

ST. FARNAN'S N.S. - GREEN SCHOOL

In St Farnan's we pride ourselves on being very environmentally aware. We received our first Green Schools Flag in 2016 for litter and Waste. In 2018 we received our second flag for Energy. We are and are planning to obtain the next Green Flag for Water in the coming year.

While it is a whole school effort, this effort is co-ordinated by our Green School Committee, made up of staff members, children and parents. Our G.S.C. meet regularly to report on progress regarding waste and energy management.

We also work closely with LEAP Tidy Towns group and are involved in National Spring Clean each year.

ST. FARNAN'S N.S. - HEALTH PROMOTING SCHOOL (HPS)

St. Farnan's N.S. started work on the Health Promoting Schools initiative in September 2015. This programme is run in conjunction with the HSE and the Department of Education.

While it is a whole school effort, this effort is co-ordinated by our HPS Committee, made up of staff members, children and parents. Our HPSC . meet regularly to report on progress.

We received recognition/flag for our efforts in the area of Healthy eating.

Killeenduff National School
(St Farnan's N.S)

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INFORMATION BOOKLET

FOR PARENTS OF ALL PUPILS

ATTENDING St Farnan's



SPECIAL EDUCATION TEACHING PROVISION

Many young children with adequate preparation learn to read with little difficulty and experience great satisfaction in mastering basic literacy skills. By the time they are seven or eight they can read their own comics and easy storybooks unaided. However, there are some children who for one reason or another experience great difficulty in learning to read.

The aims of special education teaching is to optimise the teaching and learning process so as to enable pupils with learning difficulties / special needs to achieve adequate levels of proficiency in literacy / numeracy during their school years. The Staged approach/NEPS continuum of support is implemented.

St Farnan's has the services of a part-time special education teacher providing support in literacy and maths for children with learning difficulties / special needs. The special education teacher caters for children with learning difficulties throughout the school where possible.

The whole school policy for SEN provision is available to view in the office.

Note:

Sometimes the special education teachers use their time to help out in the classroom rather than always withdrawing students to their room. In this case they might work with any group of children not just those with literacy / numeracy difficulties. Likewise, there are times when pupils are selected to do various activities in the Special Education rooms not because of any specific difficulty. If you have any issue with your child joining such a group please inform the Principal.

SCHOOL ATTENDANCE—EDUCATION WELFARE ACT 2000

Each child, to whom the Education Welfare Act 2000 applies (that is, those between the ages of 6 and 16) is obliged under law to attend school every day on which the school is in operation unless there is a reasonable excuse for not attending.

Under the provisions of the Education Welfare act 2000 “The Education Welfare Board” has been set up to monitor and ensure that each child between the ages of 6 years and 16 years is in receipt of a full continuous education. The implementation of the relevant provisions of the act will be overseen by the Local Education Welfare Officer appointed to a particular region/area.

The main provisions as regards attendance at school are as follows:

Section 8 - Where a child is absent from the school at which he/she is registered during part of a school day or for a school day or more than a school day the parent of such a child shall in accordance with procedures notify the Principal of the school (in writing) of the reason(s) for the child’s absence.

Section 21 - (1) The Principal of a recognised school shall cause to be maintained in respect of each school year a record of the attendance or non attendance on each school day of each student registered at that school. (2) Such a record shall specify (a) where a student attends at the school concerned in a school day, the fact of his/her attendance. (b) where a student fails to attend the fact of his/her failure and the reason for such a failure.

The Act further obliges the school Principal in section 21 (4) of the act to “inform forthwith the Education Welfare Officer in writing where the aggregate number of days on which a student is absent from a recognised school during a school year is not less than 20. (i.e. once the number of absences reaches 20 school days the Education Welfare Officer must be Informed.

Thus it is vitally important that all absences are notified to the school class teacher or principal in writing (a note in the homework notebook will not suffice) for retention on the school records.

Please note: while all absences in excess of 20 days must by law be informed to the Education Welfare Board, only those absences which fall outside the category of illness or particular reasonable circumstances will be the subject of further attention. Each report from the school will indicate if, in the opinion of the school authorities, the absences are due to illness or a particular reasonable situation (e.g. death in family etc.).

St Farnan’s National School—(Killeenduff N.S.) School Handbook—Lámh Leabhair

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INTRODUCTION

A. Marie Weir - Chairperson, B.O.M.

The home is the child's first school. The influence of the environment which they create will have the greatest bearing on the young child as he/she develops over those early years. The school years adds a new and formal dimension to the education of the child. At this stage, however, the role of the parent does not cease, but continues and develops in a partnership program.

Consequently, on behalf of the Board of Management I welcome this School Handbook. I urge parents to read it as it will give an understanding of the daily complexity of school, order and discipline. The final result of the handbook is to foster the co-operation and collaboration of the parents. I am confident that this handbook will achieve that happy spirit.

Marie Weir
Chairperson of Board of Management.

Parents and Homework:

To ensure that homework is a worthwhile educational exercise parents must be aware of the role it plays. Parents also need to have a clear understanding of the part they are expected to play. The parental role is one of encouragement, observation and review of completed work. All parents should report to the class teacher if the child is experiencing difficulty in a particular task, explaining where help was sought by a note in the child's homework notebook.

