**ST. CLARE’S PRIMARY SCHOOL**

**CAVAN**

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**Information**

**Booklet**

**2016/2017**

Telephone No: (049) 4332671

School Website: stclarescavan.ie

Email: stclares12@gmail.com

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A WORD OF WELCOME

On behalf of the Board of Management and Staff of St. Clare’s Primary School I would like to extend a warm welcome to the children and their parents who will become part of our school community. It is our sincere wish that the time you spend here will be rewarding and positive. Our commitment to the development of each individual child is encapsulated in our mission statement:

**MISSION STATEMENT**

**St. Clare’s Primary School is a Catholic Primary School which strives to provide a well ordered, happy and secure atmosphere where the self-esteem of each child will be enhanced and the educational, spiritual, moral and cultural needs of each child identified and developed with compassion, enthusiasm and due regard for the child's individuality. St. Clare’s Primary School promotes excellence in teaching and learning.**

The following aims and values are prioritised in St. Clare’s Primary School:

* St. Clare’s Primary School is committed to the holistic development of the child and will ensure that a broad and balanced curriculum is provided for every child. A range of extracurricular activities are also organised.
* Parental Involvement in the education of their children is valued within St. Clare’s Primary School where it is fostered and encouraged.
* Regular Attendance at school is crucial if every child is to realise their potential.
* St. Clare’s Primary School promotes a Catholic ethos with due recognition for all other religions.
* St. Clare’s Primary School is committed to addressing the needs of children who are disadvantaged and will strive to ensure that all pupils develop a healthy respect for people from all social, religious and ethnic backgrounds.
* Staff at St. Clare’s Primary School recognise the importance of early identification of learning difficulties and will strive to ensure effective intervention and support.
* The Irish language, culture and traditions are highly valued in St. Clare’s Primary School and every effort will be made to ensure their development.
* Gender Equity is promoted within St. Clare’s Primary School.
* St. Clare’s Primary School is committed to inclusive planning and reviewing processes within the school community so that change can be managed effectively.

Alma Leonard

School Principal

**SCHEDULE FOR**

**CATHOLIC SCHOOLS**

St. Clare’s Primary School is a Roman Catholic School and aims to promote the full and harmonious development of all aspects of the person of the pupil, intellectual, physical, cultural, moral and spiritual including a loving 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 traditions of the Roman Catholic and promotes the formation of the pupils in the Catholic faith.

# EDUCATION

St. Clare’s Primary School, Cavan provides a broad and balanced education in all curricular areas as laid out by the Department of Education & Science

English Irish Maths

Social, Personal & Health Education Music

Physical Education History Geography

Science Drama Visual Arts

Religion

St. Clare’s Primary School promotes a Catholic ethos and the Catholic religious programme is followed in all Classes. Children are prepared for First Communion in second class and for Confirmation in sixth class.

Parents of other denominations who do not wish their children to participate in religious studies may request an exemption in writing to the school. These children are given an alternative task or activity but usually remain within the classroom.

St. Clare’s Primary School promotes the prevention of learning difficulties and early intervention where difficulties are detected. Parents are consulted about such recommendations and all referrals to Learning Support which may be provided in a small group situation, within the classroom or on a withdrawal basis. There are a number of teachers trained to deliver the Reading Recovery Programme which is an intensive, individual programme provided for some children within Senior Infants and First Classes. Extra Support is also provided for children whose first language is not English. There are also a number of trained Maths Recovery Teachers who deliver the Maths Recovery Programme which is an intensive programme provided for some children on an individual, group or whole class basis.

**FACILITIES**

Computer Room

Parents Room

Assembly hall and stage with lighting and sound equipment

Interactive White Boards in all classes

Data Projectors in all classrooms

Wide range of up to date equipment and resources in all subjects

**EXTRA CURRICULAR ACTIVITIES**

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**Include:**

* After School Sports

e.g. Football, Camogie, Athletics, Mixed Sports.

