



# MESSAGE from the PRINCIPAL

**On behalf of all the children and staff, I would like to warmly welcome you to Scoil an Spioraid Naoimh Boys and to extend you a Céad Míle Fáilte.**

Scoil an Spioraid Naoimh aims to create a happy and friendly school where the focus is on children and their learning.

The heartbeat of our school is driven by the enthusiasm of our staff and a desire for every pupil to achieve. In Scoil an Spioraid Naoimh, our Catholic ethos is characterised by our caring spirit, our commitment to pupil and teacher learning, and the provision of a wide variety of curricular and extra-curricular opportunities.

Your child will be joining a school rich in tradition, where the qualities of commitment, dedication, professionalism and volunteerism are alive and well.

In Scoil an Spioraid Naoimh, we hope that your child will be excited and stimulated by learning, will celebrate success, and will participate in many or all of the following: school performances, school choir, school teams, school band, school quizzes, games, art and more.



An essential ingredient for this to happen is teamwork. We view education as a joint venture, involving everyone – children, parents, staff and the wider community. We work closely with parents keeping you involved and informed about our school. We hope that we will be able to depend on your co-operation and support in this partnership, hoping that together we can provide the best for every child.

We hope and expect that your child's experience of our school will be an enriching and rewarding one. If you should have any questions, please do not hesitate to contact me. I look forward to meeting you.

Yours sincerely,

*Brian Cuthbert*

**PRINCIPAL**





# Introduction

Scoil an Spioraid Naoimh Boys first opened its doors to the children of Bishopstown in October 1964. The school began as a two roomed prefabricated building. In 1965 a new 12 classroomed school was opened but it was not too long before more room was needed and prefabricated buildings (some of which were still in use up to the end of 2002) had to be acquired to provide classrooms for the ever growing number of pupils attending Scoil an Spioraid Naoimh Boys. Since those early days Scoil an Spioraid Naoimh Boys has grown into a **centre of learning excellence**.



To ensure the **all-round development** of each pupil, great care is taken to provide pupils with the best learning environment possible. A range of extra curricular and optional subjects is offered to the pupils. The school's facilities are kept **up-to-date** and teaching methods are in accordance with current best practice.

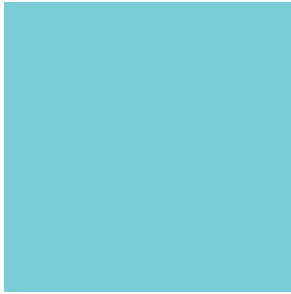
Scoil an Spioraid Naoimh Boys is fortunate in having a **dedicated** and **highly experienced staff**, a **supportive** and **committed** Board of Management and an **enthusiastic** Parents' Association.

It is the aim of Scoil an Spioraid Naoimh Boys to introduce the pupils to the **widest possible** variety of subjects and activities in addition to the core curriculum.



The school believes that the creation of a **multi-lingual environment** prepares the pupils for future studies while also fostering a sense of European identity. French is the European language that is taught at Scoil an Spioraid Naoimh Boys.

# Our FACILITIES





# Curriculum

The school implements the extensive Curriculum which is set out by the Department of Education and Science. This is a child centred, integrated curriculum. The intellectual and creative talents of each pupil are developed in various ways through the curriculum and educational tours as well as artistic, cultural and recreational activities which are organised in all classes. Extensive use is made of the most up-to-date audio-visual equipment and other teaching aides in the classroom.

The Primary School Curriculum outlines what children learn in each subject, the approaches and methodologies used and how children's learning progresses through the primary school. The curriculum is learner-centred. It emphasises the importance of literacy, numeracy, and language, while at the same time responding to changing needs in science and technology, social personal and health education, and citizenship.

As well as learning new ideas and finding out new information in the different subjects of the curriculum, children develop important skills such as communicating, estimating, problem solving, working scientifically, designing and making.

