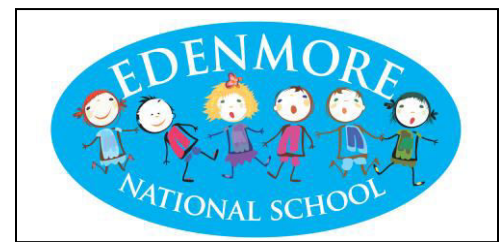




# Edenmore N.S.



## School Position on Bullying

The Edenmore school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

## Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of Edenmore N.S. has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. 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 recognizes 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 behavior:
  - 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 behavior in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that –
    - Build empathy, respect and resilience in pupils; and
    - Explicitly address the issues of cyber-bullying and identity-based bullying;
  - Effective supervision and monitoring of pupils;
  - Supports for staff;

- Consistent recording, investigation and follow up of bullying behavior (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy
3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

***Bullying is unwanted negative behavior, 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 behavior 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 behavior, 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 behavior.

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 behavior.

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

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

4. The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school is/are as follows:
- All Teaching Staff members.
- (*'At primary level, the relevant teacher will normally be the class teacher.'* Procedures 6.8.3).
5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:
- The anti-bullying module of the SPHE programme as it applies during each school year,
  - At least five awareness-raising exercises per school year for each class group (e.g. from the 'Awareness-Raising' strand of the *Anti-Bullying Campaign*, via its website), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
    - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
    - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.

- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

- An annual anti-bullying/friendship day/week,
- Other (*if applicable*) Mentoring of younger pupils, Transfer Programmes SCP, Anti-Bullying Programme.

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 behavior are as follows:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has made such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed. Further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.
- Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has promised to stop and has broken that promise, any of the following sanctions may be imposed:

- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behavior.

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
  - The case may be referred to the Board of Management and the pupil may be expelled from the school.
7. The school's programme of support for working with pupils affected by bullying is as follows:
- Bullied pupils:
    - Ending the bullying behaviour,
    - Changing the school culture to foster more respect for bullied pupils and all pupils,
    - Changing the school culture to foster greater empathy towards and support for bullied pupils,
    - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
    - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
    - After resolution, enabling bullied pupils to complete a victim-impact statement,
    - Making adequate counselling facilities available to pupils who need it in a timely manner,
    - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
    - Implementing a 'buddy system' in the school (*if applicable*),
  - Bullying pupils:
    - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
    - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
    - Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
    - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
    - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
    - In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
    - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
8. Supervision and Monitoring of Pupils:  
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
9. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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 1/10/2016.
11. This policy has been made available to school personnel, published on the school website (*or where none exists, is otherwise readily accessible to parents and pupils on request*) and provided to the Parents' Association (*where one exists*). A copy of this policy will be made available to the Department of Education and Skills and to 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 to the Department of Education and Skills and to the patron if requested.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_/\_\_\_/\_\_\_\_\_

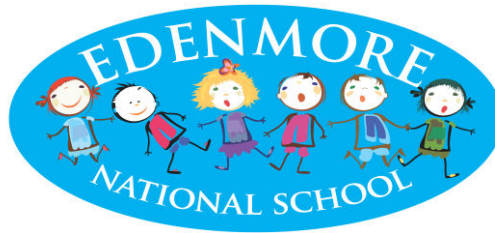
Date: \_\_\_/\_\_\_/\_\_\_\_\_

Date of next review: \_\_\_/\_\_\_/\_\_\_\_\_

## Appendix 1.

***Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):***

- **Repeated aggressive behaviour/attitude/body language, for example:**
  - Shouting and uncontrolled anger
  - Personal insults
  - Verbal abuse
  - Offensive language directed at an individual,
  - Continually shouting or dismissing others
  - Public verbal attacks/criticism
  - Domineering behaviour
  - Open aggression
  - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
  - Treating in a dictatorial manner
  - Ridicule
  - Persistent slagging
  - Deliberate staring with the intent to discomfort
  - Persistent rudeness in behaviour and attitude toward a particular individual
  - Asking inappropriate questions/making inappropriate comments re. personal life/family
  - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
  - Stealing/damaging books or equipment
  - Stealing/damaging clothing or other property
  - Demanding money with menaces
  - Persistently moving, hiding or interfering with property
  - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
  - Condescending tone
  - Deliberately withholding significant information and resources
  - Writing of anonymous notes
  - Malicious, disparaging or demeaning comments
  - Malicious tricks/derogatory joke,
  - Knowingly spreading rumours
  - Belittling others' efforts, their enthusiasm or their new idea,
  - Derogatory or offensive nicknames (name-calling)
  - Using electronic or other media for any of the above (cyber bullying,
  - Disrespectfully mimicking a particular individual in his/her absence
  - Deliberately refusing to address issues focusing instead on the person
- **Ostracising or isolating, for example:**
  - Deliberately marginalising an individual
  - Deliberately preventing a person from joining a group
  - Deliberately preventing from joining in an activity, schoolwork-related or recreational
  - Blaming a pupil for things s/he did not do



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## Reception, Assembly and Dismissal of Pupils

### Rationale

The formulation of an updated policy was deemed necessary due to a number of factors:

- relocation/repositioning of particular classes within the new school
- to conform to legislative requirements and the provisions of Circular 11/95.

### Aims/Objectives

- To contribute towards efficient time tabling
- To ensure structure is added to the school day
- To facilitate the efficient delivery of whole school instructions/announcements etc
- To reduce congestion and minimise danger when boarding buses on dismissal i.e. Health and Safety/Duty of Care issues

### Relationship to School Ethos

The fostering of a safe, stimulating and structured learning environment is central to the mission statement of the school and this policy contributes significantly towards those ideals.

### Roles and Responsibilities

All staff members from Principal down have an input into the co-ordination and implementation of the policy. Class teachers oversee the reception of pupils in the mornings and their supervised dismissal in the afternoons. Special Needs Assistants also participate in class reception and dismissal routines, particularly when a child in their specific care is in a mainstream placement.

Parents assist the dismissal policy by:

- parking responsibly
- collecting younger children from the designated collection areas of the school
- ensuring children are not dropped at the school too early or collected too late
- not driving into the staff car park.

*It is not the policy of the school to allow infant children remain on the school premises until 3 pm to be with older siblings.*

Children conform to the policy by:

- not boarding buses until they are stationary and the doors have been opened
- walking in an orderly line out through the school gate
- not leaving the school via any other way than they are instructed to.

Teachers contribute to the policy through:

- supervising orderly dismissal.
- ensuring safety procedures are implemented
- informing parents of school opening and closing times and collection times after tours/shows etc.

Bus Drivers contribute to the policy by:

- parking in their allotted area close to the kerb
- not reversing under any circumstances
- ensuring the children wear seat belts
- arriving on time.

### **The School Day**

8.50 a.m.	-	Reception.
9.05 a.m.	-	Formal Instruction Commences
10.50 a.m. – 11.00 a.m.	-	Break
12.30 a.m. - 1.00 p.m. -		Lunch Time
1.45 p.m.		Infant Classes dismissal
2.45 p.m.	-	Dismissal of Classes 1 <sup>st</sup> -6 <sup>th</sup>

**Roll is called by 10.00 a.m.**

### **Arrival and assembly**

The school opens to receive pupils at 9.05am. No responsibility is accepted for pupils arriving before that time. Any playground supervision provided before school is provided without prejudice or acceptance of liability in the event of an accident.

When the bell rings, each class lines up in a designated area of the yard and waits for their teacher to come and collect them. The same system prevails after morning and lunch break.

In the case of children travelling by school bus, the school does not accept responsibility for escorting them between the school and the bus. Parents who feel that their children need to be escorted should make suitable arrangements.



The playground is normally supervised by the Principal and one other staff member for the twenty minutes before school begins in the morning.

On wet mornings the school is opened at 9am and children are allowed into the classrooms as they arrive. They are supervised from 9am by the Principal and one other staff member.

### **Dismissal**

Dismissal at 2pm; Teacher brings her class out to a designated area for collection. This is the top lane gate for Junior Infant class and the school shelter for the Senior Infants.

Dismissal at 3pm: Each teacher is responsible for ensuring that his/her class leaves the classroom in an orderly fashion and the teacher escorts the class to a point within sight of the Principal at the main gate.

Parents who wish to have their children escorted home should make arrangements to have them met at the school gate. The school cannot accept responsibility for caring for children after that time.

Children who cycle to school are not allowed to mount the bicycle inside the school gate. Bicycles are brought onsite via the Lane entry.

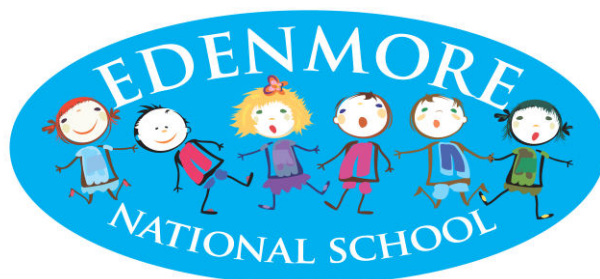
### **Success Criteria**

- Positive feedback from all stakeholders
- Regular monitoring and evaluation of procedures
- Regular consultation
- End of year school review.

### **Implementation**

This policy has been in operation with Board approval since February 2017.

# Edenmore National School



## Code of Behaviour Policy

Edenmore National School pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

*Reviewed by Board of Management*

*February 2018*

*Next Review Date*

*February 2020*

This Code was revised by the staff of Edenmore NS, approved by representatives of the Parents' Association and ratified by the Board of Management on 21<sup>st</sup> June 2010. Further revisions were made and sanctioned by the Board on 5<sup>th</sup> June 2012, September 2013 and 30<sup>th</sup> September 2014.

## **1. The aims of the Code of Behaviour of Edenmore National School are:**

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

## **Implementation**

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

## **2. DFL – Discipline for Learning**

### **What is DFL?**

DFL is a system of positive discipline, where the emphasis is on recognising and affirming the children in class who behave well, rather than taking up time reprimanding a small majority of children who misbehave.

### **Setting up DFL**

The whole staff collaborated to devise this set of rules, rewards and consequences. There was consensus for this system to work efficiently throughout the school. Children learn a small and clearly stated number of rules. These are kept right through from Infants to 6<sup>th</sup> class.

## **3. Core set of Expectations and Values**

Our core set of expectations and values for all of our school community are outlined on the following page.

### **3.1 Board of Management's Responsibilities**

The BoM is expected to:

- to provide a comfortable and safe learning environment.
- to support the Principal and staff in implementing the Code of Behaviour.
- to ratify the Code of Behaviour.

### **3.2 Principal's Responsibilities**

The Principal is expected to:

- to ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- to provide support for teachers.
- to promote a positive climate in the school.
- to arrange for review of the Code of Behaviour as required.

### 3.3 Teachers' Responsibilities

Teachers are expected to:

- support and implement the Code of Behaviour.
- create a safe working environment for each pupil.
- recognise and affirm good work.
- recognise and provide for individual talents and differences among pupils.
- be courteous, consistent and fair.
- keep opportunities for disruptive behaviour to a minimum.
- deal appropriately with misbehaviour.
- communicate with the principal and other staff members when necessary.
- communicate with parents when necessary.
- provide support for colleagues.

### 3.4 Parents/Guardians' Responsibilities

Parents are expected to:

- encourage their child to have a sense of respect for themselves and for school and others' property.
- ensure that their child attends regularly and punctually.
- ensure that their child has his/her homework complete and signed and brings the necessary materials/books to school.
- be interested in, support and encourage their child's schoolwork.
- be familiar with the Code of Behaviour and support its implementation.
- co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- communicate with the school in relation to any problems, which may affect child's progress/behaviour.
- ensure their child's safe arrival and collection from school, collecting their child at the school gate.

*Parents are reminded that the staff of the school do not accept responsibility for pupils before official opening time of 8.50 a .m. or after the official closing time of 1.45 p.m. (infants) 2.45 p.m. (other classes).*

### 3.5 Pupils' Responsibilities

These are the core expectations of every child in our school:

The pupils of Edenmore N.S. are expected to:

- attend school regularly and punctually.
- wear full school uniform at all times.
- bring correct materials/books to school.
- complete homework to the best of their ability.
- listen to their teachers and act on instructions/advice.
- show respect for all members of the school community.
- respect all school property and the property of other pupils.
- avoid behaving in any way which would endanger themselves or others.
- follow school and class rules.

### **3.6 Our School Rules:**

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community and to protect the right of every child to receive an education in a secure and disruption-free environment. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

#### **Pupil Promises/Rules:**

- I promise to co-operate with the school staff and my fellow students.
- I promise at all times, to avoid all nasty remarks, swearing and name-calling either oral or written.
- I promise to walk inside the school building (no running in corridors).
- I promise to only ever move around the school with the teachers' permission.
- I promise to leave mobile phones and electronic devices at home.

#### **Yard Promises:**

- I promise to only leave the play area with permission from teacher/supervisor.
- I promise not to behave in any way that put myself or others in danger.
- I promise to include other pupils in games and activities.
- I promise to line up correctly in the yard as soon as the bell goes.

### **3.7 Implementation of School Rules**

- At start of year, classroom procedures are established to help implementation of school rules.
- Rules are clearly displayed.
- Rules, procedures and expectations are regularly discussed in class and at assembly.
- Rules are implemented as consistently as possible.

### **3.8 Reward System**

- Reward Notice Board – A reward noticeboard will be designed, celebrating these successes.

## **4.0 Affirming Positive Behaviour**

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

### **4.1 Strategies/Incentives**

Each teacher uses age appropriate incentives for example:

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.

- A visit to another class or the Principal for commendation.
- Praise in front of class group.
- Stickers and/or class applause.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.

## 5.0 Discouraging Misbehaviour

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

*Breaking any school rules or not living up to the agreed expectations of our school, sanctions will be applied as follows:*

### 5.1 Sanctions: Responding to Unacceptable Behaviour

The purpose of a sanction is to bring about a change in behaviour by:

- helping pupils to learn that their behaviour is unacceptable.
- helping pupils to recognise the effect of their actions and behaviour on others.
- helping pupils, appropriate to their age and development, to understand that they have choices about their behaviour and that all choices have consequences.
- helping pupils to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in this Code of Behaviour.
- signal to other pupils that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning.
- keep the pupil, or other pupils or adults safe.

### 5.2 Minor Misdemeanours

**Examples of Minor Misdemeanors** (*This list includes examples and is not exhaustive*):

- Incorrect uniform
- Lack of courtesy
- Incomplete homework (frequent)
- Class disruption (frequent)
- Running in corridors
- Name calling, rough play
- Disruption in yard (frequent)

### 5.3 Procedures for dealing with Minor Misdemeanours:

Step 1 Two Oral Warnings. The oral warning will involve reasoning, reprimanding & advice on how to improve behaviour.