* Lunch Time Sports Programme

e.g. Indoor Camogie, Basketball, Athletics

* Gymnastics, Drama, Art
* Computer classes and After-School Computer Club
* Quizzes
* School Marching Band & traditional music group
* Accordion & keyboard classes
* Violin classes for infants & first classes
* School choirs
* German/ French for 6th class

GUIDELINES FOR PARENTS

Parents are asked to ensure that their children are in their class lines in the Assembly Hall or classroom at 9.00 a.m. **It is important that your child gets the best start to the day by being on time.**

The school doors will open at 8.50 a.m. and supervision is provided in the Assembly Hall from 8.50a.m. to 9.00 a.m. **The school does not accept responsibility for pupils who enter the school grounds before 8.50 a.m.**

Infant children finish school at 1.40 p.m. and parents are asked to ensure that their children are collected on time. Children in classes from first to sixth finish at 2.40 p.m. **The school does not accept responsibility for children after this time.**

If you wish to collect your child early from school please make prior arrangements with class teacher. An Early Departure Form which is available in the secretary’s office must be signed.

Children are ***not allowed*** to leave school premises during the school day at any time unless they are accompanied by a teacher or collected by a parent or guardian and with the knowledge of school personnel.

A copy of school holiday arrangements for 2016/2017 is distributed in September. Please retain for reference. Text-a-Parent Service is also in operation for whole school or class notices only. The school issues a School Newsletter per term. Our school website is also updated regularly

Parent-Teacher meetings are organised once a year. Should you wish to speak with your child’s teacher at any other time please phone the school to make an appointment. Meetings with class teachers at class doors to discuss a child’s progress/concerns are discouraged on a number of grounds:

1. A teacher cannot adequately supervise his/her class while at the same time speaking with a parent.
2. It is difficult to be discreet when so many children are standing close by.
3. It can be embarrassing for a child when his/her parent is talking to the teacher at a classroom door.

Occasions occur where a parent needs to speak to a teacher urgently. Sometimes these meetings need to take place without prior notice. The principal may facilitate such meetings if possible.

If a parent wishes to drop in lunch boxes, sports gear etc. this can be done through the secretary’s office as it is important to keep class interruptions to a minimum.

Please inform the school of any changes to contact details submitted on application for enrolment as soon as possible. It is essential that we have current and updated details of addresses and phone numbers. **Parents are responsible for ensuring that we have correct contact details in case of emergency.**

**Access to Records**

Parents are entitled to an account of their child’s progress in school. First to 6th Classes participate in a National Standardised Assessment (in English and Maths) every year during the 3rd and 4th week of May. Parents are informed by the class teacher of results of tests on the school report in summer. Parents who wish to access their child’s school records must do so in writing to the Principal Teacher. Records provided include Attendance, Standardised Tests, Diagnostic tests (if applicable), Discipline, Medical/ Psychological (if applicable) and end of year reports. St. Clare’s Primary School retains all school records in a safe place for nine years after the child leaves 6th class.

**Custody/Separation**

The BOM and staff of the school encourage parents experiencing separation to come and speak **confidentially** to the teachers and/or principal. It is our aim to handle such matters with sensitivity and compassion and ultimately our primary concern is for the well-being and overall development of the child. When the child spends time in two homes it is requested that the school be provided with both sets of emergency/contact numbers. Regarding the collection of children from school, it is requested that the school be informed of any changes in the collection arrangements by note. It is assumed that when we wish to communicate with parents regarding their child, the parent contacted (i.e. the parent with whom the child principally resides) will inform the other parent of meetings, arrangements etc. Special arrangements for separate communication can be accommodated. In the absence of a custody arrangement, both guardians will be treated as equal partners in terms of parenting rights and responsibilities. **The school cannot be asked to withhold a child from either guardian in the absence of a custody arrangement or court order.**

**Relationship and Sexuality Education**

In circular 2/95 issued by the Department of Education and Science the minister requested all schools to introduce Relationship and Sexuality Education (RSE) as part of the curriculum. In the 1999 curriculum RSE was included in Social Personal and Health Education (SPHE). The content of the schools SPHE programme includes a wide range of topics such as healthy eating, alcohol, drugs, environmental issues, safety and social responsibility as well as RSE. RSE will be taught in accordance with the Department’s directives and within the philosophy framework of the school. The teaching methods used in the school are child centred and reflect the age and stage of development of each child. If parents are concerned about the more sensitive aspects of the programme, they are welcome to visit the school to examine the content of the programme and discuss their concerns with the teacher.