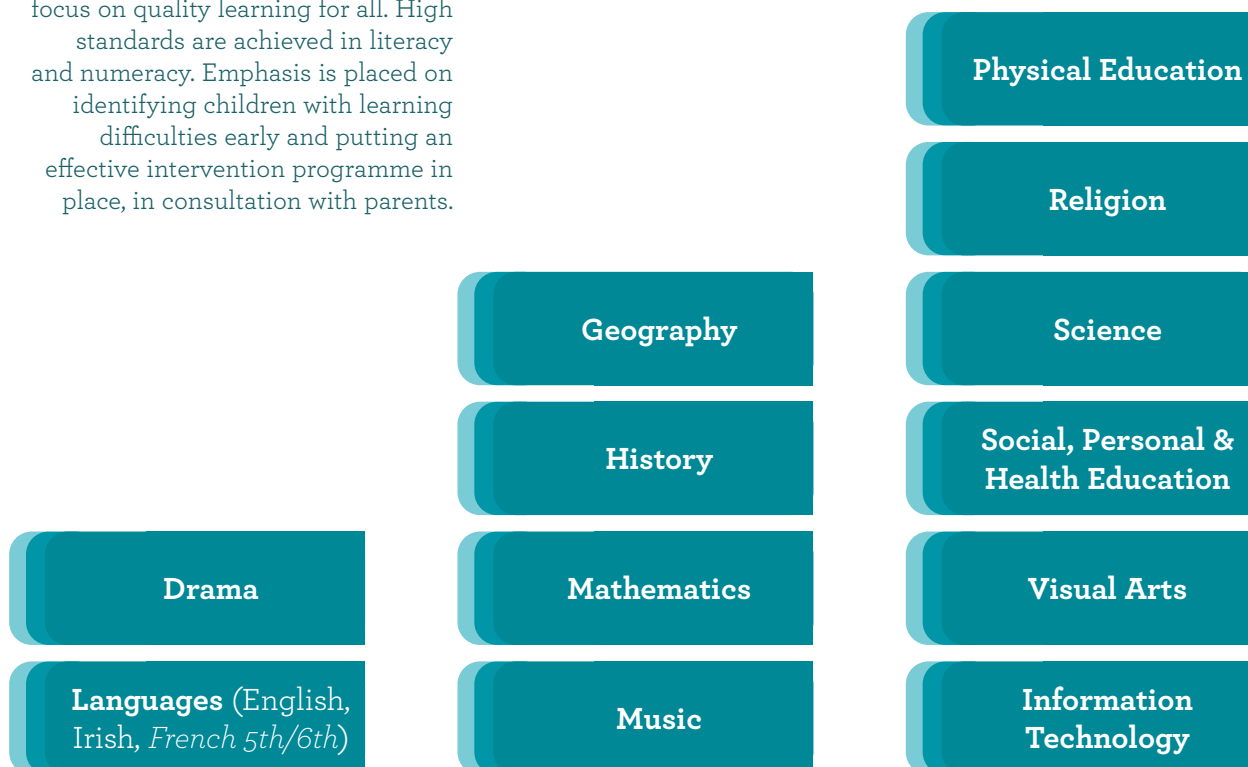
In Scoil an Spioraid Naoimh every effort is made to ensure children taste success regularly. There is a focus on quality learning for all. High standards are achieved in literacy and numeracy. Emphasis is placed on identifying children with learning difficulties early and putting an effective intervention programme in place, in consultation with parents.

The Primary School Curriculum aims to:

- **develop each child's potential to the full**
- **encourage in children a love of learning**
- **help them develop skills they will use all their lives**

## SUBJECTS TAUGHT IN ALL CLASSES

Junior Infants - 6th Class:



# EXTRA CURRICULAR Activities



Scoil an Spioraid Naoimh has a tradition and policy of encouraging participation by all of our pupils in a wide and varied range of sporting and cultural activities. We promote enjoyable participation by providing coaching and competition in that order and have achieved no little success in both, individual and team events at local, county, provincial and national levels. Listed below are some of the activities that the pupils in our school delight in furthering their skills and talents:



Quiz / Spellathon

Gaelic Football

Computer Classes

Speech & Drama

Art Therapy

Art Classes

Gymnastics

Athletics



Hurling

Tennis

Basketball

Soccer

Rugby

Chess

Choir

Band

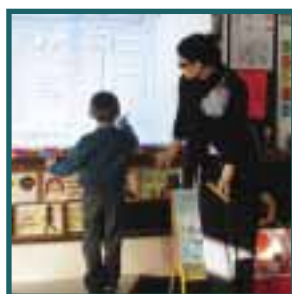
Swimming

Concerts



# After SCHOOL Club

We offer an after school club which we believe is unrivalled throughout the city. Our after school club provides activities to suit all tastes ensuring that the school remains a hive of activity long into the evening when normal classroom activities are finished. Teachers give freely of their time and provide quality coaching and instruction in many different areas. Activities include art classes, computer classes, choir, music lessons as well as the many different sports already mentioned. Some other schools may offer some of these activities in their schools but usually the cost may be inhibitive due to the need to employ outside coaches and teachers. Here, our teachers run these classes ensuring that your child receives the very best of attention from somebody who is very familiar with his personality and his strengths.