Step 2 Third oral warning & name noted on teacher's diary.

Step 3 Temporary separation within the Classroom.

- Step 4 Temporary separation in another classroom with classwork given. A note will be written in the pupil's homework diary.
- Step 5 Lunchtime detention.
- Step 6 If a second the same pupil continues with this behaviour within a three-week period, the child is on lunchbreak detention for 3 days and a letter is sent home to parents where it must be read and signed.
- Step 7 Continuous misbehaviour at this stage will now be regarded as a Serious Misdemeanor and the Procedures for Serious Misdemeanors will now be followed and may commence at a higher step in the procedure.

### 5.3 Serious Misdemeanours

**Examples of Serious Misdemeanors** (*This list includes examples and is not exhaustive*):

- Frequent disruption of class work.
- Property interference – stealing, damage defacing.
- Cheeky/insolent behaviour
- Leaving school without permission
- Unacceptable language (frequent)
- Injuring fellow pupil
- Regular disregard for homework
- Bullying behaviour (as defined below)
- Deliberately spitting at another person
- Entering school areas without permission
- Threatening behaviour towards a staff member or pupil

#### **Bullying**

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

### 5.4 Procedures for dealing with Serious Misdemeanours:

- Step 1(a) Temporary separation in another classroom with classwork given. Parents will be advised verbally of this action. A note will be written in the pupil's homework diary.
- Step 1(b) Lunchtime detention and letter sent home to parents where it must be read and signed by parent/guardian. If unsigned or left at home, the pupil is sent to the Principal. Parents will be contacted by the principal.
- Step 2 If behavior continues then parents will be invited to meet with the Class Teacher to discuss the misbehaviour and agree a resolution.

- Step 3 Further serious misbehavior will result in the parents/guardians being called to the school to meet with the principal. A Behaviour Plan will be drawn up together with the Class Teacher. One/two weeks later, the parents/guardians will be invited to speak to the class teacher in order to monitor the child's behaviour.
- Step 4 Should the misbehaviour continue, the Chairperson of the Board of Management will be informed and the Parents/Guardians will be requested to attend the school to meet with the Chairperson and the Principal. Suspension of up to 3 days may be considered at this stage.
- Step 5 Suspension/Expulsion in accordance with Rule 130 of the Rules for National Schools as amended by Circular 7/88.

Depending on the nature of the misdemeanour, sanctions may begin on a higher step or may be a combination of steps.

### **5.5 Gross Misbehaviour**

A single incident of Gross Misbehaviour may incur automatic suspension. The following are considered examples of Gross Misbehaviour:

- Aggressive, threatening or violent behaviour towards a pupil or staff member.
- Assaults on staff members.
- Serious deliberate damage to school property.

### **5.6 Procedures for dealing with Gross Misbehaviour:**

- If deemed necessary for the safety of the child and/or other children, the parent/guardian will be requested to immediately remove their child from the school.
- Following the establishment of facts and circumstances, the Principal/Chairperson of BoM sanction immediate suspension, pending discussion with parent/guardian.
- The Principal will liaise with the relevant agency if appropriate (NEPs, NEWB, SENO).

## **Suspension**

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. The parents/guardians concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested to attend at the school to meet the Chairperson and the Principal. If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period of time. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

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

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer (NEWB) in writing in accordance with Section 24 of the Education Welfare Act.



## **Authority to Suspend**

The Board of Management has the authority to suspend a student.

## **Applying fair procedures in school**

In a school, fair procedures apply to:

- the **investigation** of alleged misbehaviour that may lead to suspension or expulsion and
- the process of **decision-making** as to (a) whether the student did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of a particular school. The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction.

The principles of ensuring *the right to be heard* and *the right to impartiality* apply in all cases.

The **right to be heard** means that a student and their parents are fully informed about an allegation and the processes that will be used to investigate and decide the matter; and that they must be given an opportunity to respond to an allegation **before** a decision is made and before a serious sanction is imposed.

## **Determining the appropriateness of suspending a student**

Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value. Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

## **Suspension as part of a Behaviour Management Plan**

Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

- enable the school to set behavioural goals with the student and their parents.
- give school staff an opportunity to plan other interventions.
- impress on a student and their parents the seriousness of the behaviour.

## **Procedures in respect of Suspension**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- Inform the parents/guardians about the complaint
- Give parents and student an opportunity to respond.

## **Informing Parents/Guardians**

- Parents will be informed about the complaint, how it will be investigated, and that it could result in suspension.
- Parents may be informed by phone or in writing, depending on the seriousness of the matter.

## **An opportunity to respond**

- Parents/Guardians will be given an opportunity to respond before a decision is made and before any sanction is imposed.
- Where parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour.

## **The period of Suspension**

A student should not be suspended for more than three days, except in exceptional circumstances where the Board considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

### **Implementing the Suspension**

The Principal should notify the parents/guardians in writing of the decision to suspend. The letter will confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

### **Grounds for Removal of Suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

### **After the Suspension ends**

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

### **Re-integrating the student**

- The school will have a plan to help the student to take responsibility for catching up on work missed.
- When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

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

### **Records and reports - Records of investigation and decision-making**

Formal written records will be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

**Report to NEWB** The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4)(a)).

### **Review of use of suspension**

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

### **Expulsion**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of Section 24 of the *Education (Welfare) Act 2000*. As part of the code of behaviour, the Board of Management will ensure that the school has a policy on, and procedures for, expulsion which are in line with these Guidelines and with any additional requirements set down by the Patron.

### **Authority to expel**

The Board of Management has the authority to expel a student.

### **Grounds for Expulsion**

Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour.

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

### **Procedures in respect of Expulsion**

The Board of Management will follow the NEWB Guidelines and procedures prescribed under the Education Welfare Act 2000 when proposing to expel a student.

**This Code of Behaviour was reviewed by Board of Management in February 2017.**

Signed:

\_\_\_\_\_ **Chairperson, Board of Management**



**EDENMORE NATIONAL SCHOOL COMPLAINTS PROCEDURE/POLICY  
TO BE FOLLOWED IN THE EVENT OF A COMPLAINT ARISING AGAINST A  
TEACHER**



**Background**

The following official complaints procedure, regarding a teacher, has been adopted by the Board of Management of the school. It is in line with the agreement on procedures for dealing with complaints by parents against teachers by the Irish National Teachers' Organisation and the Catholic Primary School Managers' Association. The purpose of the procedure is to facilitate the resolution of difficulties, where they may arise, in an agreed and fair manner. The agreement lays out in five steps the process to be followed in progressing a complaint and the timescale for each step. Please **note** all complaints must be in writing before they can be considered by the Board

The Board of Management cannot deal with complaints which are deemed to be:

- (i) matters of professional competence and which are to be referred to the Department of Education
  - (ii) frivolous or vexatious complaints, which do not impinge on the work of a teacher in a school or
  - (iii) complaints in which either party has recourse to law or to another existing procedure.
- Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

**Step 1**

- (a) A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint
- (b) Where the parent/guardian is unable to resolve the complaint with the class teacher she/he should approach the Principal with a view to resolving it
- (c) If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

**Step 2**

- (a) If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she/he should lodge the complaint in writing with the Chairperson of the Board of Management
- (b) The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 working days of receipt of the written complaint.

**Step 3**

- (a) If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:

- (i) supply the teacher with a copy of the written complaint; *and*
- (ii) arrange a meeting with the teacher and, where applicable, the Principal with a view to resolving the complaint. The meeting will take place within 7 working days of receipt of the written complaint.

#### **Step 4**

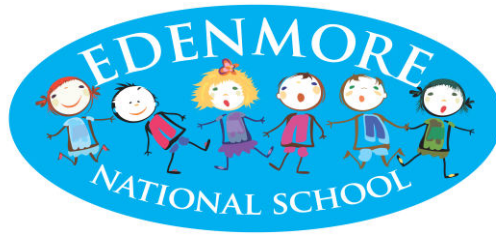
- (a) If the complaint is still not resolved the Chairperson should make a formal report to the Board within 7 working days of the meeting referred to in Step 3 (a) (ii) above.
- (b) If the Board considers that the complaint is not substantiated, both the teacher and the complainant should be so informed within five working days of the Board meeting.
- (c) If the Board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:
  - (i) the teacher should be informed that the investigation is proceeding to the next stage
  - (ii) the teacher should be supplied with a copy of any written evidence in support of the complaint
  - (iii) the teacher should be requested to supply a written statement to the Board in response to the complaint
  - (iv) the teacher should be afforded an opportunity to make a presentation of case to the Board. The teacher can be accompanied and assisted by a friend or union representative
  - (v) the board may arrange a meeting with the complainant, if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend and
  - (vi) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 working days of the meeting referred to in Step 3 (a) (ii) above.

#### **Step 5**

- (a) When the Board has completed its investigation, the Chairperson should convey the decision of in writing to the teacher and the complainant within five working days of the meeting
- (b) The decision of the Board shall be final
- (c) This Complaints Procedure shall be reviewed after three years
- (d) The CPSMA or INTO may withdraw from this agreement having given the other party three months' notice of intention to do so.

**Chairperson:**

**Principal:**



## **Critical Incident Policy for Edenmore N.S. Roll No: 20337A**

### **Introduction:**

In Edenmore N.S. we aim to protect the well being of our pupils and staff by providing a safe, tolerant and well catered for environment as outlined in our school philosophy statement.

The BOM through the Principal, the Staff and the Parents Association has drawn up a critical incident management plan. They have established a Critical Incidents Management Team to steer the development and implementation of the plan.

### **What is a Critical Incident?**

'A critical incident is any incident or sequence of events which overwhelms the normal coping mechanism of the school and disrupts the running of the school'.

### **Examples:**

- Death, major illness/outbreak of disease (Foot & Mouth)
- Criminal incidents (e.g. Dunblane shooting, Shooting at first communion in Ballymun.)
- Major accidents, serious injury (e.g. 'Navan bus crash')
- Suicide
- Civil unrest, war (foreign nationals may be traumatised by events that happened in their country of origin)
- Fire, natural and technological disaster (e.g. school ceiling collapsing in Cork)
- Disappearance of student from home or school (e.g. Midleton incident in Cork)
- Unauthorised removal of student from school or home.
- World events that may affect the student body and/or staff. May be a need for provision of discussion and involvement in ceremonies e.g. 9/11, tsunami

### **Critical Incidents Management Team:**

Leadership Role: Barry Cuddy (Principal)

Communication Role: Siobhan Maguire (Deputy Principal)

Student Liaison/ Counselling Role: Mary Mc Clave

Chaplaincy Role: Rev Hubert Martin

Family Liaison Role: Mrs. Maria Doody

Parents Association Rep: Mrs Niamh Tierney

B.O.M. Rep: Declan Mc Garvey

## **Roles and Responsibilities**

### **1. Leadership Role:**

#### **Intervention**

- Confirm the event
- Activate the Critical Incident response team
- Liaise with the Gardaí/Emergency services
- Lead briefing meetings for staff on the facts as known, give staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Express sympathy to family
- Clarify facts surrounding event
- Make contact with other relevant agencies
- Decide how news will be communicated to different groups (staff, pupils, outside school)

#### **Postvention**

- Ensure provision of ongoing support to staff and students
- Facilitate any appropriate memorial events
- Review Plan

### **2. Communication Role:**

#### **Intervention**

- With Team, prepare a public statement
- Organise a designated room to address media promptly
- Ensure telephone lines are free for outgoing and important incoming calls
- Designate mobile numbers for contact
- Liaise with relevant outside support agencies

#### **Postvention**

- Review and evaluate effectiveness of communication response

### **3. Student Liaison/ Counselling Role:**

#### **Intervention**

- Advise the staff on the procedures for identification of vulnerable pupils
- Alert staff to vulnerable pupils
- Outline specific services available in the school
- Put in place clear referral procedures
- Address immediate needs of staff
- Provide materials for staff (from critical incident folder)
- Provide information
- Provide counselling

#### **Postvention**

- Provide ongoing support to vulnerable students
- Monitor class most affected
- Refer as appropriate
- Review and evaluate Plan



#### **4. Chaplaincy Role: Intervention**

- Visit home(s), if appropriate
- Assist with prayer services
- Make contact with other local clergy
- Be available as personal and spiritual support to staff

#### **Postvention**

- Provide follow-up support to families in conjunction with Home School Community Liaison
- Work in partnership with Critical Incident team
- Review and Evaluate Plan

#### **4. Family Liaison Role: Intervention**

- Co-ordinate contact with families (following first contact by Principal)
- Consult with family around involvement of school in e.g. funeral service
- Assist with all communication dealing with parents of any student affected by critical incident

#### **Postvention**

- Provide ongoing support to families affected by the incident
- Involve as appropriate the family in school liturgies/memorial services
- Offer to link family with community support groups
- Review and evaluate plan

#### **Action plan**

##### **SHORT-TERM ACTIONS (Day 1)**

- Immediate contact with family/families
- Consult with the family regarding appropriate support from the school, e.g. funeral service
- Ensure that a quiet place can be made for students/staff

#### **Media Briefing (if appropriate)**

- Designate a spokesperson (Leader)
- Gather accurate information
- Prepare a brief statement (Team)
- Protect the family's privacy
- It is important to obtain accurate information about the incident
  1. What happened, where and when?
  2. What is the extent of the injuries?
  3. How many are involved and what are their names?
  4. Is there a risk of further injury?
  5. What agencies have been contacted already?
- Contact appropriate agencies
  1. Emergency services
  2. Medical services
  3. H.S.E. Psychology Departments/Community Care Services
  4. NEPS

#### **5. BOM**

#### **6. DES/Schools Inspector**

- Convene a meeting with Key Staff/Critical Management Team
- Organize a staff meeting, if appropriate
- Ensure any absent staff members are kept informed
- Organise timetable/routine for the day. (Adhering to the normal school routine is important, if this is possible)
- Class teachers to take note of any absentees who might need to be contacted, list of friends etc, or any other relevant information. This is to be given to the Student Liaison person
- Arrange supervision of students
- Liaise with the family regarding funeral arrangements/memorial service
- The Chaplain/Principal will liaise with the family, to extend sympathy and clarify the family's wishes regarding the school's involvement in funeral/memorial service
- Arrange a home visit by two staff representatives within 24 hours, if appropriate. (Student Liaison person + Class teacher)
- Have regard for different religious traditions and faiths

### **MEDIUM-TERM ACTIONS (24-72 HOURS)**

- Preparation of students/staff attending funeral
- Involvement of students/staff in liturgy if agreed by bereaved family
- Facilitation of students/staffs responses, e.g. Sympathy cards, flowers, Book of Condolences, etc.
- Ritual within the school
- Review the events of the first 24 hours
- Reconvene Key Staff/Critical Incident Management Team
- Decide arrangements for support meetings for parents/students/staff
- Decide on mechanism for feedback from teachers on vulnerable students
- Have review of Critical Incident Management Team meeting
- Establish contact with absent staff and pupils
- Arrange support for individual students, groups of students, and parents, if necessary
- Hold support/information meeting for parents/students, if necessary, in order to clarify what has happened
- Give any teacher who feels uncomfortable with involvement in support meetings the choice of opting out
- Arrange, in consultation, with outside agencies, individual or group debriefings or support meetings with parental permission
- Plan for the re-integration of students and staff e.g. absentees, injured, siblings, close relative etc)
- Student Liaison person to liaise with above on their return to school.
- Plan visits to injured
  - Family Liaison person + Class Teacher + Principal to visit home/hospital
  - Attendance and participation at funeral/memorial service (To be decided)
  - Decide this in accordance with parent's wishes, school management decisions and in consultation with close school friends
- School closure (if appropriate)
- Request a decision on this from school management

### **LONGER TERM ACTIONS**

Monitor students for signs of continuing distress

If over a prolonged period of time, a student continues to display the following, he/she may need assistance from the Health Board. Constant communication with family is essential.

