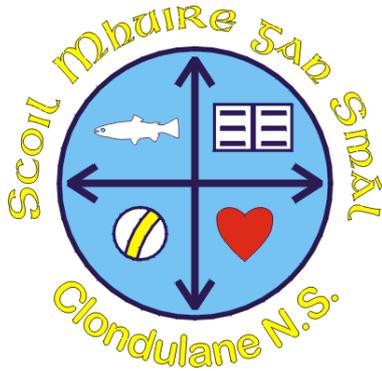




*Fáilte*  
*go*  
*Scoil Mhuire gan Smál*  
*Clondulane*





*Scoil Mhuire gan Smál*  
*Clondulane N.S.*  
*Clondulane, Fermoy, Co. Cork,*  
*Phone (025) 32863*  
*Email info@clondulanens.org*



May. 2016

Dear Parents/Guardians,

We at Clondulane National School would like to extend a céad míle fáilte to you and to your child.

We will do our best to create an environment where he/she will be happy and will learn and grow to the best of his/her ability.

We hope you will find this booklet of use as your child starts out on this exciting journey. We also have a school website, [www.clondulanens.org](http://www.clondulanens.org) where you will find additional information. If there is any way that we can be of assistance to you, please do not hesitate to contact us.

We look forward to working together with you over the next few years.

Is mise le meas,

*Liz O'Brien*  
Principal.

# Table of Contents

## 1. Mission Statement

## 2. School Management

## 3. The School Year

- Subjects Taught in School
- School Holidays, Church & Public Holidays, In-service Days
- Euro Eddie
- Sports
- Outings
- First Confession, Communion and Confirmation
- Healthy Lunches

## 4. School Rules

- Clár ama na Scoile (Opening and Closing Times)
- Safety
- Caring for Myself
- Caring for Others
- Bullying
- Collection of Children from School
- Homework
- Mobile Phones
- School Outings
- Code of Behaviour
- New Enrolments
- School Uniform
- Handy Hints
- The Education (Welfare) Act 2000

## 5. List of Policies available to Parents

- a. Homework Policy
- b. Acceptable Use Policy – Use of Internet
- c. R.S.E. Policy (R.S.E. – Relationships & Sexuality Education)
- d. Child Protection
- e. Anti-Bullying Policy

## 6. Personal Accident Insurance

## 7. The Parents' Association

## **1. Mission Statement**

Scoil Mhuire gan Smál is a primary school under Catholic management which 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. In this school we wish to enshrine and promote within the educational process a particular understanding and perception of the person that extends beyond the secular to include the spiritual. This school is called on to be outstanding with regard to the solid human, moral, scholastic and cultural formation of its pupils and with regard to an up to date preparation of young people for active and responsible participation in every area of social, economic, professional and civic life.

We, in Scoil Mhuire gan Smál, envisage the school as a continuously developing teaching and learning organisation that is alive to the changing personal, social and educational needs of children. By a continuing process of reflection, self-evaluation, review and innovation we are leading the school towards the provision of the optimal learning experience for the children in its care. Thus we are enabling and empowering the whole school community to share in a commitment to achieve the planning goals of the school and in the implementation of the curriculum and ethos of this school.

## **2. School Management**

The school is under the Patronage of the Catholic Bishop of Cloyne, and is run by a Board of Management. The members of the current Board of Management are:-

Mrs. Anne Conran	Chairman & Patron's Representative
Fr. Mark Hehir	Patron's Representative

Ms. Liz O'Brien	Principal
Ms. Lisa Daly	Teacher

Ms. Lisa Wall	Parents' Representative
Mr. Declan O'Flynn	Parents' Representative

Ms. Majella Canty	Community Representative
Mr. John Madden	Community Representative

Our school, Scoil Mhuire gan Smál (Mary Immaculate School) or Clondulane National School is a four teacher school serving the village of Clondulane and its immediate locality. Though the school is under Catholic management it welcomes children of all faiths and none – subject to the school's enrolment policy.

### **3. The School Year**

Children are normally in the school for eight years with two years in Infants followed by first, second, third, fourth, fifth and sixth classes.

#### **Subjects taught in School**

- Religion
- Irish
- English
- Mathematics
- SESE (Social, Environmental, Scientific Education)
- SPHE (Social, Personal, Health Education)
- Music
- Drama
- Visual Arts
- Physical Education

All children learn tin whistle beginning in Senior Infants. GAA Coaching is also available in the school. Drama and performance are regarded highly in Clondulane N.S. as a way of developing the child's talents and confidence. To that end, a Christmas Show is staged every year for the families in the school. Swimming is part of the school curriculum in the Summer Term.

For children who are experiencing difficulty with literacy and numeracy, the school has a full-time learning support teacher.

#### **School Holidays and Closed Days**

Christmas, Easter and the Halloween mid-term break holidays are fixed by the Minister for Education and Skills. The staff of the school with the Board of Management's approval decides closing date in June and opening date in August/September. They also decide when to take any remaining days due. The school is closed for Public Holidays. The Department of Education and Skills also decides on any in-service days taken.

