in place in the school secretary's office for immediate reference.

Copies of records on special needs pupils/learning support pupils are retained in the rooms of the learning support and resource teachers. These records are locked in the filing cabinet and may not be removed outside the environs of the school.

A storage facility for long term and archival documentation, including photographic material has been located in a room on the top floor of the old school building. Staff will be made aware of this and the material will be frequently added, upgraded, or updated.

Copies of medical records that may need speedy access because of specific the medical condition of a particular pupil, will be kept in a red box close in that pupil's classroom. Equipment needed in the event of an emergency medical situation will also be retained in that red box. Instructions on dealing with identified allergies, ailments will also be retained in the red box

Relevant authorisation and indemnification duly completed will also be retained.

Records exist to be accessed when needed, by parents/guardians, staff members directly involved in the pupil's education and persons authorised by the Principal. Should such access become problematic for a variety of reasons, the Principal has several options to resolve the situation:

- he/she may place the matter before the Board of Management
- seek legal advice
- apply for a court directive.

As a general principle, the bona fides of any request for access to records will be established through the Principal and his/her imprimatur sought. Access will be processed efficiently, tempered with respect for the right to privacy. The hallmarks will be those of sensitivity, simplicity and confidentiality.

Graduation to electronic records keeping will be the prerogative of the Principal in consultation with the Board of Management.

A pupil record begins at the time that a duly completed application form is received seeking placement in the school. The applicant is required to submit a copy of a birth certificate, baptismal cert (where applicable) copies of screening, assessment, diagnostic, psychological tests, speech and language and occupational therapy reports (where applicable). All of the above information will form part of a pupils file.

ASD, DCD material, in house and standardised tests; Health Board documentation, DES correspondence and Special needs referrals, will form an essential part of a pupil's record. The record/file will also include end of year social and academic achievement reports; teacher year books; daily work schedules for special needs pupils; **I.E.P.s/ I.P.L.P.s**, home-school liaison communication, attendance and absence communication.

A record/file will also include inter school and transfer correspondence; detention reports and signed codes of behaviour.

A pupil's journal will, in effect, form part of the records system. The journal is used to record notes to home about concerns, omissions, permissions. The journal is also a record of communication between home and school.

All records should strive for clarity:

Application and permission slips for trips, courses and activities, extra curricular or otherwise –excursions, band, swimming, chess, recitals, talks or games, will be on record.

So too will insurance, indemnification and authorisation correspondence in relation to such undertakings.

Receipts for school utilities and materials purchased will be retained for filing, as will remuneration records for jobs done.

Records, by their nature, will never be finite.

Each application for access, oral or written, will be judged on its merit by the Principal and a considered decision arrived at.

- The continued addition of correspondence and documentation – future health and safety regulations, new guidelines on a range of issues, initiatives, accidents reports, monthly and fortnightly schemes of work, will create an evolving records keeping system; updated, relevant and communicated to staff members.
- With the registration of each new pupil there may be legal-medical addenda. These will need to receive due and careful consideration.
- Job applications, references, inspectors' reports and communication relating to equipment inspections, will be duly filed having been acted on if necessary. A records keeping system should not be a dust gatherer. Observations made on the school, positive or negative, from any source, may be filed should the principal deem it necessary. Minutes of meetings and memos are part of the school's history. As such they should be kept on record.

3.

- How long records will be retained and how they ought to be disposed of will be at the principal's discretion.
- Shredding of unwanted material is an option. Before such a course is adopted however, it might be timely to reflect on certain aspects of current legislation.
- Parents have right of access to any permanent records regarding their children's progress, which are held in the school. The Constitution protects parental rights and also those of the child. The status of guardian carries with it the right to be consulted and have input into important decisions that affect the child.
- It would be prudent to ensure that, in a case of separation, notice is given to both parents regarding any important matter that may impinge on the welfare of the child. A guardian is entitled to be kept informed of the educational progress of a pupil. It would be appropriate to supply copies of school reports to both guardians should the need arise.
- Any activity that takes a pupil outside the jurisdiction or carries any degree of risk, demands consultation with parents/guardians.
- It would be both necessary and wise to obtain the consent of both guardians to the giving of medicines in circumstances of emergency.
- If a disciplinary problem has the potential for serious implications for the child, such as suspension, then parents/guardians should be consulted and kept in the picture.
- The question of religious education is of sufficient importance that both guardians are entitled to be notified in regard to same.