- Uncharacteristic behaviour
- Deterioration in academic performance

- Physical symptoms — e.g. weight loss/gain, lack of attention to appearance, tiredness, restlessness
- Inappropriate emotional reactions
- Increased absenteeism

Evaluate response to incident and amend Critical Incident Management Plan appropriately

- What went well?
- Where were the gaps?
- What was most/least helpful?
- Have all necessary onward referrals to support services been made?
- Is there any unfinished business?

Formalise the Critical Incident Plan for the future

- Consult with NEPS Psychologist
- Inform new staff/new school pupils affected by Critical Incidents where appropriate
- Ensure that new staffs are aware of the school policy and procedures in this area
- Ensure they are aware of which pupils were affected in any recent incident and in what way
- When individual pupils or a class of pupils affected by an incident are transferring to a new school, the Principal should brief the Principal of the new school

Decide on appropriate ways to deal with anniversaries (Be sensitive to special days and events)

- Anniversaries may trigger emotional responses in students/staff and they may need additional support at this time
- Acknowledge the anniversary with the family
- Need to be sensitive to significant days like Birthdays, Christmas, Mother's Day, and Father's Day
  - Plan a school memorial service
  - Care of deceased person's possessions. What are the parent's wishes?
  - Update and amend school records

Drawn up by the Board of Management of Edenmore NS in February 2017

Review Date: 2019

Signed: \_\_\_\_\_  
Rev. H. Martin ( Chairperson)

Date: \_\_\_\_\_



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.

It is envisaged that the school 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 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 minimise the risk of exposure to inappropriate material. **For schools the Higher Education Authority (HEA) are filtering all our internet use. We have opted for access to a restricted range of educational and cultural sites.**  
We may extend this in the future to general interest categories.
- 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 External Hard-drives, Memory Pens, 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.

#### **World Wide Web**

- 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 be familiar with copyright issues relating to online learning.
- 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.

#### **iPads**

- Students should never leave their iPad unattended when in use.
- Students should follow teacher's instructions accessing only the applications to which the teacher has agreed.
- Students require permission before sending any form of electronic message.
- Audio or vision taken at school cannot be transmitted, broadcast or transferred without the teachers permission.
- The camera and audio recording functions may only be used under the teachers' direction.
- Identity theft (Pretending to be someone else) is in direct breach of the school's acceptable use policy.

- iPads must be handled with care at all times.
- Any damage to the device must be reported immediately to the teacher.

### **School Website (when operational) & Facebook Page**

- Pupils may be given the opportunity to publish projects, artwork or school work online.
- The publication of student work will be co-ordinated by a teacher.
- Pupils' work will appear in an educational context online.
- Digital photographs, audio and video clips will focus mainly on group activities and occasionally on individual achievement. Personal pupil information including home address and contact details will be omitted from school web pages so as to prevent the identification of pupils.
- Pupils will continue to own the copyright on any work published.

### **The purpose having of a school Facebook page is to provide;**

- Communication with parents regarding specific events & activities.
- Communication with new or prospective parents.
- Communication with wider audience regarding positive advertisement of school, promotion of school & enrolment dates.
- Communication with wider audience of school life via possible communication tours -photos of pupil's projects, notice boards, etc.
- Continued advancement of our school communication system with information shared via paper notes, text a parent, website (when operational) and now Facebook.

### **Those using our social networking site must abide by the following;**

- Users cannot advertise products or services on our school Facebook page.
- Users should not post anything on the page that could be deemed as offensive - inappropriate or harmful comments/content will be removed immediately.
- Users cannot tag or post photographs of children on the page.
- Users should not add comments that can identify children.
- To use Facebook, one must be 13 years of age or older. Therefore current pupils cannot be accepted as users.

**The sanction for breaking these rules is automatic removal from our Facebook page.**

### **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:

- GDPR 2018
- Child Trafficking and Pornography Act 1998
- Interception Act 1993
- Video Recordings Act 1998

### **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 suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.



Please review the attached school Internet Acceptable Use Policy, sign and return.

Name of Pupil/s: \_\_\_\_\_

Class/es: \_\_\_\_\_

**Pupil**

I agree to follow the school's Acceptable Use Policy on the use of the Internet. I will use the Internet in a responsible way and obey all the rules explained to me by the school.

Pupil's Signature/s:


Date: \_\_\_\_\_

**Parent/Guardian**

As the parent or legal guardian of the above pupil/s, I have read the Acceptable Use Policy and grant permission for my child/ren in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if pupils access unsuitable websites.

I accept the above paragraph  I do not accept the above paragraph   
(Please tick as appropriate)

In relation to the school website (when operational), I accept that, if the school considers it appropriate, my child/ren's schoolwork may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Policy relating to publishing children's work on the school website.

I accept the above paragraph  I do not accept the above paragraph   
(Please tick as appropriate)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Edenmore N.S. Child Safeguarding Risk Assessment

## Written Assessment of Risk of Edenmore N.S.

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Edenmore N.S.

### 1. List of school activities

- Daily arrival and dismissal of pupils- Pupils arrive between 8.50am and 9.05am. Pupils arrive at this time on the school bus, by car and some walk to school from the Breakfast Club supervised by 2 Edenbeag employees. Upon arrival they are supervised either in the yard or the classroom by teachers and SNA's. Infant pupils that do not attend the after-school club are collected inside school premises at 1.45pm under the supervision of teacher and SNA. Other pupils that do not attend after school club are collected at the school gate (supervised by principal/vice principal/teacher) at 2.45pm and some return home on the school bus at 2.40pm and are escorted to the bus by SNA.
- Recreation breaks for pupils- Pupils go to their designated part of the playground where they are supervised by teachers and SNA's. Children remain in the classroom on days when the weather is unsuitable to go outside and are supervised by teachers and SNA's.
- Classroom teaching- teacher and SNA (if class is allocated one) along with pupils remain in class between 9.05am-10.50am, 11.00am-12.30am, 1pm-2.45pm. All classroom doors have glass panels. Pupils are only permitted to go to the toilet individually.
- One-to-one teaching – SEN teachers teach pupils in a smaller SEN classroom with a glass panel on the door.
- One-to-one counselling – takes place in SEN classrooms or staffroom which has a glass panel door also. Counsellor must be Garda vetted and have relevant training in child protection matters
- Outdoor teaching activities –Takes place under the supervision of teacher and SNA (if class is allocated one) within school grounds.
- Nut/Egg Allergy- Due to a pupil having an allergy to both nuts and eggs, they are now prohibited in the school for all pupils in order to help eliminate the risk of this pupil coming into contact with either. A health care plan has been drawn up by staff in conjunction with the parents and medical professionals. All staff are familiar with this plan and know the procedures in place should an allergic reaction occur.
- Sporting Activities - External coaches/teachers must be Garda vetted and class teacher is always present for the duration of their coaching/teaching.
- School outings- Children are accompanied with class teacher and SNA. Additional teachers and SNAs may be required depending on numbers. Pupils are supervised at all times for the duration of the school outing until their return to school.
- Use of toilet/changing areas in schools- Pupils are to use the toilet and change independently unless instruction is received to do otherwise from

parents/guardians. 2 adults must be present if assistance is required with changing/toileting.

- Annual Sports Day– Children are supervised at all times by teachers and SNA's and usual school rules apply. Pupils will arrive at school wearing the appropriate clothing.

- Fundraising events involving pupils – For events in school during school hours, the school is responsible for the supervision and safety of the pupils. For events outside of school and outside of school hours, teachers are responsible for the children unless parents/guardians are present.

- Use of off-site facilities for school activities – Children will be fully supervised and usual school rules will apply. Parents and school bus will be responsible for drop off and collection of pupils at off-site facilities for events lasting the full school day e.g. sports day, musical rehearsals etc.

- School transport arrangements including use of bus escorts – Children arriving for the ASD class will be accompanied with a bus escort. Mainstream pupils that travel by school bus are under the supervision of the driver. They are dropped off and collected inside school premises.

Pupils will be accompanied with a teacher(s) and SNA if required for all other school transport arrangements such as trips, sports etc.

- Care of children with special educational needs, including intimate care where needed- Parents, principal and class teacher to make arrangements for specific intimate care needs depending on the individual pupil. 2 adults must be present when these care needs are being carried out.

- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required – See Guidelines for Physical Interventions Policy.

- Administration of First Aid – See Accident and Injury policy.

- Curricular provision in respect of SPHE, RSE, Stay Safe- See RSE Policy and SPHE plan.

- Prevention and dealing with bullying amongst pupils- See anti-bullying policy.

- Training of school personnel in child protection matters- All school personnel to have completed the relevant training.

- Use of external personnel to supplement curriculum – Must be Garda vetted and have relevant qualifications/experience. Teacher must be present when any external person is teaching or talking to the pupils.

- Use of external personnel to support sports and other extra-curricular activities - Must be Garda vetted and have relevant qualifications/experience. Teacher must be present for the duration of the lesson.

- **Recruitment of school personnel including -**

- Teachers/SNA's - Jobs are advertised on [www.educationposts.ie](http://www.educationposts.ie) and interviews take place after applications have been shortlisted. Qualifications, Garda vetting and references will be checked before the successful applicant is appointed after B.O.M. ratification. Principal will ensure that relevant child protection training is completed.

- Caretaker/Secretary/Cleaners Jobs are advertised locally or on [www.educationposts.ie](http://www.educationposts.ie) and interviews take place after applications have been shortlisted. Qualifications (if necessary), Garda vetting and references will be checked before the successful applicant is appointed. Principal will ensure that



relevant child protection training is completed.

- Sports coaches/External Tutors/Guest Speakers- Must be fully Garda vetted and have relevant qualifications or experience. Teacher must be present at all times during lesson/session.
- Volunteers/Parents in school activities- Teacher must be present when parents/volunteers are in school assisting with activities involving pupils.
- Visitors/contractors present in school during school hours All visitors/contractors must report to the school office upon arrival at the school. Teacher must be present when visitors/contractors are in the presence of pupils.
- Participation by pupils in religious ceremonies/religious instruction external to the school – Parents are responsible for drop off/collection of pupils to religious ceremonies outside of school hours. Teacher and parents (if necessary) are responsible for the safety and supervision of pupils during ceremonies. Teacher is responsible for the pupils during any preparations for ceremonies which take place during school hours in the church.
- Use of Information and Communication Technology by pupils in school – Pupils are not permitted to bring phones to school or to use any IT equipment in school unsupervised. Internet safety measures are in place for when pupils are accessing the internet.
- Students participating in work experience in the school – Secondary school pupils must be Garda vetted if aged 16 and over or their parents must sign a vetting form if they are under 16 years old. Students on work experience must not be left unsupervised with pupils.
- Student teachers undertaking training placement in school- Must be a student attending a recognised 3<sup>rd</sup> level teacher training college. The student teacher must be Garda vetted and have the relevant child protection training. Student teachers are not to be left unsupervised with the pupils.
- Use of video/photography/other media to record school events- Permission is sought from parents regarding video/photography/ other media upon the child's enrolment in the school. Children's faces are not to be shown on the schools social media page.
- After school use of school premises by other organisations – Permission must be granted by the B.O.M. and the individual/group using the premises must have their own insurance.

**2. The school has identified the following risk of harm in respect of its activities -**

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of child
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

**3. The school has the following procedures in place to address the risks of harm identified in this assessment -**

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school –
  - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages board of management members to avail of relevant training
  - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external

- sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
  - The school has in place a policy and procedures for one-to-one counselling
  - The school has in place a policy and procedures in respect of student teacher placements
  - The school has in place a policy and procedures in respect of students undertaking work experience in the school
  - The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management in February 2019. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal/Secretary to the Board of Management

## Edenmore N.S. Child Safeguarding Statement

Edenmore N.S. a primary school with an ASD class providing primary education to pupils from Junior Infants to Sixth Class.

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

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

The school will:

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

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

- 5 The following procedures/measures are in place:
  - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
  - In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.

- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
  - Has provided each member of staff with a copy of the school’s Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages Board of Management members to avail of relevant training
  - The Board of Management maintains records of all staff and Board member training
  
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
  
- In this school the Board has appointed the above named DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the s child safeguarding statement.
  
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
  
- In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is attached as an appendix to this statement.
  
- The various procedures referred to in this Statement can be accessed via the school’s website, the DES website or will be made available on request by the school.

**Note:** The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

6 This statement has been published on the school’s website and has been provided to all members of school personnel, the Parents’ Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on \_\_\_\_\_ [date].

Signed: \_\_\_\_\_

Chairperson of Board of Management

Signed: \_\_\_\_\_

Principal/Secretary to the Board of Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Edenmore N.S. Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities and review their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
5. Has the DLP attended available child protection training?	
6. Has the Deputy DLP attended available child protection training?	
7. Have any members of the Board attended child protection training?	
8. Are there both a DLP and a Deputy DLP currently appointed?	
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	
13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	

	Yes/No
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	
22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
30. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	
31. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	
33. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	
34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	
38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	



\*In schools where the ETB is the employer the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal/Secretary to the Board of Management

## Edenmore N.S.Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of \_\_\_\_\_ .
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's 'website [www.education.ie](http://www.education.ie)

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal/Secretary to the Board of Management

## Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the Child Protection Procedures for Primary and Post-Primary Schools 2017.

### Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one counselling
- Outdoor teaching activities
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Provision of residential facilities for boarders
- Annual Sports Day

- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
  - Pupils from ethnic minorities/migrants
  - Members of the Traveller community
  - Lesbian, gay, bisexual or transgender (LGBT) children
  - Pupils perceived to be LGBT
  - Pupils of minority religious faiths
  - Children in care
  - Children on CPNS
- Recruitment of school personnel including -
  - Teachers/SNA's
  - Caretaker/Secretary/Cleaners
  - Sports coaches
  - External Tutors/Guest Speakers
  - Volunteers/Parents in school activities
  - Visitors/contractors present in school during school hours
  - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Breakfast club
- Homework club/evening study

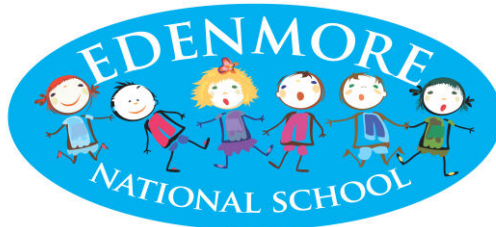
## Examples of Risks of Harm

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of child
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

## Examples of Procedures to address risks of harm

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
  - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages board of management members to avail of relevant training
  - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has in place an ICT policy in respect of usage of ICT by pupils

- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
- The school has in place a Critical Incident Management Plan
- The school has in place a Home School Liaison policy and related procedures
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations



**Edenmore National School.  
Enrolment/Admissions Policy.  
Roll No: 20337A**

**Introduction**

The Board of Management of Edenmore N.S. hereby sets out its Enrolment and Admission Policy in accordance with the provisions of the Education Act 1998 and the Board trusts that by so doing, parents will be assisted in relation to enrolment matters. The Chairperson of the Board of Management or the Principal Teacher will be happy to clarify any matters arising from this policy.

Decisions in relation to applications for enrolment are made by the Board of Management of the school.

**General School Information**

**Name of School: Edenmore National School, Emyvale, Co. Monaghan.  
Telephone No. 047 87618**

Bishop of Clogher is the Patron of the school.

At present, the teaching staff is comprised of 6 class Teachers including Principal, 1 ASD Class Teacher, 3 Special Education Teachers and 4 Special Needs Assistants. The full range of classes is taught in the school and classes are of mixed gender. The school depends on the grants and teacher resources provided by the Department of Education and Skills and it operates within the regulations laid down, from time to time, by the Department. The school Policy has regard to the resources and funding available.

Class starts at 9.05 a.m. and finishes at 2.45 p.m. Infant Classes finish at 1.45 p.m. Infant pupils, should vacate the school premises at 1.45p.m. sharp.

**Rationale**

This policy aims to ensure that the appropriate procedures are in place to enable the school

- To make decisions on all applications in an open and transparent manner consistent with the ethos of the school and legislative requirements.
- To make an accurate and appropriate assessment of the capacity of the school to cater for the needs of applicants in the light of the resources available to it and
- To put in place a framework which will ensure effective and productive relations between students, parents and teachers where a student is admitted to the school.

**Legal Framework**

Section 9 (j) of the Education Act 1998 specifies, that “A recognized school shall ....Subject to this Act and in particular section 15 (2) (d), establish and maintain an admissions policy which provides for maximum accessibility to the school”.

Section 15 (2) (d) states the Board of Management shall “publish .... The policy of the school concerning admission to and participation in the school and ensure that policy principles of equality and the right of parents to send their children to a school of the parents’ choice are respected”.

Section 27 (1) states that “A board shall establish and maintain procedures for the purposes of informing students in a school of the activities of the school” and (2) that “the procedures established and maintained under subsection (1) shall facilitate the involvement of the students in the operation of the School having regard to the age and experience of the students, in association with their parents and teachers”.

The Education Welfare Act, 2000 [Section 19 (1)] requires that a Board of Management shall not refuse to admit a child except where such refusal is in accordance with the school’s Admission Policy. Section 19 (2) requires that parents must provide relevant information to the school while Section 19 (3) requires that the Board of Management, shall as soon as possible (but no later than 21 days) after receiving such information “make a decision in respect of the application concerned and inform the parent in writing thereof”



The Equal Status Act, 2000 [Sections 5 & 7 (2)] prohibits discrimination on the grounds of “gender, marital status, sexual orientation, religion, age, disability, race or membership of the Travelling Community” regarding admission, access to programmes, participation in the school or regarding expulsion or any other sanction. There are limited exceptions regarding single-sex schools and schools promoting particular religious values [Section 7 (3)].

## **Goals**

The school shall have in place appropriate channels of communication and procedures

- To inform parents about the school, its programmes, activities, and procedures.
- To enable applications for admission to the school to be handled in an open, transparent manner.
- To put in place criteria under which applications shall be considered
- To ensure that these criteria are informed by our Ethos, our Mission Statement & current legislation.
- To specify what information is required by the school at the time of application.

## **Context, Resources, School Organisation & Curriculum**

The school supports the principle of equality for all students regarding access to and participation in the school. The school respects the diversity of traditions, values, beliefs, languages and ways of life in society. The school acknowledges the right of parents to send their children to a school of the parent’s choice, subject to the resources available to the school including classroom accommodation, class size, teaching resources and financial resources and subject to the capacity of the school to provide for the needs of any applicant or student. It will make every effort to secure those resources – where the resources cannot be secured the school may refuse admission. The school is staffed in accordance with the standard pupil – teacher ratios sanctioned by the Department and any additional teaching hours sanctioned by the Department in respect of curricular concessions, special needs, special programmes etc. The school operates within the regulations laid down by the Department from time to time.

The capacity of the school to implement its desired curriculum, its broad range of educational programmes, its breadth of extra-curricular activities, its school plan and policies are dependent on the resources it receives. Consequently, in determining its activities and programme for any school year the school must have due regard to the teaching, management and administrative resources and the accommodation, equipment and funding available to it.

## **Roles and responsibilities in developing and implementing this policy:**

### **Roles of Board of Management**

- To ensure that a policy is in place and that it is reviewed.
- To appraise this policy with regard to its suitability and the effectiveness of its implementations and to make recommendations for improvement where appropriate.
- To decide on appeals by parents or students with respect to any decision(s) made by the Principal/Board.
- To prepare (and submit to the Education Welfare Board) a statement of Strategies regarding Attendance. The Statement of Strategy will have regard to guidelines issued by the Education Welfare Board and will set out the measures the Board of Management proposes to adopt
  - a) For the purposes of fostering and appreciation of learning among students attending the school and
  - b) Encouraging regular attendance at the school on the part of all students.

### **Role of the Principal**

- To formulate draft policy in consultation with the teaching staff, parents, Board and Trustees.
- To monitor its implementation and to ensure that it is reviewed by the review date.
- To implement the policy and to support other teaching staff in their implementation of the policy.
- To apply for and acquire such resources as are available in accordance with government policies.
- To ensure, within the constraints of available resources, that alternative programmes are devised where necessary and practicable to meet the needs of students.
- To appraise the policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate.
- To ensure a register of all students attending the school is established and maintained.
- To ensure that a record of attendance or non-attendance is maintained for each student registered at this school and, in the case of non-attendance, the reason for same.
- Prior to registering a child, to provide the parents of an applicant with a copy of the school’s Code of Behaviour and ensure that the parent confirm in writing their acceptance of the Code and an assurance that they shall make all reasonable efforts to ensure compliance with the Code by the child.
- To provide, on request, to any parent of a child registered in the school with a copy of the Code of Behaviour.
- Where a child is refused admission, to advise the parents of their right of appeal to the Trustees and the Department of Education setting out Title and Address of each and advising of time limits

### **Role of Teaching staff**

- To co-operate with the implementation of this policy.
- To take the needs of all students into account in the way in which they select textbooks, plan and teach their lessons and conduct assessments.

- To bring concerns about Special Needs curricular matters and information to the attention of the Principal, Deputy Principal, Special Needs Teacher.
- To keep parents informed through the regular Parent / Teacher Meetings and School Reports and by meeting parents from time to time as required.
- To appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate.

#### **Role of Students**

- To co-operate fully with the school in the implementations of the policy.

#### **Role of Parents**

- To support the policy and to co-operate fully with the school in its implementation.
- To bring to the attention of the school authorities any concern they may have in relation to the school's provision for the educational needs of their child.
- To appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate.

#### **Policy Considerations**

The Board of Management of Edenmore National School reserves the right of admission if such admissions contravene Departmental guidelines on class size, etc.

The school will not refuse a child on the basis of ethnicity, special education needs, disability, traveller status, refugee status, political or religious beliefs, family or social circumstances, provided the necessary supports are in place in the school. The school will maintain a list of refused applicants for each class, their place on that list having been determined under the criteria outlined.

The Board of Management respects parental choice in relation to enrolment, provided the enrolment criteria are fulfilled.

The Board of Management of Edenmore National School, in its Policy of Admissions/Enrolment, respects the rights of the existing school community and the children already enrolled. Consequently, the Board of Management reserves the right to determine the maximum number of children in each class, bearing in mind:

- Health & Safety Concerns regarding Staff and Children
- Available classroom space
- Multi-grade classes
- Educational needs of the children
- Presence of children with special needs
- Department of Education & Skills class size directives
- Appropriate Supports and Resources are available
- Time of school year

#### **Procedures – Application, Enrolment Criteria & Decision / Appeals**

- Failure to fully complete forms may result in refusal to admit a student.
- Further relevant information may be sought at a later stage.
- In applying the criteria for enrolment, the school will take into account Gender Balance Male / Female and limitations in the size of classes.

Admission to the school is, of course, subject to the resources available to the school including classroom accommodation, class size, teaching resources and financial resources, and subject to the capacity of the school to provide for the needs of those who apply for admission. Where the school lacks the necessary resources to meet the needs of any applicant or student, it will make every effort to secure those resources-where the resources cannot be secured, the school reserves the unfettered right to refuse admission. It is the responsibility of parents / guardians of any child to inform the school of any such needs on the enrolment application form for the child's own welfare. In this context the school authorities will have equal regard for the welfare of all the students and their right to an education in an atmosphere that is not detrimental to their physical, emotional, moral, social or intellectual development. Failure to fully complete the application form, failure to supply any relevant information requested by the school or failure to make reasonable arrangements to meet with the school authorities to discuss the application may result in a child being refused admission to the school.

## Junior Infant Enrolment Procedure.

The school will notify its intention to enroll new students by way of an advertisement in the local newspaper and also place a notice in the Donagh Parish bulletin. **Application forms** are available from the school secretary. The registration process is initiated on receipt by the school of a completed application form. This form must be signed and dated by **both** parents and guardians. Telephone calls or personal school visits concerning enrolment will be facilitated, but are not in themselves enrolment applications.

A copy of the school's **Code of Behaviour** is also included about which the parents must sign an acceptance slip and return this to the school. The acknowledgement of an application merely confirms that it will be assessed under the criteria outlined, and does not confer any further status on that application. Failure to sign and return the acceptance slip regarding the school's Code of Behaviour will be taken as a refusal to continue the process of enrolment.

Entry in the School Record of Applications means that an application will be considered in February of the relevant enrolment year, and will be evaluated on the basis of the criteria outlined in this policy.

Following this evaluation, the Principal will make a recommendation to the Board, listing proposed enrolments for the forthcoming year. Once an enrolment list is approved by the Board, all applicants will be notified in writing of the outcome within **21** days of the closing date of applications, and if refused admission will be notified of their entitlement to appeal under Section 29 of the Education Act 1998. Such an appeal must be addressed, in writing, to the Chairperson of the Board of Management, stating the grounds for appeal and lodged within 10 days of receiving the refusal. Then, the filling of the **Registration Form** by successful applicants completes the enrolment procedure.

### Please note:

Applications for admission to Junior Infant Class should be made at the very latest by the 1<sup>st</sup> May of the year in which it is expected that the child will start school. Pupils may not commence Junior Infants prior to their fourth birthday, and all applicant children must reach four years of age on or before August 31<sup>st</sup> of the school commencement year.

## Junior Infant Enrolment Criteria

If the number of children on the Waiting List **exceeds** the number of places available, the following prioritising criteria are used:

Priority	Criterion
1	Priority is given to brothers and sisters of children already in the school or who have attended the school in the past. If the class is oversubscribed on the basis of this criterion, then places will be allocated on the basis of age, starting with the oldest applicant, until all places are allocated.
2	Families whose primary residence is in the immediate areas of Edenmore N.S., starting closest to the school and radiating outwards from the school within the original (historically) catchment area of the school. If the class is oversubscribed within the application of this particular criterion, then the furthest from the school will be eliminated first.
3	Children of current school staff.
4	Children of parents who are past pupils of the school. If the class is oversubscribed within the application of this particular criterion, then those whose primary residence is furthest from the school will be eliminated first.
5	If space is still available, class numbers are completed from the Waiting List, which is compiled and ordered according to the date of the original application. The criteria are listed in order of priority when spaces are allocated under criterion 1 and space is still available, then criterion 2 comes into play and so on. This prioritization proceeds until all places have been allocated.

## Criteria for Enrolment to Senior Infants to 6<sup>th</sup> Classes

It is not the policy of this school to enroll pupils who are currently enrolled in another primary school in the parish. However, pupils may apply to enroll if they have recently moved to the area. The following criteria will be applied if there is a surplus of applications for available places in the Senior Infants to 6 classes.

Priority	Criterion
1.	Children whose parents are in the process of moving to the area.
2	Children of current School staff.
3	Children of parents who are past pupils of the school.

All children enrolled are expected to comply with and support the school's Code of Behaviour, as well as the school's designated policies on Curriculum, Organisation and Management.

### Children of other faiths or no faiths.

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

### Evaluation

The Board of Management will monitor the implementation of all aspects of the Policy and review and amend the Policy as required, with particular emphasis placed upon

- Effective management placed on application process.
- Clarity and transparency relating to the process.
- Applicants informed in good time re the status of their application, particularly in the case of refusal to enrol.
- Positive Parental feedback.

### Monitoring Procedures

The implementations of this policy will be monitored by the Board of Management at the appropriate time. It will also be referred by the Principal for consideration by the full staff at the same time. The Principal will report to the Board of Management regarding the process of enrolment in March each year and regularly thereafter until enrolment is complete. Where the Principal refuses admission to any applicant, by the authority delegated to her by the Board in line with this policy, any such refusal shall be communicated to the Board at the earliest opportunity.

### Review Procedure

The policy will be reviewed regularly in the light of experience. It will be reviewed by the full staff and Board of Management every two years. Any staff member, board member, parent, guardian or who is unhappy with the content or the implementation of any school policy may request a review at any time and such a request will be dealt with as quickly as possible.

### Ratification

Having sought the approval of Most Rev L.Duffy, Bishop of Clogher, the patron of the school, this policy was accepted by the Board of Management of Edenmore N.S. at a meeting held in February 2019 and will be reviewed bi-annually.

Signed: Rev Hubert Martin  
Chairperson BOM.