#### **Saving Scheme**

Euro Eddie Saving Stamps (Credit Union Saving Scheme for Children) are available in school on Fridays at a cost of €1 per stamp for pupils from Senior Infants to Sixth Class.

## **Sports**

P.E. is usually on Friday. Our School Sports Day is usually in June, this is an open day for parents and families. We take part in the Credit Union Soccer Blitz and friendly games with other schools. We also send a team to the Cork City Sports in May/June. Heats are run in school to qualify children to compete in this event. We participate in local hurling and football matches organised by the North Cork Primary Schools Board.

## **Outings**

- (a) Field Trips and Nature Walks around Clondulane.
- (b) Trips to local Concerts or Plays.
- (c) Library.
- (d) Historical Tour of the area around Fermoy with senior classes.
- (e) School Tour (usually in June)

## **First Confession, First Holy Communion and Confirmation**

Children are prepared for Confession and Holy Communion in 2<sup>nd</sup> Class and for Confirmation in 5<sup>th</sup> or 6<sup>th</sup> Class.

We have a School Mass at the end of the school year to which families of our pupils and members of the community are most welcome.

## **Healthy Lunches**

In Clondulane N.S. we teach Nutrition as part of the S.P.H.E. programme. The promotion of Healthy Lunches is part of our Healthy Eating Policy.

To implement our Healthy Eating Policy we do not accept fizzy drinks, cakes, sweets or crisps as part of a healthy lunch. We encourage sandwiches, rolls, fruit, vegetables, dairy products and the drinking of water.

We also encourage the children to Recycle and Reuse their food and drink cartons. Our aim is to keep Clondulane N.S. a Litter-Free Zone.

## 4. School Rules

### Clár ama na scoile

<b>Assembly</b>	9.20 a.m.
<b>School closes</b>	Junior Infants 2.00p.m.
	Senior Infants 2.00p.m.
	Other classes 3.00p.m.

**Safety:** For my own safety and that of others.

I should always walk while in the school building.

I should remain seated at all times in class and while eating lunch.

I should be careful in the schoolyard and always show respect for my fellow pupils.

I should never leave the school grounds without the permission of the teacher in charge.

The Board of Management allows the wearing of studs in the ear but bans the wearing of any type of hoop earrings on safety grounds. We consider visible tattoos, both temporary and permanent, make-up and highly perfumed products inappropriate for primary school children and will discourage same.

Cycling of bicycles is banned within school grounds. Children are to walk the bike to and from the bike rack and to refrain from using it during school hours.

### Caring for Myself:

I should respect myself and my property, always keeping my schoolbag, books and copies in good order.

I should be in school when the bell rings at 9.20 a.m.

I should show respect for my school and be proud to wear the complete school uniform every day.

I should always be aware of my personal cleanliness.

I should always bring a sensible, nutritional lunch to school. Crisps, minerals, sweets or chewing gum are not permitted.

I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

## **Caring for others:**

I should be kind and respectful to teachers and fellow pupils by being mannerly and polite, by taking turns and being orderly in my class line.

I should behave well in class so that my fellow pupils and I can learn.

I should keep my school clean and tidy by using the bins provided.

I should show respect for the property of my fellow pupils, the school building and grounds.

Be truthful and honest at all times.

## **Bullying:**

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is unacceptable.

## **Collecting Children from School**

Children are to be collected promptly at the relevant closing time (2.00p.m. for Infants and 3.00p.m. for 1<sup>st</sup> – 6<sup>th</sup> Classes). If there is a change in closing time (school tour, half day etc.) children are to be collected at the time indicated on written notes/school text message to parents/guardians

In the interest of the children's safety we would advise that pupils in Junior Infants to Second Class be collected personally and should not leave the school grounds unless accompanied by an adult. The children should inform the teacher that they haven't been collected and he/she will deal with the problem by phoning the parents. Older classes may leave unsupervised once closing time has come.

Parents whose children are being collected by a third party should inform the teacher in writing of same.

Parents of children who are being collected early from school, (dentist appointments, etc.) should see that they are collected in person and inform the teacher beforehand of same. They should also sign the children out in the relevant book. Likewise if the child is returning to school later, the book should be signed by the parent who is returning the child to school.

## **Homework**

It is the policy of the school to assign homework on Monday, Tuesday, Wednesday and Thursday nights. Parents are strongly advised to take an active interest in their child's homework and see that it is completed in a satisfactory manner. Assignments may be found in the child's homework journal/notebook.

If homework has not been completed during the week it may be given to the student at the weekend. Pupils will be asked to correct and get a parent to sign tests at the weekend also.

A note from a parent is required if a child is to be excused from homework at any time.

The school's Homework Policy is included in section 5a of this information book.

## **Use of mobile phones:**

It is school policy to ban the use of mobile phones within the school and its grounds and also on school trips. We have a list of contact numbers for parents and their representatives within the school. Children may, in cases of urgent need and with the permission of the teacher in charge, use the school phone to contact their parents.

We would be obliged if parents would advise us should there be a change in any of their contact numbers.

