Scoil an Linbh Íosa

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***Chairperson, Board of Management*:**

Noel Merrick

Principal

Patron **:** *Bishop of Kildare & Leighlin*

***School Motto*:** Ní neart go chur le chéile.

There is no strength until we work together

Our school is a partnership involving Teachers, Parents, Special Needs Assistants, Administration, the Board of Management and the Pupils. Without all of these partners working in the cohesive fashion in which they do the school could not perform to its maximum ability

Scoil an Linbh Íosa

Ballycane, Naas, Co. Kildare

Mission Statement

Scoil an Linbh Íosa is a Junior Co-educational Catholic School and the children are central to all our activities as a team.

The child's welfare is our prime concern, and all other considerations are subordinate to it.

Our Mission is to give each child the help and the facilities which will enable him/her to develop physically, mentally, emotionally, morally, spiritually and socially in a healthy manner and in conditions of freedom and dignity.

For the full and harmonious development of the child's personality he/she needs love, understanding and care. These attributes shall underline our approach to her/him.

We wish our school to be a place where both pupils and staff are happy and fulfilled, motivated and challenged in a caring and secure environment. It is our mission that all pupils be socially aware, morally courageous with a keen sense of responsibility and respect for themselves and others. It is our mission also that all pupils will reach their full potential. We would like to see our mission achieved in an open, caring non-threatening relaxed environment which is adequately resourced.

Scoil an Linbh Íosa will endeavour to enhance the self-esteem of everyone in the school community.

It will encourage the involvement of Parents through home/school contacts and through active involvement in the Parent/Teacher Association. It will also enlist their co-operation whenever it is deemed necessary. Scoil an Linbh Íosa will promote gender equity among pupils and staff. It will strive to promote both individually and collectively the professional and personal development of its teachers and other staff members through Staff Development Programmes.

Our Mission also is to ensure that all within our school and all those who visit it will be treated with equal care, affection respect and consistency.

School Motto

Ní neart go cur le chéile.

Scoil an Linbh Íosa is a Junior Co-Educational Primary School opened in 1980 and it caters for the educational needs of children from Junior Infants to Second classes.

We have approximately 430 pupils on roll. Our entire teaching staff totals twenty-seven. We can have any number of Special Needs Assistants in a year depending on the number of pupils with Special Educational Needs. Teaching staff of 26 includes 17 Mainstream Class Teachers, 8 Support Teachers and an Administrative Principal.

Our School's Ethos

Our school ethos aims at promoting the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. Our school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. Scoil an Linbh Íosa provides religious education for our pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the Catholic Faith. While the school is one with a Catholic Ethos, all who work here have due recognition for all other religions.

The Curriculum in use comprising of the following subjects

Language: English and Gaeilge

Mathematics:

S.E.S.E. – Social, Environmental and Scientific Education: Science, basic history and basic geography
Basic History and Basic Geography
Arts Education: Comprising Visual Arts, Music, Drama
Physical Education
S.P.H.E.- Social, Personal, and Health Education, including R.S.E. and Stay Safe Programme

Religious Education: As we are a Catholic School, we study the Alive-O Programme in all classes. We recite daily prayers. We celebrate the various Religious Feasts e.g. – Christmas, St. Brigids Day, St. Patrick's Day, Lent, Easter, the Month of May. We assist Parents in the preparation of their children for **First Confession** and **First Holy Communion**. Our school is dedicated to the **Infant Jesus** – hence the name Scoil an Linbh Íosa.

Board of Management

The body responsible for the running of the school is called the Board of Management and is made up of a group of eight people. The school is a catholic school and is under the Patronage of the Catholic Bishop of Kildare and Leighlin. Board of Management is elected every four years. This election generally takes place in late September and Board take up office in December. The Bishop appoints the Chairperson and one other member to serve on the Board. Two parent's representatives are elected from the general body of parents.