- A school would not be obliged to allow a child to be removed from the school where it had reasonable grounds for believing that such an action would put the child at risk. Records should indicate that the gardaí and/or the Health Board were informed in serious circumstances.
- A guardian is entitled to information on a pupil but not to access without due consent of the other guardian. Should there be a dispute over the name of a child on record, or the name a child is called by, then the school should attempt to use the name on a child's birth certificate pending a legal directive.
- If guardians wish to prevent the school communicating information to people who are looking after the pupil, i.e. grandparents, then a court directive may be sought by the guardian or guardians. Any release of records should be prefaced with acknowledgement of such.
- If there are any conflicting reports by parents regarding a child's progress and integration at school, it might be well advised if the school itself kept records of what has been claimed by each parent/guardian.
- To obtain evidence of legal custody, the school would be justified in seeking an extract from a separation agreement for the records.
- Under the Education Act of 1998, parents of a pupil, and the pupil himself on reaching eighteen years of age, have right of access to all records kept by the school relating to that pupil's education. Under the Education Welfare Act of 2000, the principal of a recognised school has to establish and maintain a register of all students attending that school, with details prescribed by the Minister.
- In the case of a child transferring to another school, his registration remains on the records of the first school until his newly chosen school informs his previous school by notification in writing. Only then can the child's name be removed from the register of the previous school. Any problems relating to the child's attendance or progress will be relayed to his new school to make the transition as smooth and transparent as possible.
- A record of attendance for each school year will be kept as prescribed under the Act. Failure to meet the terms of attendance will result in written communication by the school with an Educational Welfare Officer to inform him/her of same. An extract from the roll/register books may be taken by the welfare officer if needed.
- As the DES and Health Boards come under the scope of the Freedom of Information Act, primary schools can expect inclusion. Schools that retain computer data on staff, or students, are subject to the provisions of the Data Protection Act 1988. Data must be held for a specific and lawful purpose. It must be accurate and updated, and also held no longer than is needed. Measures must be in place to prevent unauthorised access, should such a system be adopted. Data must be adequate, not excessive.
- Retention and disposal of unwanted material should be dealt with as paper records are. It is advisable to print off copies of important e-mail correspondence for the file. An individual, about whom data is held, and who applies in writing for specific access to such data, is entitled to a copy of same.
- The Data Protection Act of 2003 extends Data Protection rules to certain paper based filing systems. Stringent controls are in place in relation to sensitive

personal data. Religious beliefs and ethnic origins are cases in point. Individuals have the right to be informed when data is being processed relating to them.

4.

Suggestions on best practice for record keeping into the future.

- Files should not be removed outside their immediate environs. Sensitive material, psychological reports and legal documentation, should not be accessed without the principal's sanction.
- As there are children from different cultures attending the school, annual reports should combine comments on social integration and attainment levels.
- The Drumcondra Test results may be a useful backdrop to parent/teacher meetings, for comprehensive discussion.
- For teacher-designed tests, it would be preferable if teachers, at different levels, formulated and standardised these for their own level.
- Teachers should be free to use such screening and diagnostic tests, which they deem, best suited to the needs of a particular child.
- There will be records of pupils' work within classrooms. These may exist as portfolios – art is an example. Some psychological reports and referrals may be for the eyes of the parents, resource and learning support teachers only. Judgement calls may be needed by, the principal.
- A parent's decision not to allow a child to attend learning support and resource classes should be recorded. The progress of children with learning disabilities will be monitored and recorded through **I.E.P.s/I.P.L.P.s**.
- Should any sensitive material be electronically filed, then the school should be registered as a data controller.
- Parents will need to be aware of the extent of the school's record keeping system, so that decisions taken by them will not be done lightly.
- The principal will have access to records relating to employees. Written authorisation from parents/guardians will be essential for access by all appropriate persons to a pupil's records. Such authorisation, however, should be specific. Requests for access should come with sufficient notice.
- While a standardised format exists for school reports to parents, the facility should be there for addenda, or amendments, to such a format, especially for children with learning disabilities. Comments will be based on performance in class coupled with the results of in-house and standardised tests. Teachers will sign these annual reports and copies should be kept for record. Parents may respond to these at parent/teacher meetings or by written communication with the school.
- A designated post-holder will have overall responsibility for compilation, storage and upgrading of records. Other members of staff may be involved at the behest of the principal. Elements of records to be retained may demand an informed judgement call by the principal.
- If records are transferred to another school, or agency, wisdom would dictate that a note would be kept on file of what, when and to whom such records have been transferred.
- A prudent school should keep records of its pupils into adulthood. Pupils may bring a legal action in relation to events in childhood. The Statute of Limitations 1957 – 2000, comes into play in such cases.

- Permission should be sought from parents if third parties seek access to reports from external agencies – NEPs is an example.
- Retention of records on employees – c.v.s, references, contracts, and so forth, should be at the principal's discretion.
- All these measures will encourage uniform record keeping, systematic reporting to parents on a child's progress, no disruption to teaching time and managed storage of documentation.

5.