# INFORMATION Technology

Scoil an Spioraid Naomh Boys has a state of the art IT network. All classrooms have at least one multimedia computer with internet and e-mail access. The school also has a state of the art computer room which is equipped with 23 multimedia computers with internet and e-mail access. This facility is used for group teaching activities and staff training. All members of staff at Scoil an Spioraid Naomh Boys have undergone basic training in information technology while some members of staff have accessed advanced skills training courses which are run within the school and given by qualified staff tutors. All classrooms have state of the art interactive whiteboards which are now an essential tool in the modern classroom.

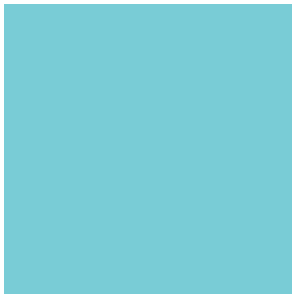


# Drama



The school actively promotes music and speech and drama. The pupils have scored successes at Feis Maitiu and at the Cork International Choral Festival.

Various instruments are taught i.e. tin whistle, recorder, accordion and drums and these instruments are the main instruments of the school band. The pupils perform every year in Cor Fheile na Scol, a Christmas Carol concert in Cork University Hospital and at some public events. Scoil an Spioraid Naoimh Boys has achieved many awards in local and national drama competitions. Speech and Drama classes are available after school as part of our after school programme.



# SPORT



Basketball, Tennis, swimming, football, hurling and athletics are taught at Scoil an Spioraid Naoimh Boys. Over the years our pupils have competed with distinction at the Cork Primary Schools Sports which are held annually in Pairc Ui Chaoimh. They have also achieved success in the Sciath na Scol competitions in hurling and football. We run an after school sport programme throughout the year for boys from 1st to 6th classes. These activities include tennis, soccer, basketball, hurling and football. We do our very best to cater for all interests and we believe that sport is a great tool in terms of social development for our boys.





# Code of Behaviour

Scoil an Spioraid Naomh (B)

## Rationale:

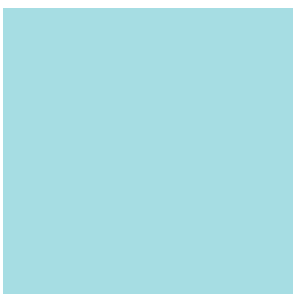
The code of behaviour of Scoil an Spioraid Naoimh (B) is being reviewed

- 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 others privacy

#### 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:
  - a. pushing
  - b. hitting
  - c. kicking
  - d. wrestling
  - e. biting
  - f. using headlocks
  - g. 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.

## 1 WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE BEHAVIOUR

The staff of Scoil an Spioraid Naoimh (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; 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
  - (iii) *Corridor by:*
    - establishing a lining up procedure in the first few weeks of the year,
    - discussing safety rules
  - (iv) *Stairs by:*
    - supervision by post-holders
    - discussing safety rules
  - (v) *Playground by:*
    - establishing ground rules in the first few weeks (appendix 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

(vi) *Wet Day Supervision by:*

- organising a rota of teachers and SNAs
- allowing pupils play suitable games

(vii) *Assembly supervision 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

The SPHE curriculum will be used to support the code of behaviour:

- improve ways of interacting
- develop conflict resolutions skills
- to foster self-esteem
- To develop citizenship

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 on the Board will consult with the BOM when reviewing the code of behaviour. The Board will take on board any suggestions, alterations or addenda that are recommended.

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 resolved:
  - 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 or 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*

- particularly in the first few weeks of the new school year
- when behavioural problems arise
- 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)

The following strategies may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Prescribing additional work
- Communication with parents/guardians
- Pupils may be required to write an explanation of their behaviour in their Homework Journal to be signed by a parent/guardian
- Temporary separation from peers, friends or others
- Loss of privileges
- Detention (e.g. during lunch/yard break)
- Referral to Principal
- Suspension (temporary)

#### PERSISTENT OR GROSS MISBEHAVIOUR:

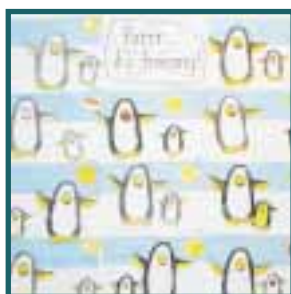
- Repeated disruptive behaviour could result in the suspension of a pupil in accordance with recognised procedures. Aggressive, threatening or violent behaviour (including bullying) towards a Teacher, Special Needs Assistant, pupil, visitor to the school or any member of the school community will be regarded as serious or gross misbehaviour.
- Damage to property will also be regarded as serious or gross misbehaviour.
- The Board of Management may authorise further periods of suspension and ultimately expulsion in accordance with recognised rules and procedures.
- Bullying is unacceptable. The school’s policy is available for viewing in the Parents’ Room by arrangement.