Guidelines for parents:

- Ensure that a suitable time and place should be set aside for homework
- Ensure that homework is allocated due time and effort
- Ensure that proper conditions for homework are available
- Ensure that all given homework has been completed to the best of the child's ability
- Parents should offer assistance if a child is experiencing difficulty and try to lead the child to the solution himself/herself rather than just give him/her the answer
- Parents should only sign their child's notebook when they are satisfied that all work has been completed or at least attempted
- Parents should check their child's homework notebook regularly for comments relating to homework made by the teacher
- Parents should give a short written explanation as to why homework has not been completed by means of a note in the homework notebook

General Guidelines:

- The class teacher may / may not give homework in all of the above activities in any one night.
- It has been agreed that no homework shall be given to the children at weekends or during the holidays.
- Children should be able to complete the tasks set without too much assistance from parents.
- More emphasis is to be given to oral homework and parents are to be made aware of this.
- All homework assigned should be well prepared and explained clearly to the pupils in advance.
- All homework that is set should be corrected/marked by the teacher as soon as possible once submitted.
- Care should be taken to ensure that pupils attending support classes/groups are clear as to the homework assigned and allowed adequate time to enter the homework into the homework notebook on return to the classroom.
- Parents are to sign their child's homework diary to show that they have checked that the allocated oral and written work has been done and give an indication of the time taken to complete the work. Teachers should pay particular attention to these indications of time taken to complete the homework.
- When homework is not done or not completed without explanation persistently, parents may be contacted so the matter may be discussed.
- Teachers will take into account that difficult home circumstances of a permanent or temporary nature may be an underlying factor in the non completion of homework and will deal with the problem sensitively.

B. Ms Joanne Campion - School Principal

Dear Parents/Guardians,

This handbook has been drawn up by the Principal and teachers of Killeenduff NS with the approval of the Board of Management and the Parents Association. Its purpose is to explain simply and clearly a number of things you will want to know about our school policy and working arrangements. From experience, we believe that these arrangements will help all children to work and play happily together and to get the most from their years at Primary School.

School rules are designed mainly for reasons of safety and in order to ensure the right of each child to education in an atmosphere that is positive and supportive and in surroundings that are free of disruption. We hope that you will find the information in this booklet helpful in understanding school policies and in turn, we confidently ask your help in maintaining a school environment in which the individuality of each of our children is protected and encouraged.

We warmly welcome your children to school and we also welcome you, their parents/guardians, as vital members of our school community. If at any time you would like to talk to me or any of the school staff, please do not hesitate to contact us.

Mise le Meas,
Joanne Campion
Principal.

A NOTE FROM THE PARENT'S ASSOCIATION

The Parent Association is the structure through which parents in a school can work together for the best possible education for their children. It works with the principal, staff and the board of management to build effective partnership between home and school.

All parents and guardians of children attending Killeenduff NS are members of the parent association and the committee is elected at the AGM.

The PA works in partnership with the school and assists by

- Helping to prepare the school handbook
- Extracurricular activities for children
- Networking among parents
- Revising school policies (when necessary)

One of the primary activities of the PA is to raise funds for school equipment and subsidizing trips for the children. Some of these activities include:

- Treasure Hunts
- Bag packing
- Non-uniform Days
- Christmas Raffle

7. Older children are encouraged to help their younger siblings with their homework.

An approximate indication (discretionary) of time spent on homework is;

◇ Junior Infants	-	15 minutes
◇ Senior Infants	-	15 minutes
◇ 1st Class	-	20 minutes
◇ 2nd Class	-	30 minutes
◇ 3rd Class	-	45 minutes
◇ 4th Class	-	1 hour
◇ 5th Class	-	1 hour 10 minutes
◇ 6th Class	-	1 hour 30 minutes

(all of the above are changeable)

Occasionally children are given “homework off” as a treat or as an acknowledgement of some special occasion. If a child is spending very little time or an undue amount of time at homework, the teacher should be notified and the situation remedied accordingly.

Type of work given:

Homework generally will have been prepared in the school. It usually consists of reading tasks, writing tasks, learning tasks—a balance

Junior Classes	-	Skills practice, tables, sightwords, informal reading, phonics, colouring, discussion of homework with parents, sums, prayers etc
Middle Classes	-	A continuation of the above penmanship development, reading, writing answers in all subjects, maps, diagrams etc
Senior Classes	-	Pupils should be able to work more independently at all subjects, support of parents is still invaluable.

This uniformity of approach will support greatly teaching and learning and will minimise disruption. It will benefit all involved.

*****If your child is finding homework difficult please let the teacher know immediately.***

HOMEWORK / OBAIR BHAILE

- It is school policy to assign homework nightly. It is reinforcement of work done in class and if possible should not be looked on as “punishment”. Therefore teachers would be reluctant to give extra homework as a punishment for any misdemeanours.
- Parents should ensure that homework is completed carefully. If for any reason homework cannot be completed, a note from the parents should accompany the child the following day.

Aims of Homework policy

- That the parents/guardians will know what our policy is and will follow it.
- That the teaching staff (and substitute) teachers will do likewise
- That the parents/guardians will be made aware of the benefit to be gained from aiding or checking their child’s work daily.
- That a forum will be available for communication between school and home regarding academic and other matters relating to the child.
- As the parent is seen as the prime educator.
- or of the child he/she will have the chance to get “Hands On” experience in doing so.