- The principal will notify parents of their entitlements with regards to records.
- When children transfer out of the school, a senior post-holder will ensure secure storage of their records.
- Procedures, i.e. compilation, storage and access, will be in place prior to the summer holidays of 2007.
- Should new guidelines be forthcoming from external agencies, they will be immediately implemented and the policy amended accordingly.

Scoil an Spioraid Naoimh (B)

Reports to Parents Policy

School Reports:

Reports are intended to inform the parents on the progress of their child throughout the school year i.e.

- Social development
- Their academic progress and achievements

At present, end of year school reports are posted out to parents each July. This meets parental requirements.

Should a teacher wish to meet a parent during the school year to discuss a pupil's progress, a written invitation is sent home in the pupil's homework journal. Teachers should be aware of parent's rights with regard to information

Each curricular area will be reported on as well as behaviour, attendance, relations with peers etc.

Reports should be clear, concise, thorough and objective.

The school uses commercially produced report forms (Folens)

Parents do not tend to reply to the commercially produced report yet have the right to do so. Parents may comment on aspects of the report to the new class teacher in September if there is cause for concern. Parents have the right to also correspond with the class teacher in the homework journal or homework copybook throughout the school year.

There is adequate room on every report for the teacher's personal comments. These comments generally take a positive and encouraging form perhaps hinting, if necessary, on areas in which the child could benefit from a little extra help.

The Principal does not sign the reports. Reports are signed by the class teacher only.

Copies of the report are kept until the child is 21 years of age. Parents have access to these reports until the child is 18 years of age. The children themselves have access to them from the time they reach 18 years of age. The reports are stored in a general filing system in the school office.

Pupil report cards are passed on to the new class teacher every September in order that the new class teacher may familiarise themselves with their new students. After a suitable period of time they report cards are collected and filed in the general filing system in the school office.

Parent / Teacher Meetings.

The purpose of the parent / teacher meeting is to give the class teacher the opportunity to meet with parents and to provide an opportunity to discuss a pupil's progress. Should a teacher or parent have a particular area of concern, this can be discussed at the meeting. If a teacher is of the opinion that a child could benefit from some extra help or guidance, this can also be related to the parent at the parent / teacher meeting.

Parents are given ample notice of the meeting allowing them to prepare for the meeting if need be.

Teachers and parents can maintain communication through the homework journal or homework copybook until such time as the issue is satisfactorily resolved.

Special Needs Assistants are not usually present at the parent / teacher meetings.

Pupils will not be present for any of the parent / teacher meeting.

Parent / teacher meetings are usually held in November of each school year. This will allow sufficient time for follow up on issues raised by the teacher or the parents.

At present the school does not have access to a translation service for parents whose first language is not English. The school will attempt to address this situation within the resources available to it.

Parents are given an allocated time in which to speak with the class teacher. Prior to the meeting, the class teacher liaises with any other teacher (learning support, resource, HSCL etc.) and the parents are given a time by that teacher as close as possible to the meeting time they were given by the class teacher. This enables parents to have the opportunity to speak with all of their child's teachers within a specified amount of time.

If parents have more than one child in the school, teachers liaise with one another in order to give parents times that are as close with each other.

Meetings are timetabled. The parents receive a note from the teacher indicating their specified time and date.

Parents and teachers are free to take notes during the meeting if they so wish.

If a serious situation needs to be discussed, the class teacher would inform the principal of the meeting yet for general issues, the principal would not be made aware of each individual situation.

If a serious issue arises from the meeting, the principal would be made aware of it or the situation would be discussed with any other relevant staff member.

Teachers record any relevant issues in their individual classroom diaries.

If some parents are unable to meet with the teachers on the specified day, they are encouraged to meet the teacher either before or after school on a day that is suitable for them and the class teacher.

If more time than scheduled is required, the teacher would indicate another suitable time for both teacher and parent to meet to discuss a matter further. This would usually take place either before or after school.

The location of a class is clearly indicated in the hallways and corridors of the school enabling parents to find classrooms when they are unfamiliar with the layout of the school.

Parents await their turn outside the classroom door until the teacher invites them to enter and partake in the meeting.

Depending on each individual teacher, examples of pupil's written work will be available during the meeting. Any artwork or projects would be clearly visible in the classroom itself and outside the classroom door.

Reports to Parents Regarding Behaviour.

At the start of the school year parents/guardians are requested to sign the school's Code of Behaviour which is printed in the school journal to indicate that:

1. They have read the Code of Good Behaviour
2. Agree with the Code
3. Have discussed and explained the Code with their son

In the case where a pupil regularly breaches the school's Code of Good Behaviour a formal note/report regarding the breach of the Code is issued to parents/guardians.

For serious breaches of the code of behaviour, a formal meeting is requested with the parents by the class teacher in an effort to address the situation.

This meeting would be documented and stored in the child's personal file in the general filing system in the school office.