One Teachers Representative is elected from the teaching staff – Principal is automatically on the Body. These six members meet and choose two people from the wider community to make up the entire board. This board is then responsible for the running of the school for its term of office – its responsibilities include the appointment of staff, both teaching and ancillary, the upkeep and maintenance of the school, the implementation of school policies, the provision of adequate facilities for both pupils and staff, etc. It is also responsible for

both the formulation and implementation of Policy. There are generally about nine full Board Meetings held each year. The Chairperson of the present Board of Management is ***Mr. Noel Merrick*** – Regular and very frequent meetings take place between the chairperson and the Principal.

Parent Teacher Association

We have a very active Parent/Teacher Committee in the school. A new committee is elected every year and each year as new pupils join the school their parents are invited to join the committee. The A.G.M. is generally held before the end of November.

The committee assists in fundraising activities, helping out with the running of the Christmas Concerts, organises talks for the general body of parents and assists with the practicalities of the celebration of first Communion among other activities. When it is deemed necessary it assists in the formulation of some school policies. It assists also in the coaching of Games. Our Committee is affiliated to the National Parents Council. We are also extremely grateful to all our parents who are generally very co-operative, supportive and generous not only financially but with their time and expertise also. If you feel that you have a talent to offer which could be beneficial to the pupils/teachers, we would love to hear from you.

Aims Of Our School

1. To enable children to live full lives as children.
2. To equip them to avail themselves of further education.
3. To help prepare children to live full and useful lives as adults in society.
4. To help children realize the value and importance of their own uniqueness and self-worth.
5. To foster and enhance high self-esteem in all our students.

School Hours

Junior Infants:	**8.50a.m. – 1.30p.m.**
Senior Infants:	**8.50a.m. – 1.30p.m.**
All Other Classes:	**8.50a.m. - 2.30p.m.**
Lunch Break:	**12.30p.m. - 1.00p.m.**

School starting time as already stated is at 8.50a.m. – Please allow your children to come into the classroom on their own and please ensure that they are in school by 8.50a.m. each morning – Children are to be collected from outside exit gates at 1.30p.m./2.30p.m. as is relevant

***School Uniform*:**

All Junior and Senior Infants wear the School Tracksuit.

For Girls: Navy blue skirt/pinafore/pants (no specific design), light blue blouse and navy cardigan, navy tie with elasticated neckband.
Canvas runners for P.E.
Uniform Tracksuit for P.E..

For Boys: Navy pants, light blue shirt and navy jumper, navy tie with elasticated neckband.
Canvas runners for P.E.
Uniform Tracksuit for P.E.

A change of clothes is required by each pupil. This change of clothes will be kept in school.

School/Home Links: & Parent Teacher Briefings

We welcome the involvement of parents in their children's formal education. Parent Teacher Meetings will take place each year. If it is considered advantageous, or necessary, the Board of Management may call a general meeting of parents on occasions. Notice, in writing, of all meetings will be given at least five days in advance to the children. We feel that it is essential, for the good of your child and to keep you abreast of modern trends in education, that you attend these meetings.
Formal/Parent/Teacher Briefings will be generally held **in February** each year. You may of course make an appointment to meet with your child's teacher at other times during the school year also if you consider it necessary. The teacher may also seek to meet with you, but I ask you not to make impromptu visits to teacher nor to drop casually into the classroom whenever you choose as the teacher will not be able to meet with you.

School Reports

Written School Reports will be sent to Parents/Guardians at the end of each School Year.

Special Meetings

1. A special curriculum explanation night for the parents of Junior Infants is held each year at the end of September. A special meeting outlining school policies and procedure is held in the June prior to the child's starting school.

2. The children in Second Classes are prepared for First Confession and First Communion. To ensure full co-operation in the preparation for the reception of these Sacraments between parents/teachers/priests a number of meetings will be called during the year. Parent Teacher Association may fund talks on topical issues for parents each year.

3. Other information meetings relating to the curriculum may be held from time to time

Policy Re Homework:

All Classes Get Homework 4 Days Per Week To:

1. Consolidate what is done in school.
2. Practise and improve reading skills.
3. Practise writing, pattern work and drawing.
4. Survey aspects of the environment.
5. Practise mathematical skills and internalize concepts.
6. Realize the place of religion in their lives.