## **RSE Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co – Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

#### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

**SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- Is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.
- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self – esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). IN learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will

encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.
- To help the child to develop healthy friendships and relationships
- To foster 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

**Broad Objectives:**

When due account is taken of abilities and varying circumstances When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and



development

- Develop a critical understanding of external influences on lifestyles and decision making.

*We support the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the wellbeing of all of the members of the school community.*

#### **Policies which support SPHE/RSE**

- **Child Safeguarding Statement**
- **Anti Bullying Policy**
- **Code of Behaviour**
- **Critical Incident Policy**
- **Healthy Eating Policy**
- **Accident/Injury Policy**

#### **Management and Organisation of RSE in our School**

Curriculum Content –The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands Growing and Changing, and Taking Care of my Body are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme.

Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2).

The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family
- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

Topics covered up to 2nd include:

- Keeping safe

- **Bodily changes from birth (birth-9)**

- Making age-appropriate choices

- Appreciating the variety of family types and the variety of family life that exists in our school and community

- Recognising and expressing feelings

- Self-care, hygiene, diet, exercise and sleep

- Expressing opinions and listening to others

- **Naming the parts of the male/ female**

**body using appropriate anatomical terms (Junior/ Senior Infants)**

- **Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).**

Topics from 3rd to 6th include:

- **Bodily changes**

- Healthy eating, personal hygiene and exercise

- Keeping safe

- Expressing feelings

- Appreciating the variety of family types within our school and community and how these family relationships shape us

- Making healthy and responsible decisions

- Forming friendships

- **Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)**

- **Introduction to puberty and changes (3rd, 4th, 5th and 6th class)**

- **Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)**

- **Reproductive system of male/female adults(5th and 6th class)**

- **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).**

Month	Year 1	Year 2
September / October	Self – Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> – 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***Sensitive content is taught as per 2 year SPHE plan as outlined above***

***A copy of the Busy Bodies DVD will be distributed to parents (upon request) in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

## **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work
- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

## **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language.

When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean.

Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions.

Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school

- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

## **Questions**

### **We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

## **Question Box**

During the delivery of each section of the sensitive lessons– children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following; Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

## **Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

## **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from

the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

**Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format.

Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

**Provision of Ongoing Support**

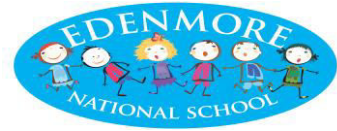
- Opportunities provided by our Education Centre will be brought to the attention of staff members.
- Teachers will be encouraged to attend CPD in RSE
- Staff meetings utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## DATA PROTECTION POLICY

### INTRODUCTORY STATEMENT

The school's Data Protection Policy applies to the **personal data** held by the school's Board of Management (BoM), which is protected by the Data Protection Acts 1988 to 2018 and the EU General Data Personal Regulation (GDPR)

The policy applies to all school staff, the Board of Management, parents/guardians, students and others (including prospective or potential students and their parents/guardians and applicants for staff positions within the school) insofar as the measures under the policy relate to them. Data will be stored securely, so that confidential information is protected in compliance with relevant legislation. This policy sets out the manner in which personal data and special categories of personal data will be protected by the school

Edenmore N.S. operates a "**Privacy by Design**" method in relation to Data Protection. This means we plan carefully when gathering personal data so that we build in the **data protection principles** as integral elements of all data operations in advance. We audit the personal data we hold in order to

1. be able to provide access to individuals to their data
2. ensure it is held securely
3. document our data protection procedures
4. enhance accountability and transparency

### DATA PROTECTION PRINCIPLES

The school BoM is a *data controller of personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. As such, the BoM is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 to 2018 and GDPR, which can be summarised as follows:

#### **1. Obtain and process Personal Data fairly**

Information on students is gathered with the help of parents/guardians and staff. Information is also transferred from their previous schools. In relation to information the school holds on other individuals (members of staff, individuals applying for positions within the School, parents/guardians of students, etc.), the information is generally furnished by the individuals themselves with full and informed consent and compiled during the course of their employment or contact with the School. All such data is treated in accordance with the Data Protection legislation and the terms of this Data Protection Policy. The information will be obtained and processed fairly

#### **2. Consent**

Where consent is the basis for provision of personal data, (e.g. data required to join sports team/ after-school activity or any other optional school activity) the consent must be a freely-given, specific, informed and unambiguous indication of the data subject's wishes. Edenmore N.S. will require a clear, affirmative action e.g. ticking of a box/signing a document to indicate consent. Consent can be withdrawn by data subjects in these situations

#### **3. Keep it only for one or more specified and explicit lawful purposes**

The BoM will inform individuals of the reasons they collect their data and the uses to which their data will be put. All information is kept with the best interest of the individual in mind at all times



#### **4. Process it only in ways compatible with the purposes for which it was given initially**

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled

#### **5. Keep Personal Data safe and secure**

Only those with a genuine reason for doing so may gain access to the information. Personal Data is securely stored under lock and key in the case of manual records and protected with computer software and password protection in the case of electronically stored data. Portable devices storing personal data (such as laptops) are encrypted and password-protected

#### **6. Keep Personal Data accurate, complete and up-to-date**

Students, parents/guardians, and/or staff should inform the school of any change which the school should make to their personal data and/or sensitive personal data to ensure that the individual's data is accurate, complete and up-to-date. Once informed, the school will make all necessary changes to the relevant records. Records must not be altered or destroyed without proper authorisation. If alteration/correction is required, and then a note of the fact of such authorisation and the alteration(s) to be made to any original record/documentation should be dated and signed by the person making that change

#### **7. Ensure that it is adequate, relevant and not excessive**

Only the necessary amount of information required to provide an adequate service will be gathered and stored

#### **8. Retain it no longer than is necessary for the specified purpose or purposes for which it was given**

As a general rule, the information will be kept for the duration of the individual's time in the school. Thereafter, the school will comply with DES guidelines on the storage of Personal Data relating to a student. In the case of members of staff, the school will comply with both DES guidelines and the requirements of the Revenue Commissioners with regard to the retention of records relating to employees. The school may also retain the data relating to an individual for a longer length of time for the purposes of complying with relevant provisions of law and or/defending a claim under employment legislation and/or contract and/or civil law. See [School Record Retention](#) table.

#### **9. Provide a copy of their personal data to any individual on request**

Individuals have a right to know and have access to a copy of personal data held about them, by whom, and the purpose for which it is held

## **SCOPE**

The Data Protection legislation applies to the keeping and processing of *Personal Data*. The purpose of this policy is to assist the school to meet its statutory obligations, to explain those obligations to School staff, and to inform staff, students and their parents/guardians how their data will be treated

The policy applies to all school staff, the Board of Management, parents/guardians, students and others (including prospective or potential students and their parents/guardians, and applicants for staff positions within the school) insofar as the school handles or processes their *Personal Data* in the course of their dealings with the school

#### **Definition of Data Protection Terms**

In order to properly understand the school's obligations, there are some key terms, which should be understood by all relevant school staff:

*Personal Data* means any data relating to an identified or identifiable natural person i.e. a living individual who is or can be identified either from the data or from the data in conjunction with other information that is in, or is likely to come into, the possession of the Data Controller (BoM)

*Data Controller* is the Board of Management of the school

*Data Subject* - is an individual who is the subject of personal data

*Data Processing* - performing any operation or set of operations on data, including:

- Obtaining, recording or keeping the data,
- Collecting, organising, storing, altering or adapting the data
- Retrieving, consulting or using the data
- Disclosing the data by transmitting, disseminating or otherwise making it available
- Aligning, combining, blocking, erasing or destroying the data

*Data Processor* - a person who processes personal information on behalf of a data controller, but **does not include an employee of a data controller** who processes such data in the course of their employment, for example, this might mean an employee of an organisation to which the data controller out-sources work. The Data Protection legislation places responsibilities on such entities in relation to their processing of the data. The Data processors used by Edenmore NS are Aladdin and Thesaurus Wage/Accounting Software,

*Special categories of Personal Data* refers to *Personal Data* regarding a person's

- racial or ethnic origin
- political opinions or religious or philosophical beliefs
- physical or mental health
- sexual life and sexual orientation
- genetic and biometric data
- criminal convictions or the alleged commission of an offence
- trade union membership

*Personal Data Breach* – a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to personal data transmitted, stored or otherwise processed. This means any compromise or loss of personal data, no matter how or where it occurs

## RATIONALE

In addition to its legal obligations under the broad remit of educational legislation, the school has a legal responsibility to comply with the Data Protection Acts 1988 to 2018 and the GDPR

This policy explains what sort of data is collected, why it is collected, for how long it will be stored and with whom it will be shared. The school takes its responsibilities under data protection law very seriously and wishes to put in place safe practices to safeguard individual's personal data. It is also recognised that recording factual information accurately and storing it safely facilitates an evaluation of the information, enabling the Principal and Board of Management to make decisions in respect of the efficient running of the School. The efficient handling of data is also essential to ensure that there is consistency and continuity where there are changes of personnel within the school and Board of Management

## OTHER LEGAL OBLIGATIONS

Implementation of this policy takes into account the school's other legal obligations and responsibilities. Some of these are directly relevant to data protection. **For example:**

Under [Section 9\(g\) of the Education Act, 1998](#), the parents of a student, or a student who has reached the age of 18 years, must be given access to records kept by the school relating to the progress of the student in their education

Under [Section 20 of the Education \(Welfare\) Act, 2000](#), the school must maintain a register of all students attending the School

Under **Section 20(5) of the Education (Welfare) Act, 2000**, a Principal is obliged to notify certain information relating to the child's attendance in school and other matters relating to the child's educational progress to the Principal of another school to which a student is transferring. Edenmore NS sends, by post, a copy of a child's *Passport*, as provided by the National Council for Curriculum and Assessment, to the Principal of the Post-Primary School in which the pupil has been enrolled

Where reports on pupils which have been completed by professionals, apart from Edenmore NS staff, are included in current pupil files, such reports are only passed to the Post-Primary school following express written permission having been sought and received from the parents of the said pupils

Under **Section 21 of the Education (Welfare) Act, 2000**, the school must record the attendance or non-attendance of students registered at the school on each school day

Under **Section 28 of the Education (Welfare) Act, 2000**, the School may supply *Personal Data* kept by it to certain prescribed bodies (the Department of Education and Skills, Tusla, the National Council for Special Education and other schools). The BoM must be satisfied that it will be used for a 'relevant purpose' (which includes recording a person's educational or training history or monitoring their educational or training progress; or for carrying out research into examinations, participation in education and the general effectiveness of education or training)

Under **Section 14 of the Education for Persons with Special Educational Needs Act, 2004**, the school is required to furnish to the National Council for Special Education (and its employees, which would include Special Educational Needs Organisers) such information as the Council may from time to time reasonably request

The **Freedom of Information Act 1997** provides a qualified right to access to information held by public bodies which does not necessarily have to be "personal data", as with data protection legislation. While most schools are not currently subject to freedom of information legislation, (with the exception of schools under the direction of Education and Training Boards), if a school has furnished information to a body covered by the Freedom of Information Act (such as the Department of Education and Skills, etc.) these records could be disclosed by that body if a request is made to that body

Under **Section 26(4) of the Health Act, 1947** a School shall cause all reasonable facilities (including facilities for obtaining names and addresses of pupils attending the school) to be given to a health authority who has served a notice on it of medical inspection, e.g. a dental inspection

Under **Children First Act 2015**, *mandated persons in schools* have responsibilities to report child welfare concerns to TUSLA- Child and Family Agency (or in the event of an emergency and the unavailability of TUSLA, to An Garda Síochána)

## **RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL:**

Edenmore NS seeks to:

- enable students to develop their full potential
- provide a safe and secure environment for learning
- promote respect for the diversity of values, beliefs, traditions, languages and ways of life in society

We aim to achieve these goals while respecting the privacy and data protection rights of students, staff, parents/guardians and others who interact with us. The school wishes to achieve these aims/missions while fully respecting individuals' rights to privacy and rights under the Data Protection legislation.

## **PERSONAL DATA**

The *Personal Data* records held by the school **may** include:

### **1. Staff records:**

a) *Categories of staff data:*

As well as existing members of staff (and former members of staff), these records may also relate to applicants applying for positions within the school, trainee teachers and teachers under probation. These staff records may include:

- Name, address and contact details, PPS number.
- Name and contact details of next-of-kin in case of emergency.
- Original records of application and appointment to promotion posts
- Details of approved absences (career breaks, parental leave, study leave, etc.)
- Details of work record (qualifications, classes taught, subjects, etc.)
- Details of any accidents/injuries sustained on school property or in connection with the staff member carrying out their school duties
- Records of any reports the school (or its employees) have made in respect of the staff member to State departments and/or other agencies under Children First Act 2015

b) *Purposes:*

Staff records are kept for the purposes of:

- the management and administration of school business (now and in the future)
- to facilitate the payment of staff, and calculate other benefits/entitlements (including reckonable service for the purpose of calculation of pension payments, entitlements and/or redundancy payments where relevant)
- to facilitate pension payments in the future
- human resources management
- recording promotions made (documentation relating to promotions applied for) and changes in responsibilities, etc.
- to enable the school to comply with its obligations as an employer, including the preservation of a safe, efficient working and teaching environment (including complying with its responsibilities under the Safety, Health and Welfare at Work Act 2005)
- to enable the school to comply with requirements set down by the Department of Education and Skills, the Revenue Commissioners, the National Council for Special Education, TUSLA, the HSE, and any other governmental, statutory and/or regulatory departments and/or agencies
- and for compliance with legislation relevant to the school.

c) *Location and Security procedures of Edenmore NS:*

- a. Manual records are kept in a secure, locked filing cabinet in a locked administration office only accessible to personnel who are authorised to use the data. Employees are required to maintain the confidentiality of any data to which they have access.
- b. Digital records are stored on password-protected computer with adequate encryption and firewall software in a locked office. The school has the burglar alarm activated during out-of-school hours.

## 2. *Student records:*

a) *Categories of student data:*

These may include:

- Information which may be sought and recorded at enrolment and may be collated and compiled during the course of the student's time in the school. These records may include:
  - name, address and contact details, PPS number
  - date and place of birth
  - names and addresses of parents/guardians and their contact details (including any special arrangements with regard to guardianship, custody or access)
  - religious belief
  - racial or ethnic origin
  - membership of the Traveller community, where relevant
  - whether they (or their parents) are medical card holders
  - whether English is the student's first language and/or whether the student requires English language support
  - any relevant special conditions (e.g. special educational needs, health **issues**, etc.) which may apply
- Information on previous academic record (including reports, references, assessments and other records from any previous school(s) attended by the student
- Psychological, psychiatric and/or medical assessments
- Attendance records

- Photographs and recorded images of students (including at school events and noting achievements) are managed in line with the accompanying policy on school photography.
- Academic record – subjects studied, class assignments, examination results as recorded on official School reports
- Records of significant achievements
- Whether the student is exempt from studying Irish
- Records of disciplinary issues/investigations and/or sanctions imposed
- Other records e.g. records of any serious injuries/**accidents**, etc. (Note: it is advisable to inform parents that a particular incident is being recorded).
- Records of any reports the school (or its employees) have made in respect of the student to State Departments and/or other agencies under Children First Act 2015.