The class teacher writes the report assisted by any other teachers/staff members who have experienced the child's misbehaviour. The Principal may also make a report depending on the seriousness of the issue.

The teacher keeps a record of the events in their individual classroom diary.

Teachers have access to the records for the child's school going days. The parent's have access to these reports until the child is 18 years of age. The child in question has access to these reports from the time he reaches 18 years of age.

Reports to Parents Regarding Attendance.

Pupil absence is monitored on a daily basis by the class teacher and is recorded daily in the class roll book. The teacher sends the general attendance number for his / her class to the post holder in charge of the school roll via email on a daily basis.

Notes from the parents are retained and stored in the child's personal file in the general filing system in the school office. Notes are dated and stored until the child is 21 years of age.

Parents are notified of concerns in relation to their child's attendance.

If a child's absence exceeds 20 days the matter is referred the NEWB (National Education Welfare Board).

Parents are advised if their child's attendance is of a satisfactory or unsatisfactory standard by the school report issued in July of each year.

Parents are made aware that the attendance record will be passed on to any school to which the child may move.

Parents are reminded regularly of their obligations regarding school attendance

Scoil an Spioraid Naoimh (B)

Safety Statement

The Board of Management brings to the attention of its staff the following arrangements for safeguarding the safety, health and welfare of those employed and working in the school.

This policy requires the co-operation of all employees. It shall be reviewed annually or more frequently if necessary, in the light of experience, changes in legal requirements and operational changes. A safety audit shall be carried out annually by the Board of Management Safety Officers and a report made to staff. All records of accidents and ill-health will be monitored in order to ensure that any safety measures required can be put in place to minimise the recurrence of such accidents and ill-health.

The Board of Management of Scoil an Spioraid Naoimh (B), Bishopstown wishes to ensure that as far as is reasonably practical:

- The design, provision and maintenance of all places in the school shall be safe and without risk to health.
- There shall be safe access to and from places of work.
- Plant and Machinery may be opened safely in so far as is possible.
- Work systems shall be planned, organised, performed and maintained so as to be safe and without risk to health.
- Staff shall be instructed and supervised in so far as is reasonably possible so as to ensure the health and safety at work of its employees.
- Protective clothing or equivalent shall be provided as is necessary to ensure the safety and health at work of its employees.
- Plans for emergencies shall be complied with and revised as necessary.
- This statement will be continually revised by the Board of Management as necessity arises, and shall be re-examined by the Board on at least an annual basis.
- Employees shall be consulted on matters of health and safety.
- Provisions shall be made for the election by the employees of a safety representative.

The Board of Management of Scoil an Spioraid Naoimh (B) recognises that its statutory obligations under legislation extends to employees, students, to any person legitimately conducting school business, and to the public.

The Board of Management of Scoil an Spioraid Naoimh (B) undertakes to ensure that the provisions of the safety, Health and welfare at Work Act 1989 are adhered to:

Duties of Employees:

It is the duty of every employee while at work:

- (a) to take reasonable care for his/her own safety, health and welfare, and that of any person who may be affected by his/her acts or omissions while at work.
- (b) To co-operate with his/her employer and any other person to such extent as will enable his/her employer or the other person to comply with any of the relevant statutory provisions.
- (c) To use in such manner so as to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or thing provided (whether for his/her lone use or for use by him/her in common with others) for securing his/her safety, health or welfare at work.
- (d) To report to the Board of Management without unreasonable delay, any defects in plant, equipment, place or work, or system of work, which might endanger safety, health or welfare of which he/she becomes aware.

No person will intentionally or recklessly interfere with or misuse any appliance, protective clothing, convenience or other means or thing provided in pursuance or any of the relevant statutory provisions or other wise, for securing safety, health or welfare or persons arising out of work activities.

Employees using available facilities and equipment provided, should ensure that work practices are performed in the safest manner possible(see section 9 of safety, health and welfare at Work Act 1989).

Consultation and Information:

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) to consult with staff in preparation and completion of hazard control forms, to give a copy of the safety statement to all present and future staff, and to convey any additional information or instructions regarding health, safety and welfare at work to all staff as it becomes available. Health, safety and welfare at work will be considered in any future staff training and development plans.

Hazards:

Hazards shall be divided into two categories. Those which can be rectified will be dealt with as a matter of urgency. Those that cannot will be clearly indicated and appropriate procedures listed beside them. All hazards shall be eliminated in so far as resources and circumstances allow.

Fire:

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that:

- a) The Board of Management will ensure that an adequate supply of fire extinguishers, suitable for the type of fires likely to occur in each area, is available, identified and regularly serviced by authorised and qualified persons. Each fire extinguisher shall have instructions for its use.
- b) The Principal will ensure that fire drills shall take place at least once a term.