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



# Appendix 2

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

## responsibilities

To try and work out problems in a fair manner

To listen

To help

To try our best

To discuss

To encourage

To share time

To be polite

To make time for others

To be on time

To help others understand

To help others belong

To cooperate

To ask for opinions and ideas

To make an effort

To be honest

To look after each other

To work and play safely

To share equipment

To ask for help

# Appendix 3

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



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 teachers.	Help from senior teachers, learning support teachers with time out for set period(s).
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. Principal sends note to parents/guardians. 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 advises parents of the possibility of suspension. Principal asks BOM to suspend pupil.





# Child Protection Policy

Scoil an Spioraid Naomh (B) aims to provide its pupils with the highest standards of care and protection, in order to promote each child's well-being and safeguard him/her from harm while in the school. The Board of Management of the school has adopted the "Children First" Guidelines of the Department of Health & Children 1999 and the "Child Protection" Procedures of the Department of Education & Science 2001.

## DESIGNATED LIAISON PERSON (DLP)

The Deputy Principal will act as DLP. The DLP has specific responsibility for child protection and will represent the school in all dealings with Health Boards, An Garda Síochána and other parties in connection with allegations of abuse. All matters pertaining to the processing or investigation of child abuse should be processed through the DLP. One assistant principal will be formally appointed as deputy DLP.

## GUIDELINES FOR RECOGNITION OF CHILD ABUSE

All signs and symptoms must be examined in the total context of the child's situation and family circumstances. There are commonly three stages in the identification of child abuse.

These are: -

- Considering the possibility
- Looking out for signs of abuse
- Recording of information

## HANDLING DISCLOSURES FROM CHILDREN

When information is offered in confidence the member of staff will need to act with sensitivity in responding to the disclosure. The member of staff will need to reassure the child, and retain his/her trust, while explaining the need for action and the possible consequences, which will necessarily involve other adults being informed. It is important to tell the child that everything possible will be done to protect and support him/her but not to make promises that cannot be kept e.g. promising not to tell anyone else. The welfare of the child is regarded as the first and paramount consideration. In so far as is practicable, due consideration will be given, having regard to age and understanding, the wishes of the child.

The following advice is offered to school personnel to whom a child makes a disclosure of abuse.

- Remain calm.
- Listen to the child with sensitivity and openness.
- Take all disclosures seriously
- Do not ask leading questions or make suggestions to the child
- Offer reassurance but do not make promises.
- Do not stop a child recalling significant events
- Do not over react
- Explain that further help may have to be sought
- Record the discussion accurately and retain the record of dates, times, names, locations, context and factual details of conversation.

This information should then be passed onto the DLP and a record will be retained in the school.

If the reporting person or member of the school staff and the DLP is satisfied that there are reasonable grounds for the suspicion/allegation, the procedures for reporting as laid out in 'Children First' - Section 4.4 pg 38 (Appendix 10) will be adhered to. The Chairperson of the Board of Management will be informed before the DLP makes contact with the relevant authorities unless the situation demands that more immediate action to be taken for the safety of the child in which case the Chairman may be informed after the report has been submitted.

Any Professional who suspects child abuse should inform parents/carers if a report is to be submitted to the Health Board or An Garda Síochána unless doing so is likely to endanger the child.

In cases of emergency, where a child appears to be at immediate and serious risk, and a duty social worker is unavailable, an Garda Síochána should be contacted. Under no circumstances should a child be left in a dangerous situation pending Health Board intervention.

## ALLEGATIONS AGAINST SCHOOL EMPLOYEES

The most important consideration for the Chairperson, Board of Management or the DLP is the safety and protection of the child. However, employees also have a right to protection against claims which are false or malicious.

As employers, the Board of Management should always seek legal advice as the circumstances can vary from one case to another.

There are two procedures to be followed:

- i. The reporting Procedure
- ii. The Procedure for dealing with the Employee.