## **School Outings:**

Children attending Clondulane N.S. are expected to take part in all the activities of the school including Games, Field Trips, School Outings, the Annual School Tour and any other curricular or extra-curricular activities organised by the school.

## **Code of Behaviour and Discipline.**

The ethos of a school is a major factor in establishing and maintaining high standards of behaviour and discipline. This will involve a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.

A positive school ethos is based on the quality of relationships, both the professional relationships between teachers and the ways in which pupils and teachers treat each other. Discrimination on the basis of gender sexual orientation, age or religious belief will not be tolerated in this school. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion with the school.

The Principal Teacher shall play a vital role in encouraging a sense of collective responsibility among staff and a sense of commitment to the school among pupils and their parents. She will endeavour to create the right climate within which individuals in the school community can fulfil their responsibilities.

Staff consider themselves responsible at all times for the behaviour of children within sight or sound of them and shall respond promptly and firmly to any instances of any unacceptable behaviour.

Positive expectations by teachers can make pupils more responsible in their work and conduct. Where teachers insist, firmly but fairly, on honest effort and commitment from pupils and on high standards of behaviour, there is a greater likelihood they will obtain them.

An attractive environment for learning, as we have in Clondulane N.S., can also be a motivation factor in maintaining good behaviour.

Parents shall be made aware of the aims, values and disciplinary requirements of the school. Parents can co-operate with the school by encouraging their children to abide by the school rules, by visiting the school when requested to do so by the Principal, Teacher or other member of the school staff and by ensuring that homework is allocated due time and effort by the children. Parents are welcome to make an appointment with the class teacher to discuss their children's progress should the need arise. Parents and teachers should show courtesy and respect in their dealings with each other.

It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. A teacher shall report repeated instances of serious misbehaviour to the Principal Teacher while at the same time keeping a written record of all such instances.

The full version of the school's Code of Behaviour may be viewed at the school by appointment. It can also be found, together with other school policies on the school website.

## **New Enrolments**

New pupils and their parents will be invited into the school for an introductory session in May/June.

Please provide Birth Certificate and Baptismal Certificate (if your child has been baptised) with completed enrolment forms. Originals will be photocopied and returned to you.

Children must be at least four years old on the previous 31<sup>st</sup> August of the year they intend enrolling.

## **School Uniform**

School uniform of navy jumper, trousers/skirt, pale blue shirt & navy tie to be worn every day with the exception of those days when the school is partaking of sports. On these days (normally Fridays) the school tracksuit is to be worn. This consists of a navy sweatshirt and leggings and a white polo T-shirt. The official School Jumper with the School crest can be purchased from Shaws in Fermoy.

Velcro shoe fastenings have a distinct advantage over laces especially in junior classes.

Please label all your child's clothes with his/her name.

## **Handy Hints**

**School bag:** Buy a school bag large enough to carry all the books, copies, pencil case, and lunch. Remember that most of the workbooks are quite big.

**Books/Copies:** Booklists are sent out in June. The school operates a book lending scheme for some books, these books must be returned in good condition at the end of each year.

**Notes:** Please check your children's schoolbags each day for notes.

**Shoes:** It would be helpful not to have laced shoes.

Give your children the habit of checking their schoolbags each morning to see that they have books, pencils and lunches.

**Putting labels on all your children's belongings, especially jumpers, which can be mislaid during hot weather, can save time.**

# **The Education (Welfare) Act, 2000**

## **The Importance of a Good Education**

A good education gives your child the best possible start in life. A good education helps young people to obtain secure employment and develop into mature and responsible citizens. The purpose of the Education (Welfare) Act, 2000 is to encourage regular school attendance and participation in education and training for as long as possible.

## **TUSLA**

Under the Act, every child must attend school regularly up to sixteen years of age or complete at least three years education in a post primary school, whichever comes later. TUSLA (Child and Family Agency) has taken over from The National Educational Welfare Board (NEWB). It was established to support school attendance and follow up on children who are not attending school regularly.

To comply with the above act parents/guardians are required to provide a note explaining a child's absence from school. Please send the note on the day of your child's return to school. If a child is taken out of school during the day a note is required in that instance also.

The school is obliged to notify TUSLA if a child is absent for 20 days or more where the absence gives rise to concern.

If your child is sick or is absent for other good reasons, no action will be taken by TUSLA. However, if there is concern about your child's attendance at school or about the reasons given, you may be visited by an Education Welfare Officer who will discuss your child's education with you. The Officer will work with you and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his/her entitlement to an education.

Further information concerning this service and about school attendance matters generally can be obtained from the National Lo-Call Education Helpline (Telephone 1890 36 36 66) which is staffed by an Education Welfare Officer.

## **5. List of Policies Available to Parents**

The following Administrative Policies have been approved by the Board of Management. They are in the school and available to parents/guardians of pupils in the school.