- c) Fire alarms shall be clearly marked. (Responsibility of Board of Management Safety Officer)
- d) Signs shall be clearly visible to ensure that visitors are aware of exit doors and routes. (Staff Safety Officer)
- e) All doors, corridors, and entries shall be kept clear of obstruction and shall be able to be opened at all times from within the building. Each teacher who has an exit in her classroom must ensure it is kept clear. P.E. hall and main door – Principal will see they are free of obstruction.
- f) A plan of the school shows assembly points outside the school.
- g) Assembly areas are designated outside each building, and the locations specified.
- h) Exit signs shall be clearly marked.
- i) All electrical equipment shall be left unplugged when unattended for lengthy periods and when the building is empty. Teachers are responsible for their own classroom. The secretary/Principal, as appropriate, are responsible for the office. Staff room is every teachers responsibility. Cleaner to check when cleaning.
- j) Principal shall be responsible for fire drills and evacuation procedures.
- k) All recommendations made by a Fire Officer in addition to these provisions shall be implemented.

The following hazards (in so much as can be identified) are considered by the Board of Management to be a source of potential danger and are brought to the attention of all concerned.

1. Wet corridors
2. Climbing frames
3. Trailing leads
4. Typewriters, Computers
5. Guillotine
6. Projectors
7. Fuse Board
8. Electric kettles
9. Boiler house
10. Ladders
11. Protruding units and fittings
12. External store to be kept locked
13. Slabs around perimeter of school
14. Garden stores

15. Icy surfaces on a cold day
16. Mats in hall
17. Windows opening out

To minimise these dangers the following safety/ protective measures must be adhered to (see duties of employee pages 1-2 of this document):.

- (a) Access to and operation of plant/equipment is restricted to qualified members of the staff, whose job function is that of running, maintaining, cleaning and monitoring particular items of plant in the course of their normal duties. Copies of this Safety Statement will be sent to all contractors prior to contract by the Principal/Board of Management. Any other contractors entering the school must be shown a copy of the schools Safety Statement and shall adhere to it's provisions.
- (b) In addition all such plant and machinery is to be used in strict accordance with the manufactures instructions and recommendations.
- (c) Where applicable Board of Management will ensure that members of the staff will have been instructed in the correct use of plant, machinery and equipment.
- (d) All machinery and electrical equipment are fitted with adequate safeguards.
- (e) Precautionary notices, in respect of safety matters are displayed at relevant points.
- (f) Ladders must be used with another person's assistance.
- (g) Avoid use of glass bottles where possible by pupils. Remove broken glass immediately on discovery
- (h) Board of Management will check that floors are clean, even, non-slip and splinter-proof.
- (i) Principal will check that PE equipment is stacked securely and in positioned so as not to cause a hazard.
- (j) Check that all PE and other mats are in good condition.
- (k) An annual routine for inspecting furniture, floors, apparatus, equipment and fittings. Board of Management Safety Officer and Staff Safety Representative.
- (l) Check that wooden beams, benches etc. Are free from splinters and generally sound Vice Principal.
- (m) Check that vaulting horses, beams and benches are stable and do not wobble when in use. Principal.
- (n) Check that there are no uneven/broken/cracked paving slabs. Caretaker under Board of Management.
- (o) Will check that roofs, guttering, drain pipes etc as far as can be seen are sound and well maintained. Board of Management Safety Officer.
- (p) Teachers check that manholes are safe.
- (q) Check that all play areas, are kept clean and free from glass before use.
- (r) Check that outside lighting works and is sufficient. Board of Management.
- (s) Check that all builder's materials, caretakers' maintenance equipment, external stores etc are stored securely. Principal and Board of Management Safety Officer.
- (t) Check that refuse is removed from building each day and is carefully stored outside. Caretaker.
- (u) All video display units should have a screen in front of the computer.

Constant Hazards:

Machinery, Kitchen equipment, Electrical appliances.

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that machinery, kitchen equipment and electrical appliances are to be used only by competent and authorised persons. Such appliances and equipment will be subject to regular maintenance checks.

Electrical Appliances:

Arrangements will be made for all appliances to be checked on a regular basis at least annually by a competent person (ie) maintenance person, the supplier or his agent. Before using any appliance the user should check that:

- ◆ All safety guards which are a normal part of the appliance are in working order
- ◆ Power supply cables/leads are in tact and free of cuts or abrasions..
- ◆ Suitable undamaged fused plug tops are used and fitted with the correct fuse.
- ◆ Follow official guidelines issued by the health and Safety Authority.

Chemicals:

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that all chemicals, photocopier toner, detergents etc be stored in clearly identifiable containers bearing instructions and precautions for their use and shall be kept in a locked area, and protection provided to be used when handling them. (Secretary/Cleaner/Principal where appropriate).

Drugs And Medication:

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that all drugs, medications, etc be kept in a secure cabinet, locked at all times and the key kept in a separate and secure place and used only by trained and authorised personnel.