Guidelines:

Our present policy, which we hope to continue is as follows

To achieve the following objectives a suitable amount of homework is given to

- Discipline the child to make choices
 - Learn how to organise time
 - Help the child develop a habit of study
 - Consolidate work being done in school.
1. Time spent on homework should be relative to the child’s age.
 2. Parent’s/Guardians are asked to ensure that the work given as homework is done by the child, fully completed.
 3. In the senior room, it is usual for the child to have a homework journal which must be signed nightly by the parent/guardian to verify that the work has been done.
 4. In the junior room, pages (infants) or homework journal (1st &2nd) are used. These must be signed also.
 5. These methods can be used for correspondence between school and home also.
 6. It must be stressed that it is very important that all homework SHOULD be checked thoroughly before signing.

KILLEENDUFF N.S. ETHOS

Killeenduff N.S. is a rural co-educational Catholic school under the patronage of the Catholic Arch-Bishop of Killala that aims at promoting the full and harmonious development of all aspects of the person of each pupil: intellectual, physical, cultural, moral and spiritual including a loving relationship with God and with other people.

The education of children at Killeenduff N.S. is based on a living faith together tradition which is based on Christian, Catholic, religious and human values.

The school is inclusive and respectful of all and confidently engages with people of all beliefs.

Our educational vision promotes the dignity, self-esteem and full development of each child as a human person. The focus is on developing each child to their full potential, encouraging them to develop their individual talents and abilities.

Killeenduff N.S. is dedicated to passing on the Catholic faith through daily prayer, preparation for Penance, First Holy Communion and Confirmation and through the Alive-O Programme.

This school aims to provide a pleasant and positive atmosphere for children to learn and develop in a safe and secure environment.

KILLEENDUFF N.S. SCHEDULE

A Roman Catholic school (which is established in connection with the Minister) 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. 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 Catholic school provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the

KILLEENDUFF N.S. SCHOOL VISION

We in this school community wish our young people to develop and grow as follows:

Academic

- ◆ That each child would reach his/her potential in literacy and numeracy.
- ◆ That the full curriculum would be implemented allowing for the ability of each child.
- ◆ That the acquisition of skills, attitudes and knowledge be facilitated so as to prepare the child for further growth and development.

Physical

- ◆ That every child would have the opportunity to participate in physical activity
- ◆ That an awareness of the importance of physical fitness together with good diet and nutrition be encouraged
- ◆ Through the merits of teamwork, that every child would have the opportunity to value his/her individual talents while respecting the talents of others.

Moral

- ◆ That every child would have a well developed sense of right and wrong.
- ◆ That each child be encouraged to live with honesty as members of a community, always showing respect for others.
- ◆ That children become aware of the consequences of their actions.

Emotional

- ◆ That children would develop as emotionally well-balanced individuals, capable of expressing emotions appropriately and capable of reacting sensitively to the emotions of others.
- ◆ To provide the security for the children to develop confidence, self-acceptance and the acceptance of others.

Spiritual

- ◆ That every child would be enabled and encouraged to practice their faith in a way appropriate to them.
- ◆ That children be enabled to acknowledge the spirit within themselves and others.

Accident Procedures

1. Accidents occur despite supervision. Minor accidents are treated at school. Slight cuts and grazes are normally treated by cleaning with cold water and applying a plaster to the wound (please inform the school if your child is allergic to plasters). When a dressing has been put on a wound parents are requested to inspect the wound when the child comes home from school
2. In the event of an accident/child becoming ill, every effort will be made to contact the pupil's parents or the persons delegated to take responsibility for the pupil. Thus it is most important that all contact numbers supplied to the school are current and the person is available if contacted.
3. **Please complete the form giving details of home/work phone numbers. The school should be notified immediately of changes of address etc.**
4. Non co-operation in this matter could result in a delay in having your child attended to medically, should the need arise.
5. Please ensure that alternative contact consent has been received and that they live locally.
6. The school will not accept responsibility for any medical expenses incurred.
7. The Board of Management take out insurance to cover medical expenses incurred as a result of an accident at school for all pupils. Details of this scheme is available from the school.

HEALTH AND SAFETY ISSUES - POINTS TO NOTE

Health/Safety

1. Children who are ill should not be sent to school.
2. Parents are asked that teachers be made aware of any physical disability or allergies which their child might have.
3. Please check your child's hair regularly for outbreaks of Head Lice. If there is an outbreak of head lice in a class, all parents of pupils in that class are informed by note, and asked to take immediate action to treat infestation.
4. Requests to remain indoors at break times should only be made in exceptional circumstances (limbs in plaster, recovering from / awaiting surgery). These requests must be made in writing to the class teacher.
5. At assembly and dismissal times, parents and other visitors to the school are asked to avoid parking in front of the main gates.
6. Pupils should have the appropriate dress and shoes/footwear to take part in P.E. lessons.
7. All visitors to the school between 9.20 am and 3:00 pm are requested to present themselves in the first instance at the office or School Principal.
8. In the interest of safety pupils are not allowed to wear ear rings apart from a stud in the ear.
9. Pupils are not allowed access to school sports equipment unless under the direct supervision a member of the school staff.
10. Pupils and staff are expected to be familiar with fire drill procedures. Fire drills will take place at least one per school term.

- ◆ That they would recognise that there is a higher order and creativity attached to the human spirit.
- ◆ That children recognise the importance of a sense of values in their lives.