Homework is also given to afford parents the opportunity to interest themselves in their children's formal education. Signing the homework journal is your way of saying that you are interested in your child's work and that you are happy with it.

***Time Which Should Be Allotted For Homework*:**

Junior Infants	**10 Minutes**
Senior Infants	**10/15 Minutes**
First Class	**20 Minutes**
Second Class	**30 Minutes**

General Comments:

1. Please check your child's bag regularly as there may be notes/circulars/newsletters in it which may not have been brought to your attention.

2. Parents, please feel free to consult with Principal/Class Teacher/ Support Teacher if you think the need for doing so ever arises. For organizational reasons an appointment for such a consultation is necessary. This can be arranged either by phone or by a note which you may give to your child, and a written response will be issued to you.

3. Encourage your child to be independent. After the initial settling-in period please allow him/her to go into the classroom unaccompanied.

4. Talk to your child about school – look at his/her work regularly. Praise his/her efforts. Give him/her a positive attitude towards school. Don't use school, teachers/principal as a threat.

5. Regulate your child's television viewing. Do not allow him/her to watch T.V. before coming to school.

6. If your child shows signs of illness, please keep him/her at home.

7. Please keep us informed of change of address, phone No., Minder's No., Contact No., etc. / Name and No. of your Family Doctor.

8. Parents are requested to refrain from bringing cars into the school car park as it is a serious hazard to small children. Only Staff cars are allowed into Car Park before 9.20a.m.

Behaviour Policy
Scoil an Linbh Íosa, Ballycane, Naas

The aims of the Code of Behaviour of Scoil an Linbh Íosa are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

General Guidelines for Positive Behaviour

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.
6. Pupils who are found to have broken the school rules for the YARD at break or lunch time will have their name recorded in the **yard log book**. If their name appears three times in one week they will be on detention during the week following. However if a child's name does not appear in the yard log book for the whole term then they will receive a reward at the end of that term.

Bullying

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanction.

Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

Discouraging Misbehaviour
The purpose of sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Loss of privileges.
- Detention during break.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National schools as amended by circular and Education Welfare Act 2000)

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

Suspension/Expulsion
Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilized. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorize the #chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the ~Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify

the Local Welfare Education Officer in writing in accordance with Section 24 of the education Welfare Act.

Removal of Suspension (Reinstatement)
Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

School Rules
School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

Before/After School
Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 8.50a.m. or after the official closing time of 1.30p.m. (Infants) 2.30p.m. (other classes) except where pupils are engaged in an extra-curricular activity organized by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Board of Management's Responsibility
- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities
- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Teachers' Responsibilities
Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Parents/Guardians' Responsibilities

Encourage children to have a sense of respect for themselves and for property**.**

- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Appendix to Behaviour Policy

Sample Rules

Classroom

Instructions given by teacher must be obeyed. (Do what teacher says.)

Pupils should work to the best of their ability and present exercises neatly. (Work hard.)

Pupils must stay seated in their places unless told otherwise. This is particularly important when teacher is called from the room. (sit in your place.)

Pupils should keep unhelpful hands, feet, objects and comments to themselves. (Don't interrupt the teacher or interfere with other pupils or their property.)

Rules around the School (samples)

Pupils must walk quietly in corridors, going to and from yard, hall, church etc.

Pupils must play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden, (e.g. wrestling, headlocks, jockey backs, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion).

Pupils should walk to gates at going home time.

***School Policy on Countering bullying Behaviour*:**

Bullying is a problem which many children encounter and one which is a great concern to parents and teachers. Bullying can take make forms. It can be physical, verbal or emotional. It can be carried out by groups or by an individual. The most successful bullies are those who can keep the victim quiet through threats and fear of humiliation. Children who are victims of bullying often feel shame, guilt or a sense of failure because they cannot cope with the bully. It is important that parents don't pass on a sense of disappointment in the child's inability to cope. They should acknowledge bullying as a problem that everybody comes across at some state and place the guilt firmly with the bully (adapted from Stay Safe Programme.)