### **Administrative Policies**

1. Accidents/Administration of Medicines
2. Anti-bullying
3. Child Protection
4. Cork Primary School Sports
5. Code of Behaviour
6. Critical Incidents
7. Enrolment
8. Equal Rights : Disabilities
9. Health and Safety
10. Health Promoting School
11. Homework
12. Home/School Liaison
13. Internet Use
14. Learning Support
15. R.S.E. Relationships and Sexuality Education
16. Substance Use
17. Swimming
18. English as an Additional Language Policy

## **5a. Homework Policy**

**Scoil Mhuire Gan Smál  
Clondulane N.S.  
Phone (025) 32863**

Homework is an integral link in the chain of communication between school and home. Parents can monitor the progress of their children through continual reference to homework diaries and liaison with teachers.

### **Rationale**

The need for homework/homework policy can be attributed to the following:

- To reinforce what the child learns during the day.
- To provide a link between teacher and parent
- To ensure clarity as to the recommended time to be spent on homework

### **Relationship to School Ethos:**

It is the policy of the school to provide a positive learning experience which will stimulate each person to achieve his/her full potential. The school also encourages the active involvement of parents in enabling their child to take responsibility and work independently. The homework policy of the school facilitates these ideals.

### **Aims and Objectives:**

The primary objectives of the policy are –

- To consolidate learning through reinforcement of class work
- To enable the children develop a sense of responsibility and independence
- To enhance self-esteem through the provision of work that each child is capable of doing – Homework is meant to be achievable by a child. However,

sometimes with senior classes, some homework is designed to challenge children's ability and provide opportunities for creativity.

- To develop concentration, self-discipline and study skills
- To promote consistency and a uniform approach to homework across all classes
- To further develop links between home and school

## **Policy Content:**

It is school policy to assign appropriate class-related levels of homework as an important reinforcement in the learning process. Good study habits are fostered, independent learning is promoted and self-discipline is developed. The following are the allocations for our school.

### **1) How often is homework given?**

- Homework is given on Mondays, Tuesdays, Wednesdays and Thursdays but not on Fridays. There are two exceptions :
  - ◆ if homework has been neglected during the week
  - ◆ in senior classes some project work is undertaken at weekends
- Sometimes at the discretion of the class teacher or the principal, children are given "homework off" as a treat or as acknowledgment of some special occasion.
- Please note extra homework may sometimes be given during the week or at the weekend if a child has not done homework, made a suitable effort or presented untidy work.

### **2) How much homework?**

The following are guidelines for time spent at homework. Different children will complete the same homework in different lengths of time. Time spent will vary from day to day and also from the beginning to the end of the school year. It is

important to remember that it is the quality and not the quantity of homework that matters. The following are general guidelines only:

Junior Infants	0 - 15 minutes
Senior Infants	Up to 20 minutes
Rang 1	Up to 30 minutes
Rang 2	Up to 40 minutes
Rang 3	Up to 50 minutes
Rang 4	Up to 1 hour
Rang 5	1 hour
Rang 6	1 hour

### 3) **What is the content of homework?**

- Ideally homework will contain a balance between reading tasks, learning tasks and written tasks.
- This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work.
- Homework will regularly contain reading, spellings, tables, written work, pieces to be “learned by heart”, drawing/colouring, collecting information/items and finishing work started in class.
- Children often feel that reading and “learning by heart” is not real homework. Parents can play an important role in listening to reading and items to be learned ensuring this work is done well.
- The assigned homework is explained to the children in advance.
- The different ability levels of the pupils are taken into account
- The Learning Support/Resource teachers may give homework to their allocated pupils
- If homework causes stress or worry to the child, parents are encouraged to convey these anxieties to the class teacher. If homework cannot be completed on a particular night, parents are asked to forward a written note.

### 4) **Parental Involvement:**

Parents should try to help their children with homework by:

- ◆ providing them with a suitable place and time to do their homework
- ◆ to prevent interruptions or distractions, like T.V. or other children
- Children should do written homework themselves and parents should only help when the child has difficulty

- If a child has difficulty with homework, the parents should help the child to overcome the difficulty with further explanation or examples, but not by actually doing the homework for the child. In this case the parent should write a note to the teacher explaining the problem.
- Shared reading is not homework in the regular sense and it is simply meant to be an enjoyable exercise between parent and child. If it's not enjoyable, shared reading should not be done.
- Parents should have a supply of rulers, pencils, erasers etc. available, should the need for them arise

#### **How often should parents monitor homework?**

- Parents should check and sign a child's homework journal every evening
- The pupil's journal is an important record of the child's homework. It is also a valuable means of communication between parents and teachers.
- Parents should check that their child records his/her homework neatly in the correct page and ticks each item of homework when completed.

#### **5) Role of Teacher**

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

#### **Remember**

**If homework is a stressful experience between parent and child, something is wrong! This leads to poor learning and defeats the whole purpose. Should this happen on a regular basis, parents are asked to contact the class teacher.**

## **5b. Acceptable Use Policy Use of Internet**

**Scoil Mhuire Gan Smál**  
**Clondulane N.S.**  
Phone (025) 32863

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

Before signing, the AUP should be read carefully to ensure that the conditions of use are accepted and understood.

Parents can indicate their acceptance of the School's Internet Policy, and also their agreement to allow their child's photo on the school's website, by signing the permission forms on the enrolment form.