Aesthetic

- ◆ · That every child be enabled to appreciate the goodness and beauty of themselves, of others and of the world in which they live.
- ◆ · That they would have an appreciation of the many expressions of beauty through the medium of the arts.

Cultural

- ◆ That children be encouraged to value their native culture.
- ◆ That they be encouraged to develop an awareness and an appreciation of other cultures so as to allow them to embrace and celebrate diversity with understanding and respect.

Social

- ◆ That every child would develop acceptable social skills in order to interact confidently with others.
- ◆ That they would recognise the interdependence of people in a community and to work for the enrichment of others.

Personal

- ◆ That every child would learn the value of friendship.
- ◆ That they would focus on bring charitable and generous.
- ◆ That they would recognise the effect of multimedia in their lives and not be governed by instant gratification.
- ◆ That in each of the lives of our children there would be happiness, fulfilment, -support, equality, contentment and strong sense of community.

GENERAL INFORMATION

INFORMATION FOR PARENTS

The aim of our school is to provide a caring, learning environment which facilitates the nurturing of each pupil's full, educational potential. The achievement of this aim informs all of the planning processes and activities which occur in our school.

Teacher and parents are partners in the children's education, with co-operation and communication between home and school being vital ingredients in the educational process. We share the same aim - the well-being of the children in our care. This prospectus has been produced with the express purpose of sharing information with parents concerning school policies, rules and routines.

SCHOOL MANAGEMENT/ORGANISATION.

Killeenduff N.S. is a Catholic School under the Patronage of the Catholic Bishop of Killala Diocese.

The School is operated under the authority of the Patron and regulated by the guidelines of the Department of Education and Science.

At a local level the School is Managed by a Board of Management.

The Board of Management (B.O.M.) comprises of eight members as follows.

- 2: Nominees of the Patron.
- 2: Nominees of the Teaching Staff—The Principal and one other elected Teacher.
- 2: Elected members of the Parents/Guardians of the School.
- 2: Nominees from the local community: Their nominees are co-opted on to the B.O.M. by the other 6 members at the first meeting of the B.O.M.

- Homework
- Corrective Measures
- Bullying
- Leaving seat without permission
- Avoidance of horseplay
- Scribbling and untidiness

Report to Principal for

- Constant examples of the above behaviour
- Bullying
- Foul language
- Dangerous play
- Stealing
- Disobedience

Letters home to parents for

- Any misbehaviour which the principal feels ought to be drawn to the notice of parents.
- No improvement in behaviour after reprimand by teacher and principal

Send for parents for

- Above, if no improvement
- Bad language of insolence to teachers
- Non-co-operation
- Wilful damage to property

Report to Board of Management

- In the event of non-co-operation of parents and for very serious misbehaviour
- Suspension
- In the case of gross misbehaviour the board shall authorise the chairperson or principal to sanction an immediate suspension pending and discussion of the matter with the parents. The maximum initial period of such suspension shall be three school days. The Board shall subsequently decide if the misbehaviour warrants any further suspension.

Expulsion may be considered in very extreme cases.

Encouraging and rewarding good behaviour will be the main emphases on the part of the teachers rather than highlighting and dwelling on misbehaviour

SCHOOL DISCIPLINE POLICY

The School Discipline Policy is as follows:

Code of Discipline/Conduct for **St. Farnan's N.S.** **(Córas Smachta)**

This policy was drawn up having regard to correspondence from the Department of Education and Science, order in school and the safety and happiness of children. It acts and guide for the teachers and information from the Board of Management

Aims

- To create a positive learning environment in which pupils will benefit from school and teachers and pupils are free to work without disruption of interference
- That every child should be happy in school and that the behaviour of one child should not in any way infringe on the happiness of another.
- That every child should show respect and consideration to his/her fellow pupils, teachers and visitors to the school. It is important to keep in mind that the behaviour expected in school may differ from that accented at home. The development of self-discipline in pupils and training in good behaviour is an important part of the child's development.

Expectations of Pupils

Children are expected and encouraged to be pleasant, polite, courteous, helpful, co-operative kind, generous, thoughtful, honest, truthful, trustful, punctual, tidy, obedient and diligent. They are also encouraged to have or develop a good self- image, self- confidence and a good sense of humour.

Ethos

Good discipline in our school depends on co-operation between parents and teachers and pupils and every effort will be made by the teachers to ensure that parents are kept informed. A consistent attitude between parents and teacher is essential to the well-being of pupils. The school concept of discipline is a positive area and the code of discipline is set out to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a disruption-free environment. The best form of discipline is self- discipline and parents should encourage this. Our aim is to create a happy safe environment for all our children. This is done by having guidelines to direct behaviour for the good of all. These guidelines constitute the schools code of discipline.

The code of discipline covers the following areas.

- Behaviour in class
- Behaviour in the playground and school environment

The board of management serves for a term of 4 years and is the authority that manages the school on behalf of the Patron:

The present B.O.M. is comprised a follows:-

Chairperson:	Mrs Marie Weir (Patron's Nominee)
Patron's Nominee:	Fr Kieran Holmes PP
Elected Parents:	a) Mr. Brendan Killrehill b) Mrs. Caroline Colleary
Teacher/Nominees:	a) Ms Joanne Campion (Principal) b) Ms Mary Wright
Local Community Nominees:	a) Mrs. Mary McHugh b) Mr. Joseph Dunphy

The present B.O.M. took office on 1/12/2015 and will serve until November 30th 2019

ROUTINES AND GENERAL INFORMATION

School Hours:

School begins at 9.20 am and finishes at 3.00 pm.