In school it will be our aim to instill a sense of independence and confidence in all the children – Children will be encouraged to say 'No' in a confident and assertive tone if they are approached for lunch or possessions. They will also be encouraged to tell an adult (parent or teacher) if they are asked to hand over possessions or if they are victims of name calling, taunts or jibes. Building self esteem and a quiet sense of confidence is very important for all children – including bullies.

Three important rules will be taught to children which they can put into use in the event of being bullied:

1. Say No.
2. Move Away.
3. Tell a trusted adult.

To further our aim in raising the awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parent/guardians it is hoped that the lessons done in R.S.E. and the Stay Safe Programme will influence attitudes to bullying behaviour in a positive manner.

Stay Safe Programme will be done in Senior Infants, Second and Special classes and R.S.E. will be done in all classes.

Why do Children Become Bullies?

Children can become bullies for many reasons.

1, They may have been bullied themselves by peers, siblings, parents.
2. They may have poor self-esteem and lack confidence.
3. The may be very spoilt and go totally unchallenged at home.
4. They may find it difficult to socialize with their peers and so pick on younger, more vulnerable children.
5. Children may have an emotional problem, children who bully need as much support and help as victims of bullies.

It is our aim to provide this help by:-

1. Getting child to acknowledge the fact they he/she in involved in anti social behaviour.
2. Trying to find out why child is behaving in such a manner.
3. Building the child's confidence-
4. Teaching child to accept differences in other people.
5. Discussing problems with parents and if need be, recommending that child go for assistance to an outside agency.

What to do if your child tells you he/she is being bullied in school or coming to and from or while playing outside:

1. Listen to your child and get the complete story from his/her. Don't overreact no matter what you are feeling.
2. Teach your child to say 'No' in a confident and assertive manner.
3. Talk to your child's teacher/principal as they may need the support of parents in tackling this problem.
4. If the bullying is physical – don't tell your child to hit back. Schools do not or cannot encourage children to engage in violent behaviour and conflicting advice will only confuse the child.
5. Children who are loners can be more vulnerable and may need help to socialize. You can facilitate this by inviting children to play with your child at home..

Possible signs that a child is a victim of bullying could be that he/she:-

1. May begin to do poorly at school.
2. May look for an extra bar for lunch perhaps to give to somebody who may be Bullying him/her.
3. May look for money for an unexplained reason.
4 May be unwilling to go to school or to walk to and from school.
5 May have unexplained bruises or scratches and may be evasive when questioned about them.
6. May begin to bully other children in the family.

Our procedures for noting and reporting an incident of bullying behaviour:

1. All reports of bullying will be noted, investigated and dealt with by teachers – Teachers will keep reports if this is deemed necessary.
2. In the event of a serious case of bullying behaviour by any child it will be referred immediately to the Principal who will also notate it and investigate it.
3. Parents or guardians of victims and bullies will be informed of the incident as soon as possible and they will be given an opportunity of discussing the matter with the Principal and if circumstances deem it necessary with representatives of the Board of Management also.

Procedures for investigating and dealing with bullying:

When a complaint is made either orally or in writing by a child or by a parent the teacher will speak to the pupils involved in an attempt to get both sides of the story – If circumstances deem it necessary pupils will be spoken to separately and the rights of the pupils concerned will be taken into consideration.

1 Pupils concerned will be obliged to answer questions of what, where when who and why – such interviews will be conducted in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
2 If there are a number of children involved in the bullying incident each child will be questioned separately and then the entire group together to ensure that everyone is clear about what everyone else has said.
3 If it is concluded that a pupil or a group have engaged in bullying behaviour it should be made clear to him/her/them how he/she/they are in breach of the Code of Behaviour management and then an effort shall be made to try to get him/her/them to see the situation from the victim's point of view.