This version of the AUP was created on the 1<sup>st</sup> November 2004 by the Staff of Clondulane N.S. and reviewed in January 2008.

### **School's Strategy**

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

#### **General**

- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.
- The school will regularly monitor pupils' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of memory sticks or CD-ROMs in school requires a teacher's permission.

- Students will observe good “netiquette” (i.e., etiquette on the Internet) at all times and will not undertake any actions that may bring the school into disrepute.

## **Internet**

- Students will not visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will use the Internet for educational purposes only.
- Students will never disclose or publicise personal information.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

## **Email**

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

## **Internet Chat**

- Students will only have access to chat rooms, discussion forums or other electronic communication forums that have been approved by the school.
- Chat rooms, discussion forums and other electronic communication forums will only be used for educational purposes and will always be supervised.
- Usernames will be used to avoid disclosure of identity.
- Face-to-face meetings with someone organized via Internet chat will be forbidden.

## **Sanctions**

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

## **5c. R.S.E. Policy Document**

**Scoil Mhuire gan Smál**  
**Clondulane**  
**Phone (025) 32863**

Scoil Mhuire gan Smál is a four teacher mixed rural national school under the patronage of the Catholic Bishop of Cloyne.

### **Introductory Statement & Rationale**

This policy statement is an approved approach to the teaching of RSE in Clondulane N.S.

It replaces an existing policy which was approved in 2004.

It was developed by the teachers in the school with input from the school's R.S.E. Policy Committee which included one teacher, one representative of the Board of Management and one parent representative.

It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE and in what class each aspect of the programme is to be taught.

This policy contains 2 appendices which outline clearly what terminology is to be used in each class and how it will be taught.

The Irish Constitution states that parents are the primary educators of their children. In the area of Relationships and Sexuality Education, we expect that parents will be the main source of information for their children. We see the school's role as being a supportive one, supplementing the efforts of parents in the home.

### **School Philosophy**

Clondulane N.S. is a Catholic school and therefore all policies developed are implemented in ways which are in keeping with the ethos of the school. The ethos of the school is characterised by the following:

- ❖ *Sensitive to reality of our children's lives in a changing world*
- ❖ *Mutual respect between all partners in education*
- ❖ *Child-centred*
- ❖ *Aims to ensure each child reaches full potential in the holistic sense*
- ❖ *Hopes that children are equipped with high self-esteem to enable them to go on to live happy and fulfilled lives*

## **Definition of RSE**

RSE is an integral part of Social, Personal and Health Education and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. (p. 5 NCCA interim curriculum and guidelines for RSE)

## **Relationship of RSE to SPHE**

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others. (p. 5 NCCA interim curriculum and guidelines for RSE)

## **Current Provision**

Included in the school curriculum in Clondulane N.S. is:

- Religious Education (Alive-O)
- SPHE
- Dental Nurse– discusses healthy eating and dental care
- Public Health Nurse – discusses puberty and menstruation in a joint approach with the other schools of the area in 5<sup>th</sup> and 6<sup>th</sup> classes.

This policy replaces an earlier RSE policy (2004)

## **Aims of our RSE programme**

- To help young people develop healthy friendships and relationships
- To promote a healthy attitude to sexuality and to relationships
- To enhance the personal development, self-esteem and well-being of the child
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- To enable the child to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

## **Resources**

The teachers in the school will use the resource materials for Relationships and Sexuality Education produced by the Dept. of Education and Skills. There are 4 books, one for Junior and Senior Infants, one for 1<sup>st</sup> and 2<sup>nd</sup> classes, one for 3<sup>rd</sup> and 4<sup>th</sup> classes and one for 5<sup>th</sup> and 6<sup>th</sup> classes. Other resources required for teaching the programme will be available in the school eg; boy and girl dolls in the infant classes.

In addition, the 'Busy Bodies' materials (book and DVD) will be used in 5<sup>th</sup> and 6<sup>th</sup> classes.

## **Guidelines for the Management and Organisation of RSE in our School**

### Curriculum Matters:

Curriculum Content – The curriculum by NCCA will be followed as published, and will be taught in Infants to 6<sup>th</sup> class. It will be taught by the teaching staff (as outlined on the sheet attached) and an outside speaker will address the “sexually sensitive issues” i.e. puberty, stages of baby in the womb, reproductive system, conception, birth and sexual intercourse, to 5<sup>th</sup> and 6<sup>th</sup> Class. All resources used will be in keeping with the ethos of the school and the policy.

In a multi class situation, the younger class will be withdrawn when topics being taught are not age-appropriate.

When an outside speaker is used, the class teacher is responsible for making them aware of school policy and that teacher will sit in during the lesson. A record will be kept in the school of who has taken part in the talk given by the outside speaker (normally the Public Health Nurse Deirdre Barry) and the programme she used (normally Busy Bodies)

### Organisational Matters:

The school respects the rights of parents who may wish to withdraw their children from R.S.E. Suitable alternative arrangements must be made in consultation with the Principal. If children are withdrawn, they will be accommodated in another teacher's classroom.

With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom.