Welfare:

To ensure the continued welfare of the staff and children, toilet and cloakroom areas are provided. A Staffroom separate from the work area is provided, where tea and lunch breaks may be taken. Staff must co-operate in maintaining a high standard of hygiene in this area.

A high standard of hygiene must be achieved at all times. Adequate facilities for waste disposal must be available. An adequate supply of hot and cold water, towels and soap and sanitary disposal facilities must be available.

Members of staff and students are reminded:

- (a) A person who is under medical supervision or on prescribed medication and who has been certified fit for work, should notify the school of any known side effect or temporary physical disabilities which could hinder their work performance and which may be a danger to either themselves or their fellow workers. The school will arrange or assign appropriate tasks for the person to carry out in the Interim.

(b) Staff and students are not allowed to attend the premises or carry out duties whilst under the influence of illicit drugs or alcohol. Any person found breaking this rule will be liable to disciplinary action.

Highly Polished Floors:

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that every attempt will be made to avoid the creation of slippery surfaces. The washing of floors shall be conducted, as far as is possible, to eliminate as far as possible, the danger of slipping. Where floors are wet, warning signs regarding wet floors shall be used. Attention is drawn to the possibility of outside floors and surfaces being affected by frost in cold weather , and staff and pupils shall be told to use handrails when going up or down stairs. Step edges shall be fitted with clearly marked edges of a non-slip nature wherever practical.

Smoking

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that the school shall be a non-smoking area to avoid hazard to staff and pupils of passive smoking.

Broken Glass

The Board of Management shall minimise the danger arising from broken glass. Staff are asked to report broken glass to the Principal so that it may be immediately removed.

Visual Display Units

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that the advice contained in the guidelines on the safe operation of visual display units, issued by the Health and Safety Authority be carefully followed. Any up-to-date information regarding hazards relating to the use of VDU's will be studied and recommendations and directives implemented.

Infectious Diseases

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B) that all infectious diseases shall be notified and steps taken to ensure the safety of staff and students against all such diseases. The Board of Management will endeavour to minimise the risk by adherence to sound principals of cleanliness, hygiene and disinfection and have provided disposable gloves for use in all First Aid applications, cleaning tasks, etc. Toilets and washrooms shall be provided at all times with an adequate supply of water, soap, towels and a facility for the safe disposal of waste.

First Aid

It is the policy of the Board of Management of Scoil an Spioraid Naoimh (B)

(1) Notices are posted in office detailing:

- arrangements for giving first aid,
- location of first aid boxes,
- procedure of calling ambulances etc.....,

- telephone numbers of local Doctor, Gardaí, Hospital.

(2) All incidents, no matter how trivial and whether to employees or to students or to members of the public must be reported immediately to the person responsible for the hazard identified in the Statement or in the event that the accident/incident occurs in any other place to which that paragraph dealing with hazards does not relate to the Safety Officer. This is necessary to monitor the progress of safety standards and to ensure that the proper medical attention is given where required. An Accident Report File is to be maintained for the recording of all accidents and incidents by the Safety Officer.

The Principal will see that there will be maintained in the school a properly equipped First Aid Box available to staff at all times containing:

- sticking plasters
- Anti-histamine for Stings, etc.
- Tape
- Disinfectant (e.g) savlon
- Eye lotion(e.g) Optrex
- Antiseptic cream
- Cotton Bandage
- Cream for First Aid treatment of Burns
- Antiseptic Wipes
- Scissors
- First Aid Chart

Disposable gloves must be used at all times in administering First Aid

Access To School

Any contractor must make direct contact with the Principal before initiating any work on the premises and shall be shown a copy of the safety statement applying to the school and shall agree to its provisions.

While work is in progress, any noise shall be avoided wherever possible during school hours and shall at all times be reduced to the minimum necessary. The contractor and his workmen shall not create any hazard, permanent or temporary, without informing the principal or his nominated agent and shall mark such hazard with warning signs or other suitable protection.

Collecting Children:

- (1) All parent/guardians/carers in the interest of safety must obey all signs upon entering the school grounds.
- (2) Those parking outside the school grounds are advised to accompany children to and from the school premises.

Revision Of This Safety Statement

This statement shall be regularly revised by the Board Of Management of Scoil an Spioraid Naoimh (B) in accordance with experience and the requirements of the Health and Safety Act and the Health and Safety Authority.