Summary

In our policy on countering bullying, the following are our aims,

1. To promote a sense of confidence and independence in all our pupils.
2. To promote the habit of mutual respect for fellow pupils, peers, teachers, parents.
3. To promote both gender equity and equity in general in all our aspects of functioning.
4. To promote positive habits of self-respect, self discipline and responsibility among all our members.
5. To acknowledge the right of each person in the school community to enjoy school in a secure and safe environment.
6. To disapprove of vulgar, offensive and aggressive behaviour by any of our pupils.
7. Finally, to take care of pupils who are victims of bullies, and to help the bullies, by responding to the needs of both in a sensitive manner and also considering the nature of the problem we may have to seek the assistance of others directly outside of the school community.

Procedures relating to Suspension of Pupils/Withdrawal of Pupils from the classroom and Expulsion due to dangerous, serious and gross incidents of misbehaviour

1. A record will be kept in the school of all instances of alleged serious or gross misbehaviour by pupils:
2. Parents/Guardians, if it is considered necessary or advantageous will be invited firstly to meet with the class teacher to discuss the alleged instances as early as is possible after the perpetration of the instances.
3. If the situation does not improve or if it deteriorates further parents will be invited to meet with the Principal to discuss the alleged instances.
4. If the misbehaviour continues, the matter will be brought to the attention of the Board of Management
5. A delegation from the Board (Principal & Chairperson) will meet with the parents/Guardians. Invitation to this meeting will be sent to the Parents/Guardians in writing and a copy of the letter will be kept in school Records.
6. The incidents of misbehaviour will be discussed at the meeting and possible resolutions will be discussed and put forward. Minutes of the meeting will be retained in school records. Depending on the nature of the incidents of misbehaviour and on the possible resolutions put forward the Chairperson can also decide to suspend the child for a specified period of time if he/she considers the child to be a danger to his/her peers in the classroom, to his/her peers in the school Staff members, to himself/herself and/or if he/she is considered to be causing too much interference in the education of the other pupils in the class. The Chairperson may also recommend the intervention of an Outside Agency – e.g. Health Board / Child Care Manager / Psychologist / Psychiatrist / Social Worker/ Child & Family Clinic – In the case of extreme emergency the Board will facilitate the parents in every manner possible in an effort to speed up the process of intervention by that which it considers to be the most appropriate agency.
7. Depending on the progress which the child is making and or/also depending on the report received from the Outside Agency and on the level of co-operation being received from the parents the Board may consider the possibility of allowing the child to come to school for part of the day e.g. 9.20a.m. – 12.30p.m. A decision such as this will be made having discussed the matter fully with the parents/guardians and the class teacher. Childs

behaviour will be monitored closely during this period of time and depending on how he/she interacts with the other children and how he/she behaves in general will determine the period of time that such an arrangement will be in effect.

8. The Dept. of Education and science through the schools district / divisional inspector will be kept informed of all proceedings.
9. If the B.O.M. decides to suspend a child for a period of time for continuous serious or gross incidents misbehaviour a written statement of the terms and the date of the termination of the suspension will be given to parents/guardians.
10. When the period of suspension ends the pupil will be re-admitted formally to the class.
11. In the case of further incidents of gross misbehaviour with the same child/children the B.O.M. will authorize the chairperson or Principal Teacher to sanction an immediate suspension pending a discussion of the matter with the parents/guardians.
12. Every effort will be made to have a child who is presenting as Emotionally Disturbed referred for Psychological / Psychiatric Assessment without delay. If diagnosis by a specialist determines this to be so, and if despite every possible effort made by the school staff and B.O>M> and that it still cannot meet the child's educational needs, the Board will decide that the child can no longer remain in the school and that a more suitable alternative educational establishment will have to be sought out for him/her. The Dept. of Education & Science and the parents will be informed in writing of the Boards decision.
13. Expension may be considered in extreme cases of continuous gross misbehaviour which continually interfere with the education of the other pupils in the class, and where there is little or no co-operation from the parents of the offending child and particularly where they refuse to allow the intervention of an Outside Agency as already referred to in paragraph ^.
14. Section 29 of the education Act 1998 provides that a decision made by the Board of Management to permanently exclude a pupil from the school or in the case of the suspension of a pupil, where there is a cumulative period of in excess of 20 school days in any one school year, may be appealed by a Parent/Guardian to the General Secretary of the Dept. of Education & Science

Complaints against Teachers

There is a Complaints procedure agreed between the Irish National Teachers Organisation on behalf of the Teachers and the Catholic Primary School Managers Association on behalf of Boards of Management of Catholic Primary Schools.