*b) Purposes: The purposes for keeping student records include:*

- to enable each student to develop to **his/her** full potential
- to comply with legislative or administrative requirements
- to ensure that eligible students can benefit from the relevant additional teaching or financial supports
- to support the provision of religious instruction
- to enable parents/guardians to be contacted in the case of emergency or in the case of school closure, or to inform parents of their child's educational progress or to inform parents of school events, etc.
- to meet the educational, social, physical and emotional requirements of the student
- photographs and recorded images of students are taken to celebrate school achievements, e.g. compile yearbooks, establish a school website, record school events, and to keep a record of the history of the school. Such records are taken and used in accordance with the 'School Photography Policy' and 'School Website Privacy Statement'.
- to ensure that the student meets the school's admission criteria
- to ensure that students meet the minimum age requirement for attendance at Primary School.
- to ensure that any student seeking an exemption from Irish meets the criteria in order to obtain such an exemption from the authorities
- to furnish documentation/information about the student to the Department of Education and Skills, the National Council for Special Education, TUSLA, and other schools, etc. in compliance with law and directions issued by government departments
- to furnish, when requested by the student (or their parents/guardians in the case of a student under 18 years) documentation/information/references to second-level educational institutions.

*c) (Location and Security procedures as above):*

### **3. Board of Management records:**

*a) Categories of Board of Management data:*

- Name, address and contact details of each member of the Board of Management (including former members of the Board of Management)
- Records in relation to appointments to the Board
- Minutes of Board of Management meetings and correspondence to the Board which may include references to individuals.

*b) Purposes:*

To enable the Board of Management to operate in accordance with the Education Act 1998 and other applicable legislation and to maintain a record of Board appointments and decisions.

*c) (Location and Security procedures as above):*

### **4. Other Records: Creditors**

*a) Categories of Board of Management data:*

The school may hold some or all of the following information about creditors (some of whom are self-employed individuals):

- name
- address
- contact details
- PPS number

- tax details
- bank details and
- amount paid

*b) Purposes: The purposes for keeping creditor records are:*

This information is required for routine management and administration of the school's financial affairs, including the payment of invoices, the compiling of annual financial accounts and complying with audits and investigations by the Revenue Commissioners.

*c) (Location and Security procedures as above):*

## **5. Other Records: Charity Tax-back Forms**

*a) Categories of Board of Management data:*

The school may hold the following data in relation to donors who have made charitable donations to the school:

- name
- address
- telephone number
- PPS number
- tax rate
- signature and
- the gross amount of the donation.

*b) Purposes: The purposes for keeping creditor records are:*

Schools are entitled to avail of the scheme of tax relief for donations of money they receive. To claim the relief, the donor must complete a certificate (CHY2) and forward it to the school to allow it to claim the grossed up amount of tax associated with the donation. The information requested on the appropriate certificate is the parents' name, address, PPS number, tax rate, telephone number, signature and the gross amount of the donation. This is retained by the School in the event of audit by the Revenue Commissioners.

*c) (Location and Security procedures as above):*

## **EXAMINATION RESULTS**

The school will hold data comprising examination results in respect of its students. These include class, mid-term, annual and continuous assessment results and the results of Standardised Tests

**Purposes:**

The main purpose for which these examination results are held is to monitor a student's progress and to provide a sound basis for advising them and their parents or guardian about educational attainment levels and recommendations for the future. The data may also be aggregated for statistical/reporting purposes, such as to compile results tables. The data may be transferred to the Department of Education and Skills, the National Council for Curriculum and Assessment and other schools to which pupils move.

**Location and Security procedures**

As above

## LINKS TO OTHER POLICIES AND TO CURRICULUM DELIVERY

Our school policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place or being developed or reviewed, shall be examined with reference to the *Data Protection Policy* and any implications which it has for them shall be addressed.

The following policies may be among those considered:

- Pupil Online Database (POD): Collection of the data for the purposes of complying with the Department of Education and Skills' pupil online database.
- Child Protection Procedures
- Anti-Bullying Procedures
- Code of Behaviour
- Enrolment Policy
- Special Educational Needs Policy
- Critical Incident Policy
- Student Council Policy
- Child Safeguarding Policy

## PROCESSING IN LINE WITH A DATA SUBJECT'S RIGHTS

Data in this school will be processed in line with the data subject's rights. Data subjects have a right to:

- Know what personal data the school is keeping on them
- Request access to *any data* held about them by a data controller
- Prevent the processing of their data for direct-marketing purposes
- Ask to have inaccurate data amended
- Ask to have data erased once it is no longer necessary or irrelevant.

### Data Processors

Where the school outsources to a data processor off-site, it is required by law to have a written contract in place (*Written Third party service agreement*). Edenmore National School's third party agreement specifies the conditions under which the data may be processed, the security conditions attaching to the processing of the data and that the data must be deleted or returned upon completion or termination of the contract.

### Personal Data Breaches

All incidents in which personal data has been put at risk must be reported to the Office of the Data Protection Commissioner within 72 hours

When the personal data breach is likely to result in a high risk to the rights and freedoms of natural persons, the BoM must communicate the personal data breach to the data subject without undue delay

If a data processor becomes aware of a personal data breach, it must bring this to the attention of the data controller (BoM) without undue delay.

### Dealing with a data access request

Individuals are entitled to a copy of their personal data on written request

The individual is entitled to a copy of their personal data

Request must be responded to within one month. An extension may be required e.g. over holiday periods

No fee may be charged except in exceptional circumstances where the requests are repetitive or manifestly unfounded or excessive

No personal data can be supplied relating to another individual apart from the data subject

## PROVIDING INFORMATION OVER THE PHONE

An employee dealing with telephone enquiries should be careful about disclosing any personal information held by the school over the phone. In particular, the employee should:

- Ask that the caller put their request in writing
- Refer the request to the Principal for assistance in difficult situations
- Not feel forced into disclosing personal information

## IMPLEMENTATION ARRANGEMENTS, ROLES AND RESPONSIBILITIES

The BoM is the data controller and the Principal implements the Data Protection Policy, ensuring that staff who handle or have access to *Personal Data* are familiar with their data protection responsibilities

The following personnel have responsibility for implementing the Data Protection Policy:

<b>Name</b>	<b>Responsibility</b>
Board of Management:	Data Controller
Principal:	Implementation of Policy

## RATIFICATION & COMMUNICATION

Ratified at the BoM meeting in June 2018 and signed by Chairperson. Secretary recorded the ratification in the Minutes of the meeting.

## MONITORING THE IMPLEMENTATION OF THE POLICY

The implementation of the policy shall be monitored by the Principal, staff and the Board of Management.

## REVIEWING AND EVALUATING THE POLICY

The policy will be reviewed and evaluated after 2 years. On-going review and evaluation will take cognisance of changing information or guidelines (e.g. from the Data Protection Commissioner, Department of Education and Skills or TUSLA), legislation and feedback from parents/guardians, students, school staff and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning

Signed: .....  
*For and behalf of Board of Management*

Date: Ratified .....





## DATA RETENTION PERIODS FOR SCHOOLS

<i>Pupil Related</i>	<i>Retention Periods</i>
School Register/Roll Books Enrolment Forms Disciplinary notes Test Results – Standardised Psychological Assessments etc. SEN Files/IEPS Accident Reports Child Protection Reports/Records S.29 Appeals	Indefinitely Hold until Pupil is 25 Years Never Destroy Hold until pupil is 25 Years Never Destroy Never Destroy Never Destroy Never Destroy Never Destroy
<i>Interview Records</i>	
Interview Board Marking Scheme Board of Management notes (for unsuccessful candidates)	18 months from close of competition plus 6 months in case Equality Tribunal needs to inform school that a claim is being taken
<i>Staff Records</i>	
Contract of Employment Teaching Council Registration Vetting Records  Accident/Injury at work Reports	Retention for duration of employment + 7 years  (6 years to make a claim against the school plus 1 year for proceedings to be served on school)
<i>BoM Records</i>	
BOM Agenda and Minutes CC TV Recordings  Payroll & Taxation  Invoices/receipts  Audited Accounts	Indefinitely 28 days normally. In the event of criminal investigation – as long as is necessary  Revenue require a 6-year period after the end of the tax year  Retain for 7 Years  Indefinitely
<p><b><i>Why, in certain circumstances, does the Data Protection Commission recommend the holding of records until the former pupil has attained 25 years of age?</i></b></p> <p><i>The reasoning is that a pupil reaches the age of majority at 18 years and that there should be a 6-year limitation period in which it would be possible to take a claim against a school, plus 1 year for proceedings to be served on a school. The Statute of Limitations imposes a limit on a right of action so that after a prescribed period any action can be time barred.</i></p>	

## **WRITTEN THIRD PARTY SERVICE AGREEMENT**

In accordance with the Data Protection Acts 1988 to 2018 and the General Data Protection Regulation (GDPR), the BoM of Edenmore N.S. requires this written third party service agreement to be in place with all our data processors

The GDPR requires that the BoM shall use only processors providing sufficient guarantees to implement appropriate technical and organisational measures in such a manner that the processing will meet the requirements of GDPR and thus ensure the protection of the rights of the data subject

The BoM of Edenmore N.S. as data controller imposes the following minimum obligations on you as data processor:

1. To act only on the documented instructions of the data controller i.e. the BoM of Edenmore N.S. with regard to the subject-matter, the types of personal data processed, the documented purposes of the processing and the duration of the processing
2. To comply with the obligations imposed on data controllers by the Data Protection Acts 1988 to 2018 and the GDPR in order to ensure that appropriate steps are taken to ensure the confidentiality of the personal data being processed and to guard against the accidental destruction, damage or loss of personal data
3. To provide sufficient guarantees in respect of technical security measures and organisational measures governing the processing of the school's data
4. To provide an indemnity to the school Board of Management (BoM) for any breaches of the above legal conditions
5. To commit to the provision of assistance where appropriate to enable the school Board to comply with a data subject access request
6. To immediately contact the school principal Barry Cuddy on 047 87618, where there are any data security breaches in the data processor's company in order to facilitate the school BoM, as data controller, to take the required action in accordance with the GDPR regarding the data breach
7. To comply with the requirements of the Data Protection Policy of Edenmore N.S. attached hereto (include digital link or hard copy)
8. On termination of the contract between the data processor and the BoM of Edenmore N.S. all personal data held by the data processor must be returned to the Board as data controller or in the alternative, it must be entirely deleted from the data processor's systems and files
9. To make available to the controller (BoM) all information necessary to demonstrate compliance with the obligations of the GDPR and to allow for and contribute to audits,

including inspections, conducted by the controller or another auditor mandated by the controller

10. If the processor believes that any instruction it receives from the controller is in breach of the GDPR, the processor shall immediately inform the controller

*(This agreement should be signed by the Data Processor and the BoM of the school and copies retained by both)*

Edenmore N.S. Emyvale, Co. Monaghan or by email to [principal@edenmoreschool.com](mailto:principal@edenmoreschool.com)

Principal:

Chairperson:





# PERSONAL DATA ACCESS REQUEST FORM

## Edenmore N.S

Request for a copy of Personal Data under the Data Protection Acts 1988 to 2018

**Important:** Proof of Identity must accompany this Access Request Form (eg. official/State photographic identity document such as driver's licence, passport).

Full Name:	
Maiden Name <i>(if name used during your school duration)</i>	
Address:	
Contact number *	Email addresses *

\* We may need to contact you to discuss your access request

**Please tick the box which applies to you:**

<b>Parent/ Guardian of current Pupil</b>  <input type="checkbox"/>	<b>Former Pupil</b>  <input type="checkbox"/>	<b>Current Staff Member</b>  <input type="checkbox"/>	<b>Former Staff Member:</b>  <input type="checkbox"/>
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Name of Pupil:		Date of Birth of Pupil:	
Insert Year of leaving:		Insert Years From/To:	

### DATA ACCESS REQUEST:

I, ..... [name] wish to make an Access Request for a copy of personal data that Edenmore N.S. holds about me/my child. I am making this access request under Data Protection Acts 2013 to 2018

To help us to locate your personal data, please provide details below, which will assist us to meet your requirements e.g. description of the category of data you seek

Any other information relevant to your access .

This **Access Request** must be accompanied with a copy of photographic identification e.g., passport or drivers licence. I declare that all the details I have given in this form are true and complete to the best of my knowledge.

Signature of Applicant ..... Date: .....

Please return this form to the relevant address:

**To the Chairperson of Board of Management, Edenmore N.S. Emyvale, Co Monaghan**



## **PRACTICAL STEPS BOMS MIGHT TAKE TO ENSURE COMPLIANCE WITH GDPR**

In order to comply with GDPR, every BoM should ensure that

- a) they are aware of what data they currently hold and the reasons why they are processing it on an on-going basis
- b) the relevant School Staff are fully trained for their roles in relation to GDPR
- c) all School Staff are fully aware of the importance of Data Protection and that the school is a Data Protection Sensitive and Aware institution
- d) that all relevant Policies and Procedures are in place and embedded

On a practical level, this will require the BoM to complete the following:-

### **DATA AUDIT**

It is important that the BoM is aware of all the Data it holds, collects and processes. This will be the first task.