**Care of Hair**

Parents are asked check their 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. Girls with long hair should have it tied up or back. Untreated headlice will not be ignored as it is a public health issue.

**Attendance**

Regular attendance at school is vital. If your child is absent for any reason please send a note of explanation to the school on their return. Under the Education and Welfare Act 2000 records of these explanations must be kept in school for inspection and names of children who miss 20 days or more in any school year must be referred to the National Education Welfare Board. St. Clare's Primary School will inform parents when their child has missed 15 days or more.

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| **Guidelines for common**  **CHILDHOOD ILLNESSES** | | |
| **Illness** | **Symptoms and signs** | **What to Do** |
| **Fever** | **Temperature-**  **100.4 F or38.0 C** | **Stay home must be fever free for 24hrs before going back to school.** |
| **Headache** | **If the child can’t do normal activities** | **Stay Home** |
| **Vomiting** | **More than 2 times in 24 Hrs or if diarrhorea also** | **Stay home until 24 hrs after last episode** |
| **Diarrhorea** | **More than 3 times in 24 hrs** | **Stay home until 24 hrs after last episode** |
| **Sore Throat** | **If not eating or fever** | **Back as soon as well or 24 hrs after starting antibiotic if prescribed.** |
| **Cold Symptoms** | **Stuffed or runny nose, sneezing mild cough.** | **No need to stay home.** |
| **Cough** | **If the cough disrupts normal activities...** | **Return to school after Doctor has cleared child of serious illness e.g. whooping cough.** |
| **Asthma** | **If your child can’t do normal activities or coughing a lot...** | **Needs to see Doctor or asthma nurse to review treatment.** |
| **Conjunctivitis (red eyes)** | **With yellow or green puss** | **Seek treatment and return after 24 hrs.** |
| **Chicken Pox** | **May have fever, abdominal pain, sore throat, headache, or feeling sick a day or two before rash appears.** | **Return when blisters are dry and crusted over.** |
| **Hand foot and mouth Disease** | **Not infectious once rash appears** | **No need to stay home unless drooling.** |
| **Impetigo.** | **Blisters developing on patch of red itchy skin., soon forming crusty yellow-brown sores.** | **May return 24hrs after starting antibiotics, 48hrs after starting antibiotic cream. Sores must be covered with dressing.** |
| **Ringworm** | **Ring shaped oval patch of scaly red skin.** | **Return after starting treatment. Keep area covered.** |
| **Head lice** | **Spread directly from head to head.** | **Must be treated. No need to stay home.** |
| **Dentist or Doctor visit** |  | **Back to school afterwards unless advised to stay home.** |
| **Produced in association with Dr Van der Spek, HSE Drumalee, Cavan.** | | |

CHILD PROTECTION POLICY

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school’s policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills’ Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of St Clare’s Primary School has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department’s Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.

**2. The Designated Liaison Person (DLP) is:**

**Alma Leonard Principal**

**3. The Deputy Designated Liaison Person (Deputy DLP) is:**

**1. Ms. Marie Brady Deputy Principal**

4. In its policies, practices and activities, St. Clare’s 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 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.

5. School policies, practices and activities that are particularly relevant to child protection are the Code of Behaviour/Anti-bullying Policy, Pupil Attendance Strategy, Supervision of Pupils, & Child Protection Practices Appendix 3.

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

6. This policy has been made available to school personnel and the Parents’ Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.

7. This policy will be reviewed by the Board of Management once in every school year.

**HOMEWORK**

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Parents are asked to check that their child has completed all homework given by the teacher – written work, oral work and reading and to ensure that each pupil has all they need for the school day - lunch, pencils, copies etc. If you are unsure about any aspect of the homework routine please arrange to meet the teacher.