The Procedure should be used as a guideline in a situation where you wish to make a complaint against a teacher. The first element of the Complaints Procedure mentions informality and more often than not the complaint can be adequately dealt with in an informal matter. Situations could arise in which the procedure may not be appropriate and in these circumstances you should feel free to take another approach. Whatever approach you take your complaint will be dealt with swiftly.

R.S.E. Policy Document for Scoil an Linbh Íosa

Background to R.S.E.

What is **R.S.E.** – the letters stand for **Relationships and Sexuality Education.**
Parents are the Primary Educators of their children. They hand on values and attitudes to each new generation of pupils. When children come to school teachers work in very close conjunction with them in this all important task. It is our aim in Scoil an Linbh Íosa that the children who are entrusted to our care are given every opportunity possible to develop as well rounded human beings and as such, a holistic approach to their development and education is undertaken by teaching staff, Board of Management and Parents / Teacher Association Committee.. Our aim can only become a reality where parents and teachers work in close liaison for the good of all children. The **School Curriculum** underwent major changes in the **1970s'** and far more emphasis was placed on child centredness rather than on academic achievements – In September 1999 the **Revised New Curriculum** was launched by the **Minister for Education & Science** and it will be implemented in all schools on a phased basis over the following **5 years**. One of the subjects in this revised curriculum is entitled **Social, Personal and Health Education – S.P.H.E.** for short and it includes a module on **Relationships and Sexuality Education** which for all Mainstream classes in the Primary School contains **9 themes** which must be delivered on an annual basis – All schools were therefore obliged to develop a **Policy on R.S.E.** to suit their own individual school's needs in accordance with the **Curriculum and Guidelines** for **R.S.E.** prepared by the **National Council for Curriculum and Assessment (NCCA).** Our R.S.E. Policy was devised over a three year period between Sept. '97 and February 2000 and our School Philosophy and Ethos were taken very much into account when drawing up policy. Draft Policy was submitted to all parents in February 2000. Parents were invited to make written comments, submit views, air their concerns, worries etc. etc. There was a very positive reaction from parents with a great number of them expressing very favourable comments on the content of the proposed policy and with in excess of 99% of them expressing a clear vote that it be implemented as soon as possible. Policy on R.S.E. therefore to be implemented in all classes from School Year Sept. 2000.

Our School Philosophy

Our School Philosophy reflects the core values and ethos of the school and is enshrined in the following aims:-

1. **To enable each pupil to strive for excellence in education according to his/her ability.**
2. **To make all people feel valued in co-operation with pupils, staff and management.**
3. **To foster and enhance self-esteem**
4. **To show respect, tolerance and fairness to all people**
5. **To promote high expectations and standards**
6. **To support those with difficulties.**
7. **To recognise and reward effort.**
8. **To value uniqueness and difference.**
9. **To handle conflict constructively.**
10. **To encourage initiative and creativity.**
11. **To promote social, moral and civic value.**
12. **To foster and develop Christian values in all our pupils**

Relationships and Sexuality Education is therefore clearly part of our School Philosophy.

What is R.S.E?

R.S.E. is an ongoing process whereby teachers and parents provide structured opportunities both at school and at home for children and young people to learn about relationships and sexuality in ways that will help them to think and act in a moral, caring and responsible manner.

Relationship of R.S.E. to Social, Personal and Health Education S.P.H.E

R.S.E. is an integral part of Social, Personal and Health Education (S.P.H.E.) and must be taught in this context to keep it in perspective and to give it proper emphasis.

Up to Sept. 2000 The school provided S.P.H.E. / R.S.E.