- a) List all of the types of data currently held by the school – See Draft School Data Protection Policy section on Personal Data
- b) Identify the location of storage of each type of Data
- c) Identify the legal basis for processing each type of Data
- d) Identify all Data Processing operations currently being carried out on that data:-
  - i. Who processes the Data – may be more than one person?
  - ii. Who has access to the Data?
  - iii. Security arrangements for the storage of the Data?
  - iv. Availability of the Data to the Data Subject, if required?
- e) List all of the Data Processors contracted by the BoM to process data on its behalf e.g. Aladdin, Databiz, School Accounting etc.
- f) Security of the Data while under the control of the BoM

### **STAFF TRAINING**

The BoM must ensure that all School Staff are aware of the concept and practice of Data Protection as it applies to them in the course of their work. The contents of this Resource Bundle (PAMS in particular) could form the basis for such training – as it applies to the particular school e.g. not all schools have CCTV. The object of this training will be to ensure that all School Staff become conscious of Data Protection and implement it in the course of their work

### **EMBEDDING OF A DP CULTURE**

In order to ensure the success of DP training, the BoM must endeavour to inculcate a culture of awareness of DP within the school community. To achieve this the BoM needs to have a plan for training in and promotion of DP among School Staff, Parents and the BoM itself. It could take the form of regular discussions on DP and how it is being implemented in the school at BoM meetings, at Parent Council meetings and at Croke Park hours

### **POLICIES, AGREEMENTS AND NOTIFICATIONS**

1. The BoM is advised to have a comprehensive School Policy on Data Protection – **PAM**. This should be devised in consultation with Staff and Parents, passed by the BoM and reviewed as required or at least every two years
2. The BoM is required to have a Written Service Agreement – **PAM** - with each Data Processor contracted by the BoM to process data on its behalf

3. Where a BoM has deployed CCTV, it is advised to have a separate CCTV Policy– **PAM**. There is also a requirement to post notifications in relation to CCTV at each camera's location
4. The Data Protection Commissioner recommends that a Privacy Statement – **PAM** - be placed in a reasonably obvious position on the website homepage

## **ADMINISTRATION FORMS**

Schools use Administration Forms e.g. Enrolment Forms, BoM Election Ballot Papers, Permission to use Photographs of a child etc. to assist in the smooth running of the school. In the main these Forms gather information which is then processed by the BoM or by a Data Processor on behalf of the BoM. In order to reassure Data Subjects that the BoM is following Fair Processing procedures, as is required by the Data Protection Legislation, it is important to ensure that all such forms contain a clear and specific rationale for the collection of such Data. Data Subjects have the right to know

1. what Data is being processed
2. the reasons for that processing
3. the name of the Data Controller who is responsible for the processing of their Data

## **PROCEDURES AND ROUTINES**

Each BoM should establish clear Procedures and Routines around the collection, processing, storage and disposal of Data under its control. It should also establish Procedures and Routines for engaging with Data Subjects who wish to exercise their rights under Data Protection Legislation. These Procedures and Routines should clearly outline:-

### **Collection and Processing of Data**

The procedure for collection of Data – Forms used, follow up phone calls etc.

Procedures for dealing with Data Subjects who do not wish to provide Data which the BoM is legally authorised to collect

The personnel authorised by the BoM to collect such Data

The personnel authorised to access the Data

### **Processing**

The procedure for processing the collected Data – whether within the school or by a Data Processor

### **Storage**

The BoM must be aware of all electronic devices on which the Data is stored

The BoM must ensure that the Data on each of these devices is secure in event that the device is stolen or lost

The BoM must ensure that the School Employee who controls the electronic device is fully aware of his/her obligations in regard to the protection of the Data on their device

The BoM must ensure that all physical Data is properly stored in a secure filing system

The BoM must ensure that all Data stored physically or electronically is accessible to the Data Controller

### **Disposal**

The BoM should have a clear procedure for the disposal of Data once the Retention Period – **PAM** - for such Data is reached. The BoM should also ensure that all School Staff are conscious of the safe disposal of any item, physical or electronic, containing Personal Data. This might require the purchasing of a shredder or the collection of sensitive material in a safe location for transport to an industrial shredder on a regular basis

## Edenmore NS Intimate Care Policy 2019

Staff who work with young children or young people will realise that the issue of intimate care is a difficult one and will require them to be respectful of children's needs.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with intimate personal areas or exposure to intimate personal areas. An example includes care associated with continence as well as more ordinary tasks such as help with washing or showering.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Edenmore NS work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Staff deliver a full personal safety curriculum, as part of Personal, Social and Health Education, to all children as appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home.

Edenmore NS is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Edenmore NS recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

### **OUR APPROACH TO BEST PRACTICE**

All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection, Health and Safety training in moving and handling when appropriate) and are fully aware of best practice. Equipment will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required. Followed by specialist led training in how to use the equipment safely.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex and relationship education to their children/young people as an additional safeguard to both staff and children/young people involved.

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate Health Care Plans (See Nappy changing policy) will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the staff and health.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many staff might need to be present when a child needs help with intimate care. Where possible one child will be cared for by two adults.

Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be named staff members known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different staff.

Parents/staff will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.

Each child/young person will have an assigned member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

### **THE PROTECTION OF CHILDREN**

Updated training on Child Protection Procedures are delivered regularly, unless changes in legislation or current issues determine this to be delivered sooner. Every briefing meeting, staff are updated with regards to individual children's medical needs. All members of staff adhere to all Child Protection Procedures at all times.

Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. he/she will immediately report concerns to the class teacher and a report will be filled in and the Principal will be notified and provided with this report. A clear record of the concern will be completed and where appropriate referred to social services. Parents will be informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed - see Child Safeguarding Statement.

### **SPECIFIC AREAS OF INTIMATE CARE**

#### **Children wearing nappies**

If a child is admitted into Edenmore NS and still wears nappies, parents will be provided with information from this policy and our practices in school. These being: a care plan for parents and the Principal to sign; outlining who will be responsible, within the school, for changing the child and where and when this will be carried out. This agreement allows the school and the parent to be aware of all the issues surrounding this task from the outset.

### **Equipment Provision**

If a child is admitted to Edenmore NS still wearing nappies it will be the parents responsibility to provide nappies, disposal bags, wipes and where necessary a changing mat. Spare clothes for the child are needed too. The school will make the parents aware of this responsibility prior to the child joining the school. We as a school will be responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

### **Health and Safety**

Staff should always wear an apron and gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag will then be placed in a bin (complete with liner), which is specifically designated for the disposal of such waste. The bin will be emptied on a weekly basis and it will be collected as part of the usual refuse collection service as this waste is not classified as clinical waste. Staff will be aware of the school's Health and Safety policy.

### **Changing facilities**

Any child who has long-term incontinence will require specially adapted facilities. At Edenmore NS we have two toilets specifically for children who need a larger space to toilet in. When our extension is completed we will also have shower facilities. When children need to be changed in school, the dignity, safety and welfare of the child is of paramount concern. An area, which can be made private by the use of a screen, is acceptable. Consideration will be given to the sighting of this area from a health and safety aspect. The area should not be situated in a thoroughfare.

### **Special Needs**

Children with special needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, those with parental responsibility and our school will be easily understood and recorded. Regardless of age and ability, the views and/or emotional responses of children with special needs will be actively sought (with advocacy arrangements made for those who can't) in regular reviews of these arrangements.

### **Physical Contact**

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff will be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported. Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate

physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

### **Restraint**

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control. In all cases of restraint the incident must be documented and reported. Staff will be fully aware of our schools' 'Guidelines for Physical Interventions'.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.

### **Physical Education and other skills coaching**

Staff will come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment. Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation. Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

### **Changing clothes**

Children are entitled to respect and privacy when changing clothes. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore staff need to be vigilant about their own conduct, e.g. adults must not change in the same place as children.

### **Out of school trips/clubs**

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school. Staff involved in such activities will be familiar with our school's 'out of school trips' policy regarding out of school activities. To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour on field trips, holidays etc. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or abusive behaviour. On occasions (field trips/days out, etc.) some pupils might be short of funds and would be embarrassed or singled out if this were known. It would be acceptable for a member of staff to subsidise a child, provided that this was disclosed to colleagues. Meetings with pupils away from the school premises where a chaperone will not be present, are not permitted unless specific approval is obtained from the Principal. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child. If staff come into contact with pupils whilst off duty, they must behave as though in their professional role and not give conflicting messages regarding their own conduct.

### **Photography, videos and similar creative arts**

Staff should be aware of the potential for such mediums of teaching to be used for the wrong purposes. Additionally, children who have been previously abused in this way may feel threatened by the legitimate use of photography, filming etc. The potential for founded and unfounded allegations of abuse requires that careful consideration be given to our school of these activities. Our school has clear policies and protocols for the taking and use of images and of photographic equipment. These should require the justification and purpose of the activity; its content; avoidance of one to one sessions; appropriate privacy when the changing of clothes is required; and, arrangements for access to the material and its storage. Consent to participating in these activities should be sought from the child and those with parental responsibility at the beginning of courses, but staff should remain sensitive to those children who appear particularly uncomfortable with the activity.

### **Policy Review**

This policy was written in February 2019 and shared with all staff and BOM.  
This policy will be reviewed every 3 years, unless the need for review arises beforehand.

Signed \_\_\_\_\_

Date \_\_\_\_\_

# Intimate Care Agreement.

In order to best meet the needs of your children when they are with us we would like to set up an individual agreement between parents and the school with regard to intimate care.

Intimate care is any care which involves washing, touching or carrying out an invasive procedure which are children are unable to do for themselves arising from the child's stage of development.

Intimate care may involve helping with drinking, eating, dressing, toileting, or comforting. In most cases at school intimate care will involve procedures to do with personal hygiene.

Staff at Edenmore NS providing intimate care are aware of the need to adhere to good Child Protection practice in order to minimise the risks for both the children and themselves. All school staff are supported and trained so that they feel confident in their practice.

Name of child .....

- I give permission to Edenmore NS to provide appropriate intimate care to my child.
- I understand that this will generally be carried out by staff from my child's class but may also be carried out by another member of staff.
- I have discussed with my child's class teacher the approach that I would like them to take for this the details are outlined above.

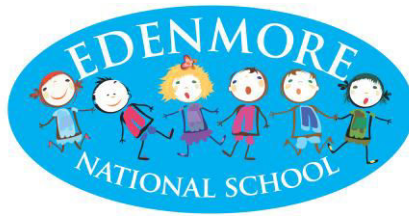
Signed ..... Parent/Carer

..... Date.

Signed ..... Class teacher

..... Date.





## **ACCIDENT/INJURY POLICY**

This policy was drafted in 2018 as a response to Health & Safety legislation. It was drafted in by the whole school staff and this revised policy is now school policy. It applies to all users of the school premises and all school related activities

### **Rationale**

The formulation of this policy enables our school to effectively –

- Provide for the immediate needs and requirements of students who have sustained either a serious or a minor injury
- Ensure that adequate resources and arrangements are in place to deal with injuries/accidents as they arise
- Ensure lines of communication with parents/guardians are in place if required
- Activate a known plan of action with which all staff are familiar

### **Roles and Responsibilities**

The overall responsibility for the day to day management of school supervision /routines rests with the Principal. The class teacher is responsible for classroom supervision and teachers on yard duty are directly responsible for the supervision of pupils at break time. The school Health and Safety Officer is Declan Mc Garvey. The Staff Safety Representative is Barry Cuddy.

### **School Ethos**

This policy re-enforces the elements of the school mission statement which advocates providing a safe and secure learning environment for each child and ensuring a duty of care at all times when the school is in operation.

### **Aims/Objectives**

- To ensure the physical safety and well being of all staff and pupils
- To develop a framework of procedures whereby all injuries are dealt with in a competent and safe manner
- To provide training staff development and the effective use of outside expertise so that children have access to proper interventions
- To comply with all legislation relating to safety and welfare at work

### **Procedures**

Safety of pupils and staff is a priority for the Board of Management, and robust measures have been put in place to ensure no children or staff are put at risk:

- A comprehensive school Safety Statement was prepared by the school community whereby

all hazards are identified and remedial measures are outlined, if required

- The school is insured under Allianz and a 24 hour policy, underwritten by Allianz is in place for all children
- The provision of specialist First Aid Training for staff has been identified as a priority by Board of Management.
- Each classroom teacher regularly instructs his/her class on issues relating to safety in the class/yard. Dangerous practices such as throwing stones, running fast in the Infant areas, engaging in “horseplay”, fighting etc. are subject to severe sanctions (see School Anti-Bullying and Discipline Policies)
- Certain procedures are in place in the event of accidents
- There is at least one teacher on yard duty at any one time
- SNA’s are also on yard duty at all times.

### **Minor Accident/Injury**

The injured party is initially looked after by the teacher on yard duty. If deemed necessary, the child will be taken to the office/staff room. No medicines are administered but cuts are cleaned with anti septic wipes and bandages/plasters applied if deemed appropriate. The use of plastic gloves is advised at all times. Parents are notified as a matter of protocol either at the time of the accident if deemed necessary by the class teacher/yard duty teacher or by meeting parent or in journal when going home that evening

### **More Serious Accidents/Injuries**

If considered safe to do so, the injured party is taken to the staff room/office. Parents/guardians are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries. The child is kept under intense observation until parents /guardians arrive, with the emphasis on making the child as comfortable and as settled as possible.

### **Very Serious Injuries**

In the event of a very serious injury, parents/guardians are immediately contacted. If the considered opinion of the staff is that immediate professional help is required, an ambulance is called. Parents are kept informed of developing situations.

### **Categories of Injury / School Procedures**

#### Minor Cuts and Bruises

Method:

In all cases of injury it is understood that there is one teacher on yard duty and the corresponding teacher at the same level covers for him/her. The corresponding teacher does the following if the yard duty teacher sends in a pupil

- Clean around cuts using antiseptic wipe/cloth, cleaning from the centre outwards
- Gloves are used at all times to reduce risk of spread of infection
- A check is carried out to locate small bodies which may be embedded in the wound
- Plaster, gauze is placed on the wound
- Teacher observation is maintained
- Children are advised to show/tell parents
- In sports, appropriate footwear and clothing must be worn

### Sprains/Bruises

#### Method:

- In the event of a sprain/bruise, the process of rest, ice, compress and elevate is implemented (RICE)
- If in doubt, parent/s are contacted
- Teacher observation is maintained

### Faints and Shocks

- Lie the casualty down
- Raise the legs above the level of the heart
- Loosen any tight clothing
- Ensure there is fresh air
- Keep crowds away
- Reassure casualty when they recover
- Contact parents
- The event is subsequently recorded.

### Severe Bleeding

- Act instantly – Go, Go, Go!
- Set or lie the injured party down
- Press down on wound using gloves
- Lift (if possible) the injured part above the level of the heart
- Put a clean dressing over the wound and secure it firmly with a bandage
- If blood shows through the dressing then place another one over the first and bandage firmly
- Treat for shock
- GET HELP!
- Contact parents
- If very serious contact casualty immediately
- Record in accident folder

### Burns/Scalds

- Immediately remove child from danger area
- Cool burnt area with cold running water
- Remove rings etc. and other tight fitting accessories
- Do not remove objects stuck to skin
- In the event of a minor burn use a special burn gauze/burneze

### Unconsciousness

- Ring for medical help
- Place child in recovery position
- Ring for parents
- Check for broken bones, neck or back injury
- If subject is not breathing, artificial respiration is applied
- Other children are kept away

### Stings/Bites

- Vinegar is used for wasp stings
- Bread soda is used for bee stings
- If case is serious/ parent/s are contacted

## **Resources**

A First Aid Boxes is located across from the school office. All staff members are aware of this location. The contents of the box is replenished when deemed necessary by the Health and Safety Representative or some other designated staff member.