**Recommended Homework Times**

Junior/Senior Infants: 15 Minutes

First/Second Class: 30 Minutes

Third/Fourth Class: 45 Minutes

Fifth/Sixth Class: 1 Hour

**SCHOOL UNIFORM**

Pupils must wear the appropriate School Uniform at all times. Children who do not wear the appropriate school uniform may be asked to change into a uniform supplied by the school. School footwear should be flat. Neat earrings may be worn. Nose rings, lip rings, belly rings etc are not allowed. Make-up is not permitted. To avoid loss of personal property – jumpers, coats, tracksuit tops, lunch boxes etc should be marked.

## Uniform

## Dark Green Jumper with School Crest

**Red Polo Shirt**

Tartan Skirt or Pinafore

(Pinafore may be more suitable for smaller children)

Navy or Black Tights

Navy Trousers

PE Uniform (to be worn on designated P.E. days only)

Plain navy tracksuit bottoms

**Designer gear is not permitted.**

**Please Label all Items**

**Uniform available from: Charles Fay Drapery and Uniformity Cavan**

**HEALTH & SAFETY GUIDELINES**

1. St. Clare’s Primary School promotes a **Healthy Eating Policy** and we ask parents to ensure that lunches do not include fizzy drinks, chocolate, sweets, and crisps. Chewing Gum is not allowed in St. Clare’s Primary School
2. Mobile phones are not allowed in school except by prior arrangement with Class Teacher and Principal for school tours/out of school activities only.
3. Tippex, Cigarettes, Aerosols are not allowed in school
4. In the event that your child is taking medicine including inhalers the school must be informed in advance & a consent form signed
5. All medications, inhalers etc. to be kept in a locked secure place in the secretary’s office during the school day.
6. Parents are asked to sign a Consent Form giving the school permission to bring a child for medical attention in the event of the child have an injury or accident and the parents not being contactable.
7. Supervision will be provided from 8.50 a.m. to 9.00 a.m. in the assembly hall and specific classrooms designated by the Principal on behalf of the Board of Management.
8. Supervision will be provided on the yard during breaks by members of the teaching staff: 1 or 2 adults in each of the 4 outside areas. Special Needs Assistant will supervise the children to whom they are assigned during playtime interaction.
9. A pupil who shows signs of illness should be kept at home. Requests from parents to allow their child to stay inside during break times cannot be facilitated. A child who is too sick to play with his peers or go outside during break times should not be in school. The school is unable to provide adequate supervision both inside and outside the school, during break times.
10. Children will not be supervised after their school official finishing time unless they are involved in After-School Activities e.g. Homework Club, Sports etc.

**In which case they should be collected as soon as the activity ends as supervision will not be provided later than this. The Board of Management cannot accept responsibility for children after school hours.**

1. Pedestrian Access to the school is via gate at “Convent Mews”. There is **no pedestrian access** at Staff Car Park Entrance.
2. Access to school building is through Main Door only.

The Main Door is closed at 9.10 a.m. and anyone (parents/pupils or visitors) wishing to gain access to the school must ring buzzer at door

CODE OF BEVAHIOUR/CODE OF DISCIPLINE

**(Currently under review)**

**The Philosophy of Our School Mission Statement**

In St. Clare's we seek to provide an environment where the Christian values of mutual respect, tolerance, care and justice are encouraged and nurtured. Our school complements the efforts of parents in the fostering of living these values. Each pupil is unique, has different gifts and different needs. Our school strives to provide a broad, balanced and relevant curriculum which develops the individual's talents and abilities. St. Clare’s encourages self-discipline and responsibility, and fosters the development of skills which enable pupils to use life positively and creatively. It is our wish that pupils share fully in the life of the school and leave us as caring and capable young people who will contribute positively to their communities.