Junior and Senior Infants begin School at 9.20 am and finish at 2.00 pm.

Children that are on the School grounds prior to 9.15 am and post 3.05pm are there at their own risk and the B.O.M. will ***not*** assume any supervisory responsibility for pupils outside the hours of school as outlined above.

(Please see School Supervision Policy)

Morning Break:- Morning Break will be from 11.00 am to 11.10 am.

Lunch Break:- Lunch Break will be from 12.30 pm to 1.00pm.

On days of inclement weather pupils will remain indoors at break times. Pupils are expected to remain inside their class room except where they have specific permission to leave the room, given by the teacher or supervisor on duty.

Often name-calling of this type refers to physical appearance e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme, there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested

Appendix A – Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour.

School Uniform Policy

Introductory Statement

This revised policy has been drawn up through a collaborative process involving the Parents, Parent's Association, school staff and the Board of Management. The school uniform in Killeenduff NS has been in existence since 1994. A survey was given to all parents in April 2017 to ascertain whether parents are currently happy with our school uniform as it is and to seek the opinions of parents. This revised policy has been drawn up taking into account the results of the survey (attached).

Rationale

The policy is necessary to outline to staff/parents/pupils the rules/regulations pertaining to the wearing of the uniform.

Relationship to Characteristic Spirit of the School.

Our school cherishes all pupils equally and treats all pupils equally and fairly. The fact that there is a school uniform consolidates this, as there is no discrimination between the pupils themselves as to the value, fashion etc of their clothes.

Aims

The aims of the policy are as follows

- To outline the regulations pertaining to the school uniform.
- To facilitate parents in purchasing the uniform and to kit out their children accordingly.
- That the children will look well in class.
- That the children, while wearing the uniform on school trips, will be visible.

Guidelines

The uniform consists of the following:

Boys:

Navy pullover with school crest,
blue polo shirt
plain navy trousers
tracksuit bottoms - unbranded, no logo

Girls:

Navy pullover with school crest,
blue polo shirt
plain navy trousers/skirt/pinafore
tracksuit bottoms - unbranded, no logo

The children should have their uniform at the start of the school year. For new children enrolling, two weeks will be given in order to purchase the uniform.

- ◆ The jumper and uniform may be purchased in Ivy and Bow Ballina
- ◆ The tracksuit bottoms/pinafore/skirt/pants may be purchased in Dunnes Stores
- ◆ A list of web based uniform suppliers are available from the school

The uniform is to be worn every day in school or on school trips, unless otherwise stated by the Principal or Class Teacher.

However there are number of exceptions to these rules.

- ◆ In warm weather, navy shorts may be worn with the school T-shirt
- ◆ If the uniform is dirty/damaged, it may be left at home to be washed/mended as soon as possible
- ◆ If for any medical reason a parent wishes to let their child to school wearing clothes other than the uniform, these must be written on a note to the class teacher explaining why.

Dress code

- ◆ No body piercing other than earring are allowed and at that only earrings deemed suitable from a health and safety aspect may be worn ie not long ones that can be pulled. (Update from the B.O.M 04/05)
- ◆ No heeies (shoes with wheels) allowed for Health and Safety Reasons (Update from BOM 06/07)
- ◆ Long hair to be tied back off the child's face.

Success Criteria

The policy will effect positively the organization of the school as all parties involved will know exactly the regulations regarding the school uniform. It will be monitored on a continuous/ongoing basis by the teaching staff who will report any feedback to the BOM for discussion.

Timeframe for Implementation

This is update of a current school policy and is being implemented as such already.

Timeframe for Review

It will be reviewed every three years or sooner if the need arises.

Responsibility for Review

It will be reviewed by the BOM, taking into account any feedback received by those it affects.

Ratification and Communication

This policy was ratified on _____

This policy will be made available to parents in our Parent's Handbook..

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- ◇ All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.
The school's programme of support for working with pupils affected by bullying Involves:
 - ⇒ Discussing the incidents with pupils
 - ⇒ Reassuring them that they were right to bring the events to the attention of staff,
 - ⇒ Reassuring them that they were not telling tales and their actions will help others
 - ⇒ They will be reminded that they should tell again if they have any new concerns
 - ⇒ The teacher(s) involved should check with the child on a regular basis that no further difficulties have arisen
- ◇ The school will work with the alleged bullies and their victims in revising the relevant SPHE programmes and with one-to-one support in resolving the issues raised.
- ◇ If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- ◇ Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and

Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 2/10/2014

11. This policy has been made available to school personnel, provided to the Parents' Association and is otherwise readily accessible to parents on request. A copy of this

Healthy Eating Policy

(The School are currently getting lunches delivered to the school, for those wishing to avail of the school lunches scheme)

As part of the Social, Personal and Health Education (SPHE) Programme, at *Killeenduff National School*, we encourage the children to become more aware of the need for healthy food in their lunch boxes. In addition, the Physical Education programme supports the physical development and fitness of the children. The Science curriculum also looks at the development of the body and deepens the children's understanding of how the body grows and develops.