Any teacher has the right to opt-out from teaching the sexually sensitive issues in RSE. It is the responsibility of the Board of Management to ensure that the curriculum will be taught to the children by another teacher or an outside speaker.

Parents are welcome to view the curriculum and may speak to the class teacher (by appointment) if they have any concerns.

Regular contact with parents prior to the teaching of lessons involving “sensitive issues” in the form of the home/school link page accompanying such lessons in the RSE Resource Books or by letter outlining the main points of the lesson or by photocopying the lesson itself.

### Dealing with Questions:

All questions answered will reflect the parameters of the curriculum. Certain topics will not be discussed i.e. abortion, masturbation, homosexuality, contraception. Questions to the teacher may be written or oral within the group setting and answered within the boundaries of the curriculum and policy. If there are any questions asked by the children that are judged to be inappropriate, the teacher will refer the child to their parents. The school cannot guarantee confidentiality if a child asks a question of a personal nature to themselves or discloses personal information.

### Provision for Ongoing Support

We will continue to avail of outside support in the teaching of this and other subjects

### Review

This policy will be reviewed at staff meeting after the initial 12<sup>th</sup> month period has passed and every two years thereafter. This policy will also be reviewed should a need arise. Parents and staff will be informed of any amendments made by the RSE Policy Committee.

### Ratification

This policy was approved by the Board of Management

## 5d. Child Protection Policy

**Scoil Mhuire gan Smál**  
**Clondulane**  
**Phone (025) 32863**

1. Introductory Statement
2. Aims
3. Definition
4. Prevention
5. Practice
6. Procedures
7. Links to other policy/planning areas
8. Review and Monitoring

### 1. Introductory Statement

The staff of Clondulane N.S. have developed and agreed this policy in line with the current recommendations and guidelines relating to child abuse prevention and child protection guidelines.

This policy addresses the responsibilities of the school in the following areas:

Prevention – curricular provision

Procedures – procedures for dealing with concerns / disclosures

Practice – best practice in child protection

An individual copy of this policy document and a copy of the Department of Education and Skills “*Child Protection Guidelines and Procedures*” will be made available to all staff.

It is incumbent on all staff to familiarise themselves with “*Children First*” and the DES child protection guidelines and procedures.

### 2. Aims

This policy aims to:

- Create a safe, trusting, responsive and caring environment.
- Provide a personal safety skills education which specifically addresses abuse prevention for all children in the school.

- Develop awareness and responsibility in the area of child protection amongst the whole school community.
- Put in place procedures for good practice to protect all children and staff.
- Ensure that all staff members are aware of and familiar with the “Children First” and the DES guidelines and procedures in relation to reporting concerns and/or disclosures of child abuse.
- Provide for ongoing training in this and related areas for all school staff.

### 3. Definition

Child Abuse can be categorised into four different types; neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. (Child Protection Guidelines p.31)

- Neglect can be defined in terms of omission where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care.
- Emotional abuse is normally to be found in the relationship between a care-giver and a child rather than a specific event or pattern of events. It occurs when a child’s need for affection, approval, consistency and security are not met.
- Physical abuse is any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child.
- Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal or for that of others.

### 4. Prevention

The Stay Safe programme is the primary resource used in this school to provide education for children on abuse prevention. The programme is taught as part of the schools’ Social Personal and Health Education (SPHE) curriculum under the strand unit Safety and Protection.

On enrolment of their child parents will be informed that the Stay Safe programme is in use in the school and a copy of the “Stay Safe: A Parent’s Guide” provided. The formal lessons of the programme will be taught in their entirety every second year in accordance with the SPHE two-year cycle plan.

Staff will make every effort to ensure that the messages of the programme are reinforced whenever possible.

Other Considerations – See PREVENTION, page 8

## 5. Practice

All staff (Teachers, SNAs, ancillary, secretarial, caretaking, etc.) in this school will follow the recommendations for reporting concerns or disclosures as outlined in “*Children First*” and the Department of Education and Science document, “*Child Protection Guidelines and Procedures*”.

### Responsibilities of School Management

It is the responsibility of the Board of Management to do the following;

- Have clear procedures which the teachers and other school staff must follow where they suspect, or are alerted to, possible child abuse, including where a child discloses abuse.
- Designate a senior member of staff to have specific responsibility for child protection. In the case of primary schools, the designated liaison person for dealing with outside agencies should be the Principal or other person ensuring that the standard reporting procedure is followed so that suspected cases of child abuse are referred promptly to the local health board or An Garda Síochána.
- Monitor the progress of children considered to be at risk.
- Contribute to the prevention of child abuse through curricular provision
- Promote in-service training for teachers to ensure that they have a good working knowledge of child protection issues and procedures.
- Have clear written procedures in place concerning action to be taken where allegations are received against school employees.

The Board of Management of this school has appointed Liz O'Brien as the Designated Liaison Person (DLP), and Lisa Daly as the deputy DLP.