**How our Code was Developed**

This code was developed in consultation with all the education partners involved in the life of the school. The Patron, the Board of Management, Teachers, Parents and pupils were all involved in the drafting of this document. Guidance was sought from: ***Developing a Code of Behaviour :Guidelines for Schools(2008)*** *NEWB* and from ***Behavioural Emotional and Social Difficulties ;A Continuum of Support (2011)*** *NEPS.* The code is also influenced by, ***The Incredible Years*** (Carolyn Webster Stratton ) positive approach to behaviour management.

**Our vision for relationships and behaviour in the school and the ways in which the school promotes good behaviour.**

The Code of Behaviour in St. Clare’s is a statement of good practice which covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos. The health, safety and welfare of each member of the school community guides this code. In recognising the aspiration in the school mission statement to provide the best school environment in which to teach, learn, work and play, there is a duty and responsibility for all to play their part and to recognise the rights of all to proceed in their roles without threat, danger or obstruction and with the support and respect due to each individual. The school expects good behaviour to be the norm and always acknowledges good behaviour.

**The role of pupils, staff and parents in helping each other to uphold the standards expected in the school.**

All members of the school community are expected to help maintain an atmosphere conducive to learning and to foster an atmosphere of courtesy and mutual respect. Good school discipline, which fosters an effective and stimulating learning environment, depends upon full co-operation between all members of the school community. The support of parents/guardians greatly assists the school in the implementation of our Code of Behaviour.

**Aims of our Code of Behaviour:**

* To encourage acceptance of and adherence to an agreed set of principles of behaviour.
* To support effective teaching and learning.
* To contribute to mutual respect.

**Promoting a Positive School**

St. Clare’s seeks to provide a school environment in which pupils have every opportunity to learn and to develop as a person. Working together, pupils, teachers and parents have a responsibility to contribute positively to school life. We therefore encourage all to strive for the highest standards of work, behaviour, attendance and punctuality. Pupils are expected to co-operate fully with teachers and to challenge themselves to achieve their best in every aspect of life in the school. The school community will strive to:

* **Treat everyone and everything with respect.**
* **Show kindness, fairness and courtesy and be willing to work with and help others.**
* **Follow the agreed school procedures (See Appendix I).**
* **Attend school and be punctual (See Appendix II).**
* **Make use of every positive learning opportunity afforded at school.**
* **Work hard.**
* **Act sensibly.**

**Roles and Responsibilities of Staff Members in relation to Behaviour.**

St. Clare’s, aims to provide a caring environment for the entire school community. All teachers share responsibility for good order in the corridors, school grounds and during school events. Teachers are primarily responsible for maintaining discipline in their own classes. For misbehaviour the teacher will impose an appropriate reprimand and / or appropriate sanction.

**System of Referral and Procedures**

Teachers keep written records of breaches of discipline by pupils. Records of serious breaches of discipline are retained on file by the principal. Copies of letters sent to parents and records of phone-calls and meetings with parents will be retained. The degree of misdemeanours i.e. minor, serious or gross will be judged based on a commonsense approach with regard to gravity and frequency. Each teacher will draw up the ground rules with their own class and a copy will be sent home in September. Pupils will also be aware of positive rewards for good behaviour and work (***Compliment Bug policy, Clare’s Credits, In-class Reward Systems*** etc. See Appendix III) and sanctions which can be given where appropriate, to correct behaviour.

St. Clare’s operates a positive proactive approach to encourage good attendance. Procedures regarding this approach are outlined in Appendix II of this document. Homework is an integral part of every child’s education as it supports and reinforces the work which has been previously taught in various curricular areas. The format and expectations for homework will be explained to pupils and their parents at the beginning of the school year. Guidelines will be given from our school policy on homework about the length of time homework should take etc and we ask parents to ensure that homework is completed. Pupils who do not complete homework assignments on a regular basis and, without good reason will be reprimanded in accordance with our Code of Behaviour. Parents are asked to send a note or contact the school by telephone if their child had a particular difficulty in completing home-work tasks. A teacher will refer a pupil directly to the Deputy Principal or Principal only in the event of a serious breach of discipline. Teachers do not remove pupils from the classroom and leave them unsupervised outside the classroom. If immediate intervention is necessary, another pupil will be sent to the Deputy Principal or Principal with a message / note or red card explaining the problem.