What people eat is known to be a key factor influencing health. Research indicates a strong link between diet and performance (e.g. a low sugar intake promotes concentration, lessens hyperactivity, protects teeth, and lessens the risk of diabetes. A low salt intake reduces the risk of heart disease in later life).

To promote healthy eating habits in our school, we introduced an updated healthy eating policy starting from November 1st 2016. This was drawn up by staff in conjunction with the Parent's Association and the Board of Management as part of our Health Promoting Schools initiative.

Aims

- To promote the personal development and well-being of the child
- To promote the health of the child and provide a foundation for healthy living in all its aspects.

Objectives

- To enable the child to appreciate the importance of good nutrition for growing and developing and staying healthy
- To enable the child to accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet.

Lunch is an important meal for school-going children. It should provide one third of their recommended daily allowance of nutrients without being high in fat, sugar or salt. It should also provide dietary fibre (roughage).

The traditional packed lunch of milk and sandwiches is under attack from a range of convenience foods like crisps, sweets, biscuits, chocolate and soft drinks. Parents and teachers are concerned about this trend but some find it difficult to come up with popular, healthy alternatives. We ask you to encourage a healthy lunch right from the start.

(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. The Principal must be kept informed of this.

Formal Stage 2-Appendix B (From DES Procedures)

The relevant teacher must use the recording template at to record the bullying behaviour in the following circumstances:

- in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Buddy systems
- Revisiting the relevant lessons in the SPHE curriculum and RSE and Walk Tall to rebuild self-esteem
- Anti-bullying website to be set up by the DES may be utilised
- Training for teachers will be sought in relation to intervention strategies

The following guide is designed to help you provide quick, appetising, and nutritious lunches for your children

Bread & Alternatives

Bread or rolls, preferably wholemeal
Rice – wholegrain
Pasta – wholegrain
Potato Salad
Wholemeal Scones
Bread sticks
Crackers
Pitta bread

Savouries

Lean Meat
Chicken/Turkey
Tinned Fish e.g. tuna/sardines
Cheese
Quiche
Pizza

Fruit & Vegetables

Apples, Banana, Peach
Mandarins, Orange segments,
Fruit Salad, dried fruit,
Plum, Pineapple cubes
Grapes,
Cucumber, Sweetcorn
Tomato,
Coleslaw.

Drinks

Milk
Fruit juices
Squashes, i.e. low sugar
Yoghurt

A word about Milk

Growing children should get approximately one pint of milk a day, or its equivalent as cheese, yoghurt or milk pudding. This ensures that they get enough calcium, which is essential for healthy bones and teeth. If a child does not drink a glass of milk at lunch, encourage him to have a carton of yoghurt or a small helping of cheese instead.

We ask that children do not bring the following to school:

Snacks known to be high in sugar, saturated fat, salt, additives and preservatives, including the following:

Crisps (including crisp-style snacks)
Fizzy drinks (including fizzy fruit-flavoured water, juices, etc)
Sweets
Chocolate biscuits/bars
Cereal bars
Chewing gum
Fruit winders
Popcorn.

resolved;

- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Incidents are best investigated outside of the classroom situation to ensure privacy.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- If a group is involved, each member should be interviewed individually at first then as a group.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- Parents should be informed at an early stage, where it has been determined by the relevant teacher that bullying behaviour has occurred. They should be given an opportunity to discuss the matter with the teacher.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account in follow up meetings:
 - ⇒ Whether the bullying behaviour has ceased;
 - ⇒ Whether any issues between the parties have been resolved as far as is practicable;
 - ⇒ Whether the relationships between the parties have been restored as far as is practicable;
 - ⇒ Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian

encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Displaying of posters addressing bullying - (to be sourced)
- The implementation of regular whole school awareness measures e.g. anti – bullying awareness week.
- Encouraging a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell.

Implementation of curricula will involve:

- The SPHE curriculum..
- School wide delivery of lessons on bullying from evidence based programmes, e.g., Stay Safe Programme, The Walk Tall Programme.
- Alive – O programme.
- Safe Internet usage lessons
- Use of the Anti-bullying website – DES continuous professional development for staff in delivering these programmes - when available
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy, Attendance,

6. The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and

Post-Primary Schools):

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- The relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be

So as to take a proactive approach to healthy lunches, teachers will from time to time, reward children who can show a piece of fruit or other healthy foods in their lunchboxes.

A very simple approach to healthy eating is to use the Food Pyramid:

Fats Sugar Sweets etc.	Springly
Meat, Fish Peas/Beans	2 portions per day
Milk, Cheese <u>Yoghurt</u>	3+ portions per day
Fruit & Vegetables	4+ portions per day
Bread, Cereals & Potatoes	6+ portions per day

Treat Day

Friday will be our treat day. On this day, children can include one food item from the ‘not allowed’ list. This will be eaten at big lunch.

Green Flag School

Our green school motto is: ‘To make it Green, we have to Clean’

With this in mind, children are also asked to:

- take home (in lunchbox) all uneaten food, silver paper, wrappings, containers and cartons
- put only fruit peel into the compost bins
- not bring in cans and glass – for safety reasons.

N.B. Parents/guardians of any child with a medical condition which requires a special diet should contact the school.

This policy was ratified by the Board of Management in _October 2016.

Behaviour/School Rules and Regulations

Behaviour in class.

Disrespectful behaviour towards other pupils or towards the teacher e.g. defiance, cheek, insolence will not be tolerated. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with this right e.g. constant disruption of the class or persistent distraction of others is unacceptable.