1. Through promotion of a caring atmosphere on a daily basis
2. Through lessons dealing with enhancement of Self-esteem
3. The Stay Safe Programme
4. Health Education lessons
5. P.E. Programme
6. The Grow in Love Religion Programme
7. Civics.
8. Behaviour Management and Anti Bullying Policy.

The Aims of Our R.S.E. Programme are:

1. To enhance the personal development, self-esteem and well being of the child.
2. To develop an appreciation of the dignity, uniqueness and well being of others.
3. To acquire and develop knowledge and understanding of self.
4. To understand the nature, growth and development of relationships within families, in friendships and in wider contexts.
5. To acquire and improve skills of communication and Social interaction.
6. To acquire and to use an appropriate vocabulary in naming parts of the body (Junior Classes up to Second.
7. To acquire and to use an appropriate vocabulary which will enable pupils to discuss feelings, sexuality, growth and development in an appropriate manner.

Management and Organisation of R.S.E. in our School

The R.S.E. Programme will be delivered as follows:-

1. The Programme will be taught in the normal classroom situation by the Class Teacher. It is recognised that a teacher has the right to opt out of teaching part/all of the programme. In this case alternative arrangements will be made to ensure that the programme will be taught in all classes.

2. Visitors such as the following – Nurse, Garda, Fire Person, Post Office Worker, Farmer, Mother and baby may be brought in to speak to any class if the teacher feels that a talk from such visitors would be beneficial to the pupils.

3. Issues discussed will be age appropriate. All topics will be dealt with in a manner which will show care and sensitivity to all pupils.

4. R.S.E. will be facilitated in 3 ways within the school –

    a) In the context of a positive school climate and atmosphere
    b) As part of S.P.H.E.
    c) On an integrated cross curricular basis

5. As Parents/Guardians are the primary educators of their children they may wish to deal with certain aspects of the R.S.E. programme in the home. Consequently when you have looked at lesson titles, you may decide to withdraw your child from the classroom while the lessons are being taught. In this event responsibility for the child's care rests with the Parents/Guardians.

Table of Contents for Junior Infants Classes

Theme No.	Theme	Aim
1.	This is me:	To help children appreciate that they are special and unique and to enable them to develop a positive sense of awareness.
2.	Who are you:	To help children appreciate that all people are special.
3.	We are Friends:	To help children appreciate friends with a focus on Peer Friendship.
4.	This is my Family:	To help children identify the people who constitute their family, to explore things that families do together and to recognise the roles played by family members.
5.	People who teach us about Keeping Safe:	To help children identify the people in their family, school and community who teach them about Keeping Safe.
6.	We have Feelings:	To help children name emotions they experience, to identify situations in which these emotions are experienced and to explore how they are expressed.
7.	New Life:	To help children to become aware of New Life in the World.
8.	I Grow:	To help children become aware of physical growth.
9.	Making Choices:	To help children become aware that they make choices in their every day lives.

Table of Contents for Senior Infants Classes

Theme No.	Theme	Aim
1.	Look what I can do:	To help children to discover their personal strengths so as to be affirmed in them.
2.	These are my Friends:	To help children to develop an appreciation of friendships in their lives.
3.	This is My Family:	To help children learn about the roles of different members of the family and to understand how these roles vary.
4.	I can be Safe:	To help children to learn how to keep Safe in a variety of familiar situations and to recognise people who teach them Safety Strategies.
5.	Other People Have Feelings too:	To help children identify and name feelings which can be experienced and to understand that other people have Feelings too.
6.	Caring for New Life:	To help children become aware of human life in relation to the care of a new-born baby.
7.	My Body:	To help children learn about their bodies and in this context to learn correct names for body parts.
8.	I Grow and Change:	To help children become aware that growth involves change and that rates of growth are unique for each individual.
9.	Making Decisions;	To help children become aware of factors which influence choices.