* Where there are persistent occurrences of behavioural difficulties in St. Clare’s we will endeavour to utilise a ***Problem Solving Process Approach***

##### When concerns cannot be met through our whole school framework and classroom structures and supports, St. Clare’s will endeavour to meet the needs of pupils who fall into such a category by implementing a continuum of support as advocated by NEPS. Such pupils will be supported through a three stage process of classroom support, school support and school support plus up to the point of benefiting from the development and implementation of an individual behaviour support plan. St Clare’s has in place clear procedures for investigating alleged incidents of bullying within the school. All reports of bullying, no matter how trivial will be noted, investigated and dealt with. A record of all allegations will be kept on record by the Principal. In dealing with difficulties which may arise the following measures/sanctions may be used depending on the seriousness of the offence.

* Reasoning with pupil.
* Verbal warning.
* Additional work.
* Note to parents in the pupil’s journal.
* Reduced break or loss of privilege.
* Referral to Principal/Deputy Principal.
* Phone call to parents/guardians.
* Meeting with parents/guardians.
* Use of an Individual Behaviour Plan.
* Communication with parents.
* Referral to BOM
* Temporary Suspension
* Permanent Suspension in accordance with the; **Education and Welfare Act *(2000)*** and ***Developing a Code of Behaviour: Guidelines for Schools(2008)* NEWB**

**Procedures for Suspension and Expulsion**Access to education shapes the life chances of children and young people in a fundamental way. For this reason a proposal to exclude a student through suspension or expulsion is a serious step warranted only by very serious gross misbehaviour. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Principal regarding Temporary Suspension. Suspension will be in accordance with the; **Education Welfare Act (2000)** and ***Developing a Code of Behaviour: Guidelines for Schools(2008)* NEWB**. In the case of gross misbehaviour the Board will authorise the Chairperson or the Principal to sanction an immediate suspension, pending a discussion of the matter with the parents. Permanent Suspension may be considered in an extreme case in accordance with the Education and Welfare Act. (2000). Parents are welcome to contact the Principal to discuss any problem their child may be experiencing in school and can make an appointment by telephoning 049 4332671.

REWARDS

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**Attendance Awards (**Appendix II)

St. Clare’s, aims to encourage good attendance through a system of rewards for good attendees. In an effort to target individual pupils who are poor attendees we will try to reward children on an individual basis as well as targeting the children who are the worst attendees. Children who have missed fewer than 2 days in a term are entered into a draw for prizes at the end of each term.

Letters will be sent to the parents of poor attendees and this letter may be followed up with visits from the HSCL teacher or meetings with Principal.

**Clare’s Credits Awards System** (Appendix III)

Each child has a booklet and each teacher has a stamp to give a stamp for either, a subject, behaviour or positive attitude. We envisage that each child should fill two booklets in the school year so that should give an idea of how often to give stamps. Each staff member can give awards within the class perhaps when a child finishes a page of the booklet. This booklet should not impinge in any way on each individual teacher’s own award system within the class. Once a child has completed a booklet they go to the Principal and they can then be rewarded with a homework pass, a pen/pencil or both. We suggest that homework passes are not given out too easily within the class own award system so that such a reward stays an effective award for the principal to give. Learning support staff can also give a stamp to a child. Children who have completed a booklet can be brought up onto the stage and given extra praise maybe once per month/term.

**Compliment Bug Award System**

The compliment bug system provides whole classes as a group to be rewarded for good behaviour. The underlying philosophy is one of ‘catch them being good’. The system allows for teachers to give rewards either to individuals on behalf of their classes or to the whole class for instances of positive behaviours. When a class has attained ten compliment bugs they are allowed choose in consultation with their teacher a substantial reward.

I.C.T. POLICY

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

It is envisaged that school and parent representatives will revise the AUP annually. Before signing, the AUP should be read carefully to ensure that the conditions of use are accepted and understood.