In order that pupils benefit from work in class, full co-operation is required from pupils at all times. Pupils must co-operate with instructions given by the teacher.

If due to disruptive behaviour or inattention, classwork is not completed, detention during break may be necessary for classwork to be completed along with homework.

Behaviour in the Playground and School Environment

- ◆ It is expected that older children protect and care for the younger children.
- ◆ Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers others is not permitted. All kinds of bullying behaviour is strictly forbidden.
- ◆ Rough play, kicking, spitting, pushing, striking, gangs, fighting, mock fighting or dangerous games are not allowed. Bossing others, name calling, teasing, jeering, belittling, threatening, pulling others or leaving a child out of a group or game is not allowed. Every child has a right to form any game in the playground, having regards for safety. Any repeated behaviour which causes distress to another child may be regarded as bullying.
- ◆ The use of bad language inside the school grounds or whilst engaged in such activities is strictly forbidden.
- ◆ Any behaviour which interferes with others play, is not permitted.
- ◆ Pupils may not leave the school grounds for any reason during breaks without permission of the teacher.
- ◆ Climbing gates, walls or running around corners is forbidden.
- ◆ Pupils must show respect for school property at all times.
- ◆ Any interference with or damages to such property is forbidden. Where a child deliberately damages or defaces any item of such property, his/her parents will be expected to make good on the loss.
- ◆ Any “play” which might hurt or injure another child is not allowed including kicking a ball with force into a group of children, carrying another on one’s back or playing rugby.
- ◆ Children are not allowed to run, play or shout inside the school building.
- ◆ Children should not be in the classrooms during break-time unless they have teacher’s permission
- ◆ Chewing gum is not allowed in the school.
- ◆ Any kind of verbal or physical abuse of other pupils is forbidden.
- ◆ Where a child contracts an infectious illness such as German Measles or contracts head lice, the school should be notified as soon as possible.
- ◆ Pupils are expected to be regular in their school attendance.

- ◆ identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Appendix A details a list of examples of types of Bullying

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

The Relevant Teachers in this school are:

- ◇ Class teacher
- ◇ Principal

Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, and identity- based bullying that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

School-wide approach: this will include

- The fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School wide awareness raising and training on all aspects of bullying,
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Farnan's N.S. has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- ◆ A positive school culture and climate which
 - ⇒ is welcoming of difference and diversity and is based on inclusivity;
 - ⇒ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - ⇒ Promotes respectful relationships across the school community;
- ◆ Effective leadership
- ◆ A school-wide approach
- ◆ A shared understanding of what bullying is and its impact
- ◆ Implementation of education and prevention strategies (including awareness raising measures) that-
 - ◇ build empathy, respect and resilience in pupils; and
 - ◇ explicitly address the issues of cyber-bullying and identity-based bullying (including in particular, homophobic and transphobic bullying;)
 - ◇ effective supervision and monitoring of pupils;
- ◆ Effective supervision and monitoring of pupils
- ◆ Supports for staff
- ◆ Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- ◆ On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- ◆ deliberate exclusion, malicious gossip and other forms of relational bullying,
- ◆ cyber-bullying and

- ◆ A note should accompany a child returning to school after an absence or when requesting to leave early.
- ◆ If a child must leave school early, if they must stay in a break time due to illness or if parents must take children out of school during the school day, they must send in a note and then collect them at the school door or out at the gate. If somebody other than a parent is to collect the child e.g. aunt, uncle who may not be known to the teacher, **then a note should be sent.**
- ◆ Absence of a child from school must be accounted for by parents/guardians sending in a note of explanation. (please see note on school attendance— Education Welfare Act 2000)
- ◆ School begins at 9:20am and ends at 3:00pm during which time pupils are supervised. The infants day ends at 2pm at which time they should be collected.
- ◆ Parents are reminded that they should ensure that their children behave in an acceptable manner when travelling to and from school or on any school outings.
- ◆ Children are encouraged to keep copies, books work area neat and tidy.
- ◆ Children are expected to be well mannered and well-behaved and to put their best effort into their work.
- ◆ Mobile phones are strictly forbidden during the school day.

Procedure for dealing with misbehaviour

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

- ⇒ Reasoning with the pupil, advising on how to improve
- ⇒ Reprimand
- ⇒ Temporary separation from peers/friends
- ⇒ Detention during break
- ⇒ Additional work
- ⇒ Referral to Principal
- ⇒ Communication with parents
- ⇒ Suspension

Correction by the teacher would be for:

- ⇒ Breaking of codes and school rules
- ⇒ Talking in class
- ⇒ Inattention
- ⇒ Disruption or distracting other children
- ⇒ Failure to do homework.

HOME/SCHOOL COMMUNICATION

Frequent communication is of vital importance in developing and nurturing co-operation between home and school. In our school, communication between parents and teacher may take one of the following forms:

- 1) **Individual consultation:** the teaching staff would prefer, that if a parent wishes to speak to them, they would not do so at the gate or outside in the yard, due to lack of privacy and shelter. Ideally, they should meet us just after school finishes. If it is a small matter, it can be cleared up then. If not, a future appointment can be agreed upon. This would minimise disruption and delays to class time.
- 2) **Appointment with Principal:** Parents should contact the school at (096) 49228 if they wish to meet the Principal.
- 3) The B.O.M. would prefer parents to ring the school outside of teaching hours .i.e. during breaks or immediately after school hours, if possible. This would avoid disruption to the teaching time in the school.
- 4) The school will have a written record of the phone numbers of the children's parents to be updated at the beginning of the school year. Please inform the school if your phone number changes.
- 5) Parent/Teacher meetings for pupils are generally held during the first term. (November/December)
- 6) Meetings may be held in connection with preparation for the Sacraments of Reconciliation, Holy Communion and Confirmation.
- 7) A meeting is held in June of each year with parents of the new Junior Infant pupils.