Signed on behalf of the Board of Management:

Chairman: _____ Date: _____

Principal: _____ Date: _____

SafetyOfficer: _____ Date: _____ Nominee of BOM

SafetyOfficer: _____ Date: _____ Nominee of staff

Scoil an Spioraid Naoimh (B)
Bishopstown

Policy statement in accordance with the safety, health and welfare at work act 1989

Members of the Board of Management:

Chairman: Prof. Chris Synnott

Board Members:

Safety Officer:

Staff Nominee:

Prepared by representatives of the Board of Management, in consultation with parents and teachers in accordance with the safety, Health and Welfare Act at Work Act 1989

Scoil an Spioraid Naoimh (B)

Special Needs Policy

Access to education will be facilitated for Children with Special Needs in accordance with the level of resources provided by the Department of Education and Science to the Board of Management at any given time.

We understand the term Special Needs to be that as defined by the D.E.S. in Circular 8/99. Children with Special Needs are allocated Resource Teaching by the D.E.S on the basis of reports furnished by appropriate specialists.

Identification of Children with Special Needs:

Concerns about children arise in a number of ways:

1. Parents observation of their child's developmental and educational progress.
2. Through teacher observation of pupil in class and in playground.
3. following standardised testing.

Providing for Children with Special Needs:

Having consulted with the parents and teachers involved the Principal or Teacher designated the duty will seek appropriate assessment. This will involve arranging for an assessment by or through N.E.P.S. or with other specialist support agencies. The procedures laid down by the D.E.S. and N.E.P.S. will be strictly followed.

Following the receipt of the Assessment Report application will be made to the D.E.S for Resource Teaching, Special Needs Assistance support or other resources deemed necessary.

Allocation of Resources:

Following allocation of resources to the school the Special Needs Team will meet the parents, child and other personnel and then draw up an Individual Education Plan (IEP). Prior to the drawing up of the I.E.P. the parents will be required to fill in the Special Educational Needs Profile with the teacher. The aim of the IEP will be to support as far as possible the integration of the child with special needs into the mainstream setting. The child will work with the Resource Teacher for the allocated time but a copy of the IEP will be given to the Class Teacher in order that the Special Needs Assistant can facilitate the pupil's integration within the classroom setting. The IEP will be added to the class file. IEPs will be reviewed regularly.

Parents are invited to meet the Resource Teacher regularly as continued input from home is vital if progress is to be made. The Special Needs Team will meet regularly to review all the pupils and meetings of the team take place with the Principal when necessary.

Timetabling:

Class teachers of children with special educational needs are asked to timetable subjects so that the child receiving Resource Teaching does not miss the same subject every day. Special attention is directed to the timetabling of Religion, Arts, Music and Physical Education.

Attendance:

The Resource Teacher will record daily attendance of pupils and in the event of a pupil not appearing at the time allocated will make contact with the class teacher.

Scoil an Spioraid Naomh (B)

Student Teacher Policy

- The school will only accept student teachers with the permission of the Board of Management and agreement the agreement of the teaching staff.
- Student teachers are accepted only if they are covered by insurance held by their college.
- Certain colleges have a liaison person who liases between the school and the student teacher. It is generally the liaison person who makes the initial contact with the school.
- It will not be the responsibility of the Principal or the teaching staff to assess the performance of students.
- Student teacher's supervisors are responsible for awarding a grade based on visits.
- The Principal and class teacher may offer advice and guidance to the student teacher.
- The student teacher is advised to visit the school in advance to get an outline of work to be covered. Certain colleges insist on this.
- Teaching practice placements are given on first come-first served basis but past-pupils will be accommodated in as far as possible. An information pack contains details of School closures and Lunch break etc.
- The class teacher at all times retains ultimate responsibility for pupils' learning and welfare during the time the student teacher is with the class.
- Student teachers generally use in the canteen facilities in the Sports Hall for breaks and rest periods
- The student teacher is directed by their college and depending the year of study as to how many lessons he/she teaches per day. All areas of curriculum are covered over the course of the teaching practice. If the student teachers are working in pairs or only teaching for a portion of the day, then they are required to observe and watch partner/class teacher for the rest of the day.
- If the school is closed for planning days/ in-service etc the school will accommodate the student by providing them with an opportunity to make up these days at end of teaching practice or at an alternative time.
- A convenient place for the supervisor and student teacher to meet in professional comfort is provided. The parents room and library are possible locations.
- Certain colleges require students to write a reflection at the end of their teaching practice.
- The school should keep a record of student teachers for future reference.

Scoil an Spioraid Naomh (B)

Substitute Teacher Policy

Substitute teachers will be employed by the school in accordance with rules and regulations in existence at the time.

A distinction is made between long-term (eg. covering maternity leave etc) and short-term substitute teachers (brief illness/attending a seminar etc).

Long term substitutes will be required to assume all of the responsibilities and duties of the member of staff that they are substituting for. These responsibilities and duties will include planning schemes of work (in conjunction with teacher of same class level if appropriate), completing cuntaisí míosúla, attending staff meetings, participating in parent/teacher meetings. Long-term substitute teachers and SNA will need to be given more in-depth knowledge regarding school policies. Student records may be accessed by long-term subs if necessary.