**School’s Strategy**

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

These strategies are as follows:

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

### World Wide Web

1. Students will not intentionally visit internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
2. Students will report accidental accessing of inappropriate materials in accordance with school procedures.
3. Students will use the Internet for educational purposes only.
4. Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement).
5. Students will never disclose or publicise personal information.
6. Downloading materials or images not relevant to their studies, is in direct breach of the school’s acceptable use policy.
7. 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

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

**Internet Chat**

1. Students will only have access to chat rooms, discussion forums, messaging or other electronic communication forums that have been approved by the school.
2. Chat rooms, discussion forums and other electronic communication forums will only be used for educational purposes and will always be supervised.
3. Usernames will be used to avoid disclosure of identity.

4 Face-to-face meetings with someone organised via Internet chat will be forbidden.

### Personal Devices

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

### Legislation

The school will provide information on the following legislation relating to use of the Internet which teachers, students and parents should familiarise themselves with:

1. Data Protection Act 1988
2. Data Protection Amendment Act 2003
3. Freedom of Information Act 1997
4. Safety, Health & Welfare at work Act (Regulations) 2001
5. Childcare Act 1991
6. Children Act 2001

### Support Structures

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

### Sanctions

Misuse of the Internet 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.

##### ANTI-BULLYING POLICY

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. Clare’s primary 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.

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;

## See Appendix 1 Ensuring a positive school culture and climate and to help prevent and tackle bullying behaviour.

(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

(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.

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*.*

See Appendix 2: Examples of bullying behaviours

2a: Effects of Bullying

2b: Indicators to suggest that a child is being bullied

Every effort will be made to educate children to prevent bullying

See: Appendix 4 Education and prevention strategies

**Where a case of bullying is suspected or reported**

The relevant teacher(s) for investigating and dealing with bullying is the class teacher, however any teacher may act as a relevant teacher if circumstances warrant it.

**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);

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**

In investigating and dealing with bullying, the 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;

**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)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 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:

* 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. The school’s current yellow form ( Appendix 5) should be used to record alleged incidents of bullying
* 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.
* All yellow forms should be kept on the school file of the child who is being bullied & if necessary a copy should be kept on the file of the child who is or has been engaged in bullying behaviour
* 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) In certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. Teachers should use professional judgement but in general:

* Serious cases of physical aggression
* Cyber bullying

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. All records will be retained in line with the school’s record keeping policy

**Suggested intervention strategies for children affected by bullying behaviour**

* 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)s to support school interventions
* Circle Time
* Restorative interviews
* Restorative conferencing
* Implementing sociogram questionnaires
* The traditional disciplinary approach as per the school’s Code of Behaviour
* Strengthening the victim
* Mediation
* Work on self esteem

**The school’s programme of support for working with pupils affected by bullying is as follows:**

* 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.
  + Pastoral care system
  + Buddy / Peer mentoring system
  + Care team / Student Support Team
  + Group work such as circle time
* 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.

**Supervision 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. **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.

This policy was adopted by the Board of Management on 27th May 2014

This policy has been 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.

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 record of the review and its outcome will be made available, if requested, to the patron and the Department.

**We look forward to meeting your child**

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**Holiday Plan School Year 2016/17**

**School Opens on Thursday 1st September 2016**

**October 2016 mid-term break**

School will be closed from **Monday 31st October to Friday 4th November 2016** inclusive.

**Christmas 2016**

School will close on **Thursday 22nd December 2016**

School will re-open on **Monday** **9th January 2017**

**February 2017 mid-term break**

School will be closed on **Thursday 23rd & Friday 24th February.**

**St. Patrick’s Day**

School will be closed **Friday 17th March.**

**Easter 2017**

School will close on **Friday 7th April.**

School will re-open on **Monday 24th April.**

**May Bank Holiday Weekend**

School closed **Monday 1st May.**

**June Bank Holiday Weekend**

School closed **Monday 5th June.**

**Closing for Summer Holidays on Wednesday 28th June.**