In addition to the above forms of home/school links, the following means of communication are also utilised:

- 1.) School newsletter
- 2.) Text a Parent messaging service—please make sure the school the correct mobile number for contacting you.
- 3.) Notes in the pupil's homework notebook.
- 4.) School reports are issued at the end of each academic year (2nd to 6th class).
- 5.) Details of school holidays or early school closures are always communicated **in writing**. School Calendar is given out at the start of each school year.

Practice:

- **Physical Contact**

Physical contact between school personnel and the child may be used to comfort, reassure or assist a child in response to the needs of the child. However one must ensure that the physical contact is: acceptable to the child and that it is open and not secretive. The age and developmental stage of the child must also be taken into account.

To limit physical contact, school personnel should encourage children to carry out tasks of a personal nature that they can do for themselves.

- **Visitors / Guest Speakers:**

It is the school's (principal/teachers) responsibility to ensure the suitability of the content of the presentation or talk of guest speakers/visitors is appropriate and that guest speaker has acceptable credentials.

- **Children with specific toileting/intimate care needs:**

When a pupil needs assistance with toileting / intimate care needs a meeting is organised, after enrolment and before the child starts school. The following people should be present at this meeting - parents/guardians, class teacher, special needs assistant, principal and if appropriate the pupil. The specific care needs of the child will be identified and appropriate measures the school will take to meet those needs will be put in place. The staff members responsible for this care will be identified and appropriate arrangements will be put in place for occasions when the assigned staff are absent. A written copy of what has been agreed will be made and kept in the child's file. The intimate care and toileting needs of the child will be dealt with by the SNA/Teacher. If the need arises to deviate from the agreed arrangements, this will be recorded and notified to the DLP and the parents/guardians.

- **Toileting accidents;**

Should a child have a toileting accident, the parent/guardian of the child should be contacted by the school and advised to bring a change of clothes for the child and change them. If the Parent/Guardian is unavailable, clean underwear and clothing will be kept in the school for these situations.

- **One-to One teaching**

◇ It is the policy in this school that one-to-one teaching can sometimes be in the best interest of the child.

◇ Every effort will be made to ensure that this teaching takes place in an open environment.

◇ Parents of children who are involved in one-to-one teaching will be informed and their agreement sought.

◇ Work being carried out by Special Needs assistants (when applicable) will be carried out under the direction of the class teacher in an open environment.

- **Changing for Swimming**

It is hoped that children can dress/undress themselves for swimming. Members of staff will not see it as their responsibility to dress/undress children. Assistance will only be offered to children in the communal areas. Dressing of a child in a private/cubicle area, by staff, is not permitted under any circumstances.

In such situations where privacy is required the parent/guardian of the child will be asked to assist the child.

- **Children travelling in staff cars**

Members of the school staff will not carry children alone in their cars at any time.

- At all times there must be adequate supervision of pupils.

relation to mandated reporting under the Children First Act 2015.

- In this school the Board has appointed the abovenamed DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.
 - All registered teachers employed by the school are mandated persons under the Children First Act 2015.
 - In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is attached as an appendix to this statement.
 - The various procedures referred to in this Statement can be accessed via the DES website or will be made available on request by the school.
6. This statement has been provided to all members of school personnel, the Parents' Association, included in the Parent's School Handbook and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
7. This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 21st February 2018 and will be reviewed at least annually.

COMPLAINTS PROCEDURE.

St. Farnan's N.S. promotes positive home-school contacts and endeavours to enhance the self-esteem of everyone within the school community. The aim of this policy is to create harmony between staff and parents/guardians and to regulate school atmosphere to its highest potential.

Stage 1:

1. A parent who wishes to make a complaint should meet with the class teacher (by prior appointment) with a view to resolving the complaint.
2. If the matter is not resolved, the parent should meet with the Principal.
3. If the complaint is still not resolved, parent should meet with the Chairperson of the Board of Management.

Stage 2:

1. If the complaint is still unresolved, it should be lodged in writing with the Chairperson of the BOM.
2. The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter within **5 days** of the receipt of the written complaint.

The full policy is available to view from the school.

If parent has a complaint regarding another pupils behaviour/actions during school hours they must relay this complaint to the principal or class teacher. Under no circumstances should a parent approach a pupil directly.

Child Safeguarding Statement

Killeenduff National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Killeenduff N.S. has agreed the Child Safeguarding Statement set out in this document.

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
2. The Designated Liaison Person (DLP) is **Ms Joanne Campion**
3. The Deputy Designated Liaison Person (Deputy DLP) is **Ms Mary Wright**
4. The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental

involvement in the education of their children; and

- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - ◆ Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - ◆ Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - ◆ Encourages staff to avail of relevant training
 - ◆ Encourages Board of Management members to avail of relevant training
 - ◆ The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in