The staff and management of this school have agreed that:

- All concerns/disclosures involving child protection/child welfare issues will be reported in the first instance to the DLP (deputy DLP where appropriate)
- Each report to the DLP will be dated and signed by the person making that report
- A strict adherence to maintaining confidentiality – information regarding concerns or disclosures of abuse should only be given on a ‘need to know’ basis.

## 6. Procedures

### Disclosures

If a child discloses to a teacher or to other school staff alleging that s/he is being harmed by a parent/care-giver or any other person, the person who receives the information should;

- Listen carefully and supportively
- Obtain only necessary relevant facts
- Never promise confidentiality to a person making a disclosure
- Explain the requirement to report to the Health Board in a supportive manner
- Record the discussion accurately and retain the record
- Inform the designated liaison person (DLP) or in his/her absence the deputy DLP

The child should not be interviewed formally.

The DLP should report the matter to the Health Board immediately. The DLP should ask for the Duty Social Worker. In the event of an emergency, or the non-availability of health board staff, the report should be made to An Garda Síochána. (see Child Protection Guidelines)

### Concerns

In cases where the school personnel have concerns about a child, but are not sure whether to report the matter to the appropriate health board, they should seek appropriate advice. To do so the DLP should consult the appropriate health board staff without having to give identifying details. If a health board advises that a referral should be made, the DLP should act on that advice. When such a report is being made to the Health Board the Chairman of the Board of Management should be informed.

### Allegations or suspicions of abuse by school employees

Legal advice should be sought. Two procedures must be followed.

- Reporting procedure in respect of the allegation
- Procedure for dealing with the employee.

The DLP is responsible for reporting the matter to the Health Board while the Chairperson of the Board of Management will assume the responsibility for addressing the employment issues.

However where the allegation of abuse is against the DLP, the Chairman of the Board of Management will assume the responsibility for reporting the matter to the Health Board.

The primary aim of Boards of Management is to protect the children within the school to whom they have a duty of care. However, school employees may be subject to erroneous or malicious allegations. Therefore any allegation of abuse should be dealt with sensitively and the employee fairly treated. This includes the right not to be judged in advance of a full and fair enquiry. (See Reporting Procedure, Child Protection Guidelines p.15)

## Bullying

Bullying is not tolerated in this school and the school's Anti-Bullying Policy addresses the school's policy in this area.

## 7. Links to other policy/planning areas

SPHE curriculum – Strand Unit on “Safety and Protection”

Staysafe Programme

The School Code of Behaviour

Anti-Bullying Policy

Health and Safety Statement

Information and Communication Technology

Special Needs

Swimming Policy

School Tours/Outings

Children First Guidelines

Child Protection Guidelines and Procedures

## 8. Review and Monitoring

This policy will be monitored and reviewed by the Board of Management on an annual basis and when the need arises. The board of management will ensure that adequate training/information and support is provided for all staff, parents and board of management members.

## 5(d) Child Protection

In recent years, as a society, we have become very aware of the problem of child abuse through neglect, emotional, physical, or sexual abuse.

Each one of us has a duty to protect children and ***Children First***, the National Guidelines for the Protection and Welfare of Children noted that teachers, who are the main care givers to children outside the family, are particularly well placed to observe and monitor children for signs of abuse.

In response to this, the Department of Education and Skills published Guidelines and Procedures for all schools in relation to child protection and welfare. [These guidelines promote the safety and welfare of all children and are to be welcomed.](#)

The Board of Management of Clondulane National School has adopted these guidelines as school policy. CONSEQUENTLY, IF SCHOOL STAFF SUSPECT OR ARE ALERTED TO POSSIBLE CHILD ABUSE (INCLUDING; NEGLIGENCE, EMOTIONAL, PHYSICAL OR SEXUAL ABUSE) THEY ARE OBLIGED TO REFER THIS MATTER TO THE HEALTH SERVICE EXECUTIVE (HSE). The HSE will then assess the situation and provide support for the child concerned.

***Children First***, the National Guidelines for the Protection of Children may be accessed on the website of the Department of Health and Children ([www.dohc.ie](http://www.dohc.ie)) and the Department of Education and Skills Child Protection Guidelines can be read on the Department's website ([www.education.ie](http://www.education.ie)). Parents/Guardians are also welcome to look through the guidelines here at the school.

## 5e. Anti-Bullying Policy

### **Scoil Mhuire Gan Smál Clondulane Phone (025) 32863**

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 Clondulane National School 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) 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;

The school recognises the following key elements of a positive school culture and climate (from Table A - Anti-Bullying Procedures for Primary and Post Primary Schools)

- ✓ The school acknowledges the right of each member of the school community to enjoy school in a secure environment
- ✓ The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- ✓ The school promotes positive habits of self-respect, self-discipline and responsibility among all its members
- ✓ The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members

- ✓ The school has a clear commitment of promoting equity in general and gender equity in particular in all aspects of its functioning
- ✓ The school has the capacity to change in response to pupils' needs
- ✓ The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- ✓ The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- ✓ The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis
- ✓ The school recognises the role of parents in equipping the pupil with a range of life-skills
- ✓ The school recognises the role of other community agencies in preventing and dealing with bullying
- ✓ The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities
- ✓ The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school
- ✓ Staff members share a collegiate responsibility, under the direction of the principal, to act in preventing bullying /aggressive behaviour by any member of the school community.