The DLP has responsibility for reporting the matter to the Health Board. The Chairperson, Board of Management has responsibility, acting in consultation with his/her Board, for addressing the employment issues. If the allegation is against the DLP, the Chairperson of the Board of Management will assume the responsibility for reporting the matter to the Health Board.

## REPORTING

When an allegation of abuse is made against a school employee, the DLP should immediately act in accordance with the procedures outlined in "Child Protection."

A written statement of the allegation should be sought from the person/agency making the report. The DLP should always inform the Chairperson of the Board of Management.

School employees, other than the DLP who receive allegations against another school employee, should immediately report the

matter to the DLP. School employees who form suspicions regarding conduct of another school employee should consult with the DLP. The procedures outlined in will then be followed. The chairperson of the Board and DLP should make the employee aware privately

- a) That an allegation has been made against him/her
- b) The nature of the allegation
- c) Whether or not the Health Board or Gardaí has been/will be/must be/should be informed.

The employee should be given a copy of the written allegation and any other relevant documentation. The employee should be requested to respond to the allegation in writing to the Board of Management within a specified period and told that this may be passed to the Gardaí, Health Board, and legal advisers.

The priority in all cases is that no child be exposed to unnecessary risk. Therefore, as a matter of urgency, the Chairperson should take any necessary protective measures. These measure should be proportionate to the level of risk and should not unreasonably penalise the employee in any way unless to protect the child.

If the nature of the allegations warrant immediate action in the Chairperson's opinion, the Board of Management should be

convened to consider the matter. The Board will consider feedback if any has been received from the Health Board, Gardaí or relevant source. This may result in the Board of Management directing that the employee absent him/herself from the school forthwith while the matter is being investigated (Administrative Leave). When the Board of Management is unsure as to whether this should occur, advice should be sought from the Gardaí and/or the Child Care Manager of the Health Board and the legal advisers to the Board of Management.

#### **ADMINISTRATIVE LEAVE**

Should the Board of Management direct that the employee absent him/herself as above, such absence of the employee would be regarded as administrative leave of absence with pay and not suspension and would not imply any degree of guilt. The DES should be immediately informed.

#### **BOARD OF MANAGEMENT**

The Chairperson should inform the Board of Management of all the details and remind the members of their serious responsibility to maintain strict confidentiality on all matters relating to the issue and the principles of due process and natural justice.

# Admissions / Enrolment Policy



**NAME OF SCHOOL:** Scoil an Spioraid Naoimh (B)

**ROLL NO.** 20077A

**ADDRESS:** Curraheen Road, Bishopstown, Cork

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#### **THE SCHOOL**

Founded in 1964, Scoil an Spioraid Naoimh (B) is a Roman Catholic Primary School recognised by the Department of Education and Skills as a Boys primary school under the patronage of the Catholic Bishop of Cork and Ross.

As a Roman Catholic School, Scoil an Spioraid Naoimh (B) aims at promoting the full and harmonious development of all pupils' cognitive, intellectual, physical, cultural, moral and spiritual, including a living relationship with God and other people. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ.

The school caters for the full range of classes from Junior Infants to Sixth class. It is an inclusive school and caters for children of all abilities.

Scoil an Spioraid Naoimh (B) operates under the Rules for National Schools and Departmental Circulars and is funded by grants. The staff is resourced by the Department of Education and Skills. The school is subject to The Education Act (1998), The Education Welfare Act (2000), The Education for Persons with Special Education Needs Act (2004), Equal Status Act 2000 and all other relevant legislation. Scoil an Spioraid Naoimh (B) follows curricular programmes laid down by the Department of Education and Science.

#### **THE ADMISSIONS POLICY**

This Admissions Policy has been formulated in accordance with the provisions of the Education Act 1998 in order to assist Parents in relation to enrolment matters. The Chairperson of the Board of Management or the Principal will be happy to clarify any further matters arising from the policy.

#### **APPLICATION PROCEDURE**

Application forms are available in the school office. Parents seeking to enrol children should return a completed application form with an original birth/adoption certificate and baptismal cert (where appropriate) to the school. Parents of children enrolled in Junior Infants will be invited to an information meeting in the school on a date prior to the commencement of each school year.