Table of Contents for First Classes

Theme No.	Theme	Aim
1.	Things I like to do:	To provide children with opportunities to express personal preferences with confidence.
2.	My Friends:	To provide children with further opportunities to explore what being friends and returning friendship can mean.
3.	My Family:	To provide children with opportunities to identify ways in which family members can help one another and to understand that all families are not the same.
4.	Keeping Safe:	To provide the children with opportunities to identify people, places and things which threaten personal Safety and to develop strategies for Keeping Safe.
5.	Showing Our Feelings:	To provide children with opportunities to develop some Awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice.
6.	The Wonder of New Life:	To provide children with opportunities to appreciate and celebrate the wonder of New Life in the World of Nature.
7.	How My Body Works:	To provide children with opportunities to learn about the senses and their functions.
8.	Growing Means Changing:	To provide children with opportunities to recognize that growing up brings increased and changing responsibilities for oneself and others.
9.	Decisions and their Consequences:	To provide children with opportunities to see that decisions have consequences in terms of their effect on themselves and other people.

Table of Contents for Second Classes

Theme No.	**Theme**	**Aim**
1.	Other People are Special:	To provide children with opportunities to become more aware of other people and to appreciate that other people are special too. Identifying similarities and differences will be part of this process.
2.	Being Friends:	To provide children with opportunities to explore the theme of friendship as it relates to children's own experience.
3.	My Family:	To provide children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by the children.
4.	Keeping Safe:	To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for Keeping Safe.
5.	Coping With Our Feelings:	To provide children with opportunities to identify feelings and ways of coping with their feelings.
6.	The Wonder of New Life:	To provide children with opportunities to appreciate and celebrate the wonder of new babies.
7.	When My Body Needs Special Care:	To give children an opportunity to revise the names of the external parts of the male and female body and some associated bodily functions in the context of the body's occasional need for special care.
8.	Growing and Changing:	To provide children with opportunities to realise that as they grow and change their relationships with family and friends change.
9.	Personal Decisions:	To provide children with opportunities to discuss the factors which may influence personal decisions and choices.

A Note on Language for the Body

There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, it is recommended by the R.S.E. Policy Development Committee that the teachers in our school use everyday situations to include words for the body and bodily functions naturally and without undue emphasis. A simple example of this might be where a child whose mother is expecting a baby says "My Mammy has a baby in her tummy". The teacher can take that opportunity to explain that the special place in a woman's body where a baby spends the nine months before it is born is called the womb – The vast majority of children use colloquial terms to describe the penis, the breasts, female genitalia etc. When Draft Policy was issued to parents they were asked to decide whether or not the proper biological terms be used for different parts of the body and 99.9% of you opted for the inclusion of such terms – so in the lessons on **"New Life" (Junior Infants) "My Body" (Senior Infants "Growing Means Changing" (First Class) "When My Body Needs Special Care" (Second Class)** (these lessons will be done over a period of 4 years). Children will come to learn the following terms – Breasts, Penis, Womb, Anus, Vulva, Testicles, Vagina, Umbilical Cord – Please note that this vocabulary will be taught in an informal manner over a 4 year period during lessons that lend themselves to the teaching in a sensitive manner of such words. Please note also that lessons involving the teaching of such vocabulary will not be Sex Education lessons.

Ongoing Development and Review

R.S.E. Programme will be reviewed from time to time as it is considered advantageous to do so. Any amendments necessary as a result of such review will be undertaken. It is envisaged also that there will be further talks for Parents on the Programme.

The Board of Management has given an undertaking (1) to give financial assistance for the purchase of Resource Materials (2) and also to cover the cost of providing ongoing training for the teachers to help them implement the R.S.E. Programme if this is considered necessary.

We trust that the Programme will prove to be both satisfactory and beneficial for all involved in the teaching and learning of it.

Reviewed in June 2015

Ratified by the Board of Management.

Signed: Date:

_____ _____

Chairperson

Conclusion

The formal education of your children is the joint responsibility of home and school. Parents are the first and most important educators of their children and much of the education at home is done on an informal basis.

At school a more formal system is adopted and in order that your child will receive the best education possible there must be co-operation between parents, teachers, management and children.

If ever you have any worries about your child's education or any other school related worries about your child please make an appointment to come and talk to us. We look forward to working with you in the development and education of your child/children during his/her time with us in Scoil an Linbh Íosa.