Short –term substitutes:

- The principal will decide whether a substitute teacher may be employed. Substitute teachers cannot be employed to cover extra personal days being taken by teachers.
- Qualified primary school teachers must be sought to provide substitute cover. If no qualified primary teacher can be found then a non-qualified person may substitute. A non-class teacher (Language support teacher/learning support teacher) may be asked to fill in if a substitute cannot be found.
- Substitutes can be sourced from using a list of teachers who have previously subbed in schools or people who have expressed an interest in subbing in the school provided the Principal deems them acceptable. Also services such as “text-a-sub” may be used to source substitute teachers.
- Substitute teachers must fill out and return the relevant documentation/forms to the office on completion of their period as substitute.
- The substitute teacher should follow the scheme/daily notes assigned for that day if possible. If there is another teacher with the same class level, they will be asked to guide the substitute further. Alternatively each classroom should contain worksheets for use in the case of a sub being called.
- A pack must be given to a sub teacher on arrival which briefly outlines the following: health and safety information, homework, administration of medicine, lunch time arrangements, arrival and dismissal of students, code of behaviour, roll book procedures and reporting incidents/accidents.

- Class teachers should devise a guide of routines, procedure, timetables etc. This must be updated if necessary. Information about children with special needs etc should be disclosed only if relevant. Times for children to leave the room for learning/language support etc should also specify if these children will be collected by a support teacher or not. Additional information on typical amount of homework could be added. Name tags should also be prepared.
- The sub teacher must fill in a template of the work covered and general comments each day. This should be left for the attention of the class teacher on their return.
- A record is kept of substitute names, contact details, qualification, dates of subbing and the class level for future reference.

Scoil an Spioraid Naoimh (B)

Supervision of Pupils Policy

It is the policy of Scoil an Spioraid Naoimh to take all reasonable precautions to ensure the safety of pupils and to participate in supervising pupils when they are on the school premises, during school time and/or school activities.

Assembly Time Supervision:

- All parents are made aware on a regular basis of the opening of the school.
- A rota system is in place each morning where teachers with posts of responsibility along with the Special Needs Assistants supervise the areas where children line up in their class groups. The teachers involved operate on a week on, week off basis.
- On wet days the children are supervised in halls and corridors with the same rota system in place.

Dismissal Time Supervision:

All pupils are supervised at dismissal. A rota is in place whereby class teachers and teachers with posts of responsibility assume certain supervision duties until all of the children have left the premises safely.

Playground Supervision:

- At yard time, procedures are in place for bringing children to and from play areas.
- A rota system is in place where teachers are on yard duty once a week.
- Systems are in place where teachers can swap days to cater for absences due to sick leave or other forms of leave.
- The Deputy Principal makes arrangements replacements for teachers out on sick leave.
- Teachers are notified of the daily rota by email.
- On wet days, a wet day rota is in place where boys are supervised in their classes by teachers on duty, helped by the special needs assistants.
- Supervision rotas are on display in the staff-room
- Teachers who volunteer to supervise sign their supervision contract on a yearly basis in accordance with circular 18/03 and are made aware of the duties and responsibilities involved. These are retained for at least six years.
- Pupils are reminded on a regular basis of the rules that apply in the yard. They are also strict anti-bullying policies in place. There are clear sanctions for misbehaviour.
- There is a system in place for recording incidents that occur in the playground. This facilitates easy communication between person supervising and principal and class teacher/s.

Other Supervision:

- A system is in place where pupils not collected on time are supervised in a given area. The school secretary has an update list of contact numbers for all pupils.
- Procedures are also in place to supervise children when a teacher is absent from his/her classroom (i.e. meeting with a parent, coffee/lunch break).
- Strategies are in place to encourage good behaviour in the playground areas. Games are provided in certain yards to occupy the pupils and activities are also provided in the school hall to groups on a rota basis. The groups are made aware of the rota by email on a daily basis.
- For extra curricular activities parents are informed of the times of coaching/games sessions and the pupils are supervised until collected. Best practice procedures are in place for changing areas and transport to games/activities.

Supervision Of Tours/ Excursions:

- When selecting school tours, teachers take into account the nature of activity involved when assessing the level of supervision required.
- When it is felt that the teacher and SNA cover is not sufficient to supervise the children at an event, a number of parents are selected by the teacher/s involved to assist with supervision.
- All supervision personnel are briefed on the structure of the day and the expectations with regard to behaviour.
- All parents sign a consent form, giving their son permission to go on a specific tour. They are asked to advise teachers of any medical history or needs of pupils.
- A list of phone numbers of pupils and a list pupils with medical conditions will be taken on tour.
- Teachers will have mobile phones available in case of emergency.
- If a sick child needs to be brought home, he will be accompanied by at least two adults