**(b) Effective leadership**

**(c) A school-wide approach**

**(d) A shared understanding of what bullying is and its impact**

**(e) 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 trans phobic bullying;
- effective supervision and monitoring of pupils;

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

**(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i) 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
- 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.

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*.

## Examples of bullying behaviours

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person or hurting their feelings</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Misleading someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>

<b>Identity Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use of terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

4. The Relevant Teachers in this school are:

Primary School
Principal
Deputy Principal
All class teachers
Special Needs Teachers

The class teacher will take primary responsibility for investigating and dealing with bullying incidents and will consult regularly with the principal.

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

If the teacher supervising the yard notices bullying behaviour he/she will report to and work with the class teacher who will take primary responsibility for investigating and dealing with the bullying incidents relating to the children in his/her class.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows;

#### **Education and Prevention strategies**

##### **School-wide approach**

- A school-wide approach to 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.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Development and promotion of an Anti-Bullying code for the school - to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (per year or more regularly if necessary) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; termly pupil surveys; regular school assemblies by principal, deputy principal etc.
- Encourage 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, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Tell box to be in each classroom for anonymous reporting
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils. (Sample in Appendix 1)
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child or any child is being bullied. Parents are welcome to come to the school at any time to make such a report.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored. Mobile phones are not permitted in the school and will be taken and locked away by a teacher if found.

#### **Implementation of curricula**

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme,
- School wide delivery of lessons on Cyber Bullying (Web wise Primary teachers' resources), Appendix 2 to this policy contains a list of SPHE resources in the school and a list of appropriate websites.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying

- 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.
- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see Appendix 4).

#### **Links to other policies**

- The school has other school policies, practices and activities that are particularly relevant to bullying. These include the Code of Behaviour, Child Protection policy, Acceptable Use policy, Attendance Policy

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):

### **Procedures for Investigating and Dealing with Bullying**

**The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);**

**The school's procedures must be consistent with the following approach.**

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

### **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 such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners 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 (see section 6.8.9)**

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be 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.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- 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;
- If the school becomes aware of bullying behaviour which takes place outside the school, the class teacher in conjunction with the principal will verbally inform the parents of the child who is allegedly bullied and those of the alleged bully. If the reports of bullying outside of school persist the school will inform the parents in writing. If the reports persist, the school will seek advice from the Child Protection authorities (see Child Protection Policy) or the Gardaí

### **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:
  - 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
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where the school doesn't succeed in stopping the bullying, despite the best efforts of those concerned, advice will be sought from the Child Protection agencies and if necessary a referral will be made. Help may also be sought from the NEWB
- 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(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**

- All staff must keep a written record of any incidents witnessed by them or notified to them. Detailed records will be kept in the individual teacher's own notes. A brief outline of individual incidents will be kept in the incident book which is stored in the back of the third drawer in the office filing cabinet. The principal and secretary have keys to the filing cabinet.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher

must keep a written record of the reports, the actions taken and any discussions with those involved regarding same

- The relevant teacher must inform the principal of all incidents being investigated.

### **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.

### **Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) 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

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Some of the behaviours which are prohibited are listed in Section 2 of this policy. These are in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. This will be numbered (year and number) and kept in the filing cabinet in the resource room/principal's office in a special file. They will be retained indefinitely.

### **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. Parents will be involved at an early stage.
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Peer mediation where suitable training has been given

The following interventions may be used;

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

([www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf))

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 e.g.
  - Group work such as circle time
  - Confidence building activities e.g. as part of SPHE
- 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.

The playground is supervised each morning from 9.10 to 9.20 by the principal. It is supervised at break times by the teacher on duty and by the special needs assistant. Bullying danger spots will be identified if there are such and listed. All children will be regularly encouraged to tell if they notice bullying behaviour in the school building or on the school grounds.

All internet sessions are supervised by the teacher.

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only)

## **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 26 March 2014 .

**11.** This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this 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, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

## 6. Pupil Personal Accident Insurance

Pupil Personal Accident Insurance is available in September from the school's insurers, Allianz. This insurance is compulsory for every pupil. The school will open to receive pupils at the hour of 9.10 a.m. In this regard the Insurance Company has advised that no responsibility will be accepted for pupils arriving before the official time of 9.10 a.m.

## 7. Parents' Association

Clondulane N.S. has an active Parents' Association who would welcome an input from all the Parents/Guardians of the children in the school.

### Parents' Association Contacts

Name	Position	Mobile No.
Helena Murray	Chairperson	086-876 6232
Serena Burton	Secretary	087-744 0517
Tracey Bransfield	Treasurer	086-382 7101

Due to safety concerns the Parents' Association have organised a system for dropping off children at school in the morning. The car park adjacent to the school is available to be used by parents for the purposes of dropping off their children in the mornings and for school related parking. Children who are being driven to school should use the small gate in the car park to access the school. Children who walk or cycle to school should not come through the car park but should walk on the path/near the wall through the front gate.