- 1 Children will be enrolled on application provided that there is space available.
- 2 Junior Infants are enrolled in September provided the child has reached his/her 4th birthday. Normally, Junior Infants will not be enrolled during the year unless transferring from another school. This is for educational reasons as the curriculum is progressive and it is necessary for the child to complete a full year.
- 3 Decisions in relation to application for enrolment are made by the Board of Management.
- 4 Parents will be informed of acceptance of the child to the school as soon as possible
- 5 No child is refused admission for reasons of ethnicity, special educational needs, disability, language/accents, gender, traveller status, asylum-seeker/refugee status, religious/political beliefs and values, family or social circumstances.
- 6 The completion of an application form or the placement of your child's name on a list, however early, does not confer an automatic right to a place in the school.

Children enrolled in the Primary School, are required to co-operate with and support the school's Code of Good Behaviour as well as all other policies. Parents/Guardians are responsible for ensuring that their child(ren) co-operate with these policies in an age-appropriate way. A copy of the Code of Behaviour and a copy of the Ethos Statement will be issued to all parents on enrolment and each parent will be requested to sign an undertaking to uphold the school Code of Behaviour. Refusal to sign the school's code of Good Behaviour will result in a refusal to enrol.

In the event of the number of children seeking enrolment exceeding the number of places available the following criteria will be used to prioritise children for enrolment:

- 1 Brothers and sisters of children already enrolled (including stepsiblings, resident at same address) and Catholic children living within the parish.
- 2 Catholic children who live outside the parish and who do not have a Catholic school in their parish.
- 3 All children who live within the parish boundaries but are not Catholic.
- 4 Catholic children from outside the parish who do have a Catholic school in their parish.
- 5 All children who apply to the school and are not Catholics and not resident in the parish.
- 6 In the event of being unable to enrol children in any year, the child's name will be placed on the waiting list in accordance with the criteria as above.

Other pupils may be enrolled during the school year if newly resident in the area. Pupils wishing to transfer from other schools are enrolled subject to the Rules for National Schools, Education Welfare Act and school's enrolment policy.

#### DECISION MAKING

The Board of Management determines the maximum number of children in the school based on the Department of Education's recommended enrolment at the time.

#### CHILDREN WITH SPECIAL NEEDS

Children with special educational needs are welcome to enrol in the school and every effort will be made to provide them with an appropriate education as well as to include them in every aspect of school life. The child enrolling in Scoil an Spioraid Naoimh (B) will be resourced in accordance with the level of resources provided by the Department of Education and Skills to the Board of Management.

The Board of Management may request copies of relevant reports or request that the child be assessed prior to enrolment in order to assist the school in establishing the educational needs of the child and to profile the support services required. The Board of Management will endeavour to have all resources and supports in place before the child is admitted to the school. This may include visiting teacher service, resource teacher, special needs assistants etc, specialised equipment or furniture, transport services etc.

The school will meet with the parents of the special needs child to discuss the school's suitability for the child. If considered necessary, a full case conference may be called which will include parents, class teacher, learning support teacher, resource teacher and psychologist or any other professional person as appropriate.

The Board of Management may defer enrolment of a Special Needs child until such time as all appropriate resources are in place.

#### EXCEPTIONAL CIRCUMSTANCES

The school reserves the right to refuse enrolment to a pupil in exceptional cases. Such an exceptional case could arise where either:

- 1 The pupil has special needs such that, even with additional resources available from the Department of Education and Science, the school cannot meet such needs and/or provide the pupil with an appropriate education.
- 2 In the opinion of the Board of Management, the pupil poses an unacceptable risk to other pupils, to school staff or to school property. (*see Appeals Procedure below*)

#### CHILDREN OF OTHER FAITHS OR NO FAITH

Bearing in mind the Catholic ethos of the school, every effort will be made so that the school is as inclusive as possible. While Catholic education and the ethos of the school permeates the day, children of other faiths or those of no faith, will be excused from attendance at formal religious instruction classes and specifically Catholic liturgies, where request is made in writing. As far as is possible, in consultation with parents, suitable alternative arrangements will be made in order to facilitate this. It will not be possible however to provide religious instruction in other faiths.

#### APPEALS PROCEDURE

In line with Section 28 of the Education Act 1998, parents who are dissatisfied with an enrolment decision, may appeal to the Board of Management. This appeal must be addressed, in writing, to the Chairperson of the Board, stating the grounds for the appeal, and lodged within ten days of receiving the refusal. Parents, if unhappy with the result of this appeal, may appeal to the Department of Education and Skill under Section 29 of the Education Act on the official form provided by the Department. An appeal form will be issued by the school to the parents/guardians. This appeal must be lodged within 42 days of receipt from the school of the refusal to enroll.