## **Record Keeping**

All accidents / injuries are recorded in the Accident Report Folder which is located in the office. One Accident Report Folder covers all children in the school. *Teachers are encouraged to keep a separate copy of accident report forms relating to injuries sustained by children in their class.* The accident report form lists date and time of accident, witnesses, nature of injuries, a brief description of the circumstance of the accident, procedures followed by staff etc.

Very serious injuries will be notified to the Schools Insurers on the special Incident Report Form.

Relevant medical information on all pupils is obtained at time of enrolment on a special section of the schools enrolment form. This section asks parents to list allergies and other medical conditions their child may have.

## **Evaluation**

The success of this policy is measured from a set criteria –

- Maintaining a relatively accident free school environment
- Positive feedback from staff, parents, children
- Continual yard observation of behaviour by all staff engaged in supervision duties
- Monitoring and evaluation at staff meetings

## **Ratification**

This revised policy was ratified by the Board of Management in February 2018

This revised policy was ratified by the Edenmore NS Staff in February 2018

Principal:

Chairperson:



## Accident Report Sheet

**Date:** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_

**Rang:** \_\_\_\_\_

**Attended by:** \_\_\_\_\_

**Action:**

First Aid provided <input type="checkbox"/>	Parents notified <input type="checkbox"/>
Parents removed child from school <input type="checkbox"/>	Parents left child in school <input type="checkbox"/>

**Location of accident:**

GP Hall <input type="checkbox"/>	Field <input type="checkbox"/>
Corridor <input type="checkbox"/>	Yard <input type="checkbox"/>
Classroom <input type="checkbox"/>	Other <input type="checkbox"/>

**Type of accident;**

Collision with another child <input type="checkbox"/>	Accidental <input type="checkbox"/>
Struck by object <input type="checkbox"/>	Malicious/Fight <input type="checkbox"/>
Fall/trip <input type="checkbox"/>	Other <input type="checkbox"/>

**Type of injury;**

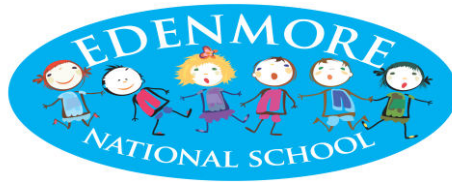
Head <input type="checkbox"/>	Eye <input type="checkbox"/>	Lump/Swelling <input type="checkbox"/>
Neck <input type="checkbox"/>	Ear <input type="checkbox"/>	Cut <input type="checkbox"/>
Arm/Wrist/Hand <input type="checkbox"/>	Mouth/Dental <input type="checkbox"/>	Abrasion <input type="checkbox"/>
Finger <input type="checkbox"/>	Nose <input type="checkbox"/>	Suspected sprain <input type="checkbox"/>
Abdomen <input type="checkbox"/>		Suspected fracture <input type="checkbox"/>
Leg/Ankle/Foot <input type="checkbox"/>		Other <input type="checkbox"/>

**Type of illness;**

Headache <input type="checkbox"/>	Epilepsy <input type="checkbox"/>
Fever <input type="checkbox"/>	Asthma <input type="checkbox"/>
Stomach ache/upset <input type="checkbox"/>	Other <input type="checkbox"/>
Vomiting <input type="checkbox"/>	

Signed: \_\_\_\_\_





## **Guidelines for Using Physical Interventions in Edenmore N.S. Including the Use of Time Out/Withdrawal**

### **Ethos:**

This policy reflects the school's ethos and is written in consultation with the following partners – staff, parents, pupils (where relevant) and patron. It is noted that some of the pupils attending this school have diagnoses of General Learning Disability and Autism. Our school in the first instance applies the principles outlined in our Code of Behaviour, which provide guidelines to staff on the use of day to day positive behavioural management strategies. These are designed to help all pupils to modify/manage their own behaviour in the long-term. Where these strategies are not working and it is foreseeable that a pupil might engage in high risk behaviours requiring a physical intervention, this policy applies.

*For the purpose of this policy a child is defined as any child attending the school regardless of age.*

The Board of Management takes seriously its duty of care to pupils, employees and visitors noting that:

**The paramount concerns are for the safety and welfare of the pupils in the school as well as for the safety and welfare of the adults who look after them - therefore we will aim to implement our duty of care to all affected by our work at all times.**

The policy is based on guidance from the following:

- Education and Welfare Act 2000
- Human Rights Working Group on Restraint and Seclusion 2005 (Northern Ireland)
- Best Practice Guidelines on the Use of Physical Restraints: Special Residential Board 2006
- Health and Safety at Work Act 2007 Safety, Health and Welfare At Work Act, 2005 (as well as other statutes and standards)
- Physical Contact; Care, Comfort and Restraint, by Bernard Allen, 2011
- Children First Act 2015
- Child Protection Procedures for Primary and Post-Primary Schools 2017
- Guidelines for Schools on Supporting Students with Behavioural, Emotional and Social Difficulties - An information guide for Primary Schools: DES 2013.

- Other Relevant Policies
- Child Protection
- Anti Bullying
- Code of Behaviour
- Health and Safety
- Admissions and Enrolment
- Grievance Procedures.

### **AIMS AND OBJECTIVES:**

1. To provide clear guidelines to staff, pupils and parents regarding the use of physical interventions in schools, including the use of time out and withdrawal.
2. To emphasise a culture within the school of prevention and reduction of the use of physical interventions.
3. To manage serious incidents when they occur.
4. To reduce the risks associated with serious incidents such as injuries to self or others or serious damage to property.

### **SECTION 1 - PHYSICAL CONTACT**

There are many times when physical contact is used in our school, such as patting a child in affirmation, administering first aid and meeting intimate care needs. However, our duty of care to others means that it may on occasion also be necessary to use physical contact to restrain a child who is putting themselves or another person at risk of injury. This policy governs the use of these practices. The following table, which is not exhaustive, outlines the circumstances where physical contact may be used in the school:

<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>	<b>Category 4</b>	<b>Category 5</b>
<b>Curriculum</b>	<b>Reassurance/ Comfort</b>	<b>Intimate Care/ First Aid/Safety</b>	<b>Non-Contact Restrictions/ Containment</b>	<b>Use of Physical Intervention/ Physical intervention</b>
PE/ Games	Pat on arm for praise/ reassurance	Cleaning cuts	High handles or coded access on doors	Disengaging from a grab/ hair pull
Music	Holding hand of upset child or to prevent absconding	Toileting	Locks on cleaning cupboards or lunch cupboards	Escorting a resisting pupil to a safer location



Drama	High Fives	Lifting a child down from a height	Fences around playgrounds	Breaking up a fight/ blocking a pupil's path
Sensory Programmes	Hugs	Dressing/ personal hygiene	Harnesses on transport	Restraint
Physical Prompting to support learning	Sitting on laps (very young children)	Taking a dangerous object from a child	Prevention from participating in certain curricular activities that may pose unacceptable risks	Withdrawal/ seclusion

Categories 1 through 3 and are necessary in order to take care of and teach our pupils and are not considered to be restrictive. Categories 4 and 5, however, *are* restrictive and require careful thought and consideration before being employed by staff. ***Any use of such restrictions must be discussed with the Principal and agreed with parents and in some instances with relevant multi-disciplinary staff.***

## **SECTION 2 - PREVENTION**

The school seeks in the first instance to be proactive at all times to prevent and minimise the need to use physical interventions by employing de-escalation strategies and environmental alterations as follows:

### **1. De-escalation Strategies**

Sensory breaks, calm stance and facial expression of staff, careful use of tone of voice and choice of words by staff, change of staff, distraction/diversion, use of humour, negotiation, offering choices, outlining limits/boundaries, positive reminders, planned ignoring, reassurance, short tasks only, time given to process/cool down, verbal supports, visual schedules, praise, use of rewards, close supervision.

### **2. Environmental Alterations**

Comfort areas, pupil support rooms, sensory break rooms, 1:1 teaching areas, access to preferred activities where possible, access to preferred or skilled staff where possible, timetables organised to minimise risks, reduced pupil/staff ratios, increased access to specialist staff, opportunities provided to 'burn off energy', fixed furniture in some areas, high handles on some doors, locks on some doors, reduced access to equipment in some rooms, coded access to front door, fenced in playgrounds

**3. Pupils with Positive Behaviour Plans** (see Section 3) are prioritised for meetings with staff and parents to discuss and review prevention strategies.

### **SECTION 3 - POSITIVE BEHAVIOR PLANS** (see sample Appendix A)

These are devised for pupils assessed as being of greatest risk of needing restrictive physical interventions. Pupil who require such plans are referred to the school's psychologist. Other multi- disciplinary support services are requested as necessary. This plan should ideally contain the following and be agreed by parents and Principal:

- a brief history of the pupil
- a brief outline of likes/dislikes and known triggers
- a functional assessment of the behaviour using information from several sources such as parents, previous staff, carers, and appropriate behavioural assessment charts and graphs
- a multi- element behaviour support plan outlining environmental alterations, direct interventions, skills teaching and reactive strategies
- de-escalation strategies to employ when behaviours start to occur
- recommended physical interventions which may be employed when de-escalation strategies are unsuccessful or not possible
- a list of persons to whom the plan needs to be communicated

### **SECTION 4 - THE FOLLOWING PERSONS ARE AUTHORISED TO USE PHYSICAL INTERVENTION IN THE SCHOOL IN THE CIRCUMSTANCES OUTLINED BELOW:**

***A. Unforeseen or Emergency Situations:*** e.g a child suddenly tries to climb over a fence or run out on a road, or attempts to hurt another unexpectedly – **all staff** must use their judgement and take appropriate action to safeguard pupils or staff whilst calling for assistance from trained staff.

***B. Pupils with Positive Behaviour Plans:*** The school will endeavour to ensure that staff with up to date training and knowledge of the pupil's plan are available to these pupils. In the event that this is not possible any staff member should take appropriate action to safeguard the situation whilst calling for assistance from trained staff.

## **SECTION 5 - DECIDING WHETHER OR NOT TO USE PHYSICAL INTERVENTION**

The school endeavours to encourage staff to STOP AND THINK before employing a physical intervention as follows:

ACT	BALANCE	CHOOSE
<ul style="list-style-type: none"> <li>• Adopt a calm, non-threatening stance and posture</li> <li>• Use a slow controlled voice</li> <li>• Give clear verbal directions</li> <li>• Pause and allow time for compliance</li> </ul>	<ul style="list-style-type: none"> <li>• The likely outcomes if physical intervention is used against the likely outcomes if it is not</li> <li>• Short term risks versus long term risks</li> <li>• Best interests of the child against the best interests of other children and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Persons who are most likely to succeed</li> <li>• Best place available</li> <li>• Best time available</li> <li>• Minimum use of physical intervention necessary to achieve the desired result</li> </ul>

## **SECTION 6 - LAST RESORT/EARLY INTERVENTION**

Physical intervention should be used as a last resort. *This does not mean that all other possible strategies must be tried and tested beforehand*, it means that staff must make a considered judgement balancing the risks involved, thus allowing informed decisions be made. Some children may have stereotypical patterns of behaviour which alert staff to a developing crisis. Early action may prevent a risk of injury, thus justifying the use of the physical intervention.

## **SECTION 7 - USING TIME-OUT/WITHDRAWAL/COMFORT/**

Sometimes a child cannot manage in a classroom setting for a variety of reasons and needs to be withdrawn to allow teaching and learning to continue for the rest of the pupils. This can happen in 3 ways:

1. **Time Out** – This may be used informally for pupils who need time or space to calm/ cool down, i.e. child is encouraged or prompted to move to another table, chair or designated classroom area for a short period of time or may be sent ‘on a message’. The purpose of this is to divert or distract the pupil.
2. **Withdrawal/Comfort** – This may be used to move a child to another place outside of the classroom where he or she is *continually supported or monitored* by staff either inside or outside the area the child is in. This may involve physically intervening to move the child and/or preventing the child from leaving the area until staff consider that it is safe to do so. Staff must continuously attempt to distract or divert the child and return the child to his or classroom as soon as it is safe to do so. This may take some time if the pupil

demonstrates that he/she requires a break from activities that he/she finds over-stimulating. Doors are not secured in this instance. *A Positive Behaviour Plan agreed with parents is needed for this intervention if physical interventions are required to move the pupil from the classroom.* The purpose of this is to safeguard pupils and staff in situations that have the potential to be high risk to themselves or others.

## **SECTION 8 - POST INCIDENT SUPPORT**

Following an incident the priority is to look after the pupils and staff involved before reports are filled out and reviews held.

### **Incident Report / Debriefing (Appendix B)**

Incident reports should be filled out by the staff involved following the use of physical intervention or restraint as outlined in Section 1, Category 5, above. The best time to fill out an incident report is when the situation has settled and the pupil and staff have had time to recover. The form is then checked by the Principal and Deputy to decide if any follow up action is required to provide any further care or reassurance to pupils or staff, to review the interventions used by staff and to inform any future recommendations.

It is practice to provide parents with copies of incidents reports *on request, as long as there is no further risk to children or breach of data protection re other pupils or staff.* Both the Principal and Deputy check and discuss each incident report involving physical interventions/restraint. The incidents are recorded in the Pupil's Positive Behaviour Plan for discussion with parents as agreed. Some parents wish to be informed of every incident after they occur, others prefer to be informed at review meetings. The Principal is the only person authorised by the Board to release an incident report to a parent. The Principal may defer to the Chairperson of the Board if necessary.

#### Checklist For Principal/Deputy Principal

CHECK	RECORD	REPORT TO	REVIEW ( if necessary)
Has anyone been hurt? (pupils or staff) Is medical attention required? Does anyone need a drink of water/rest?	Check Incident Report and decide if any follow up is required If injuries were sustained, fill out accident report for insurance purposes	Parents (as agreed) BOM if necessary Insurers if medical attention was necessary	Positive Behaviour Plan Policy Guidance Risk Assessment Staff Training

## **SECTION 9 - COMPLAINTS AND ALLEGATIONS:**

The school seeks to engage positively with parents regarding all aspects of their child's education, care and management. Parents of pupils who engage in high risk challenging behaviours are prioritised for meetings/phone calls etc. with the Principal or Deputy. The school will endeavour to keep parents informed in a manner that is reasonable and in the best interests of the child. This will take the form of meetings, phone calls, diaries or letters.

### **How to make a Complaint:**

- Parents wishing to make complaint should in the first instance contact the Principal who will furnish the parent with a copy of the Complaints Procedure.
- Staff wishing to make a complaint should in the first instance contact the Principal who will furnish the staff member with a copy of the Complaints Procedure (also available in the Class Information Folder).

## **SECTION 10 - TIMEFRAME**

The completed policy was circulated to:

Staff:

Parents:

**Ratified by the Board of Management on March 2018**

**Review Date:** March 2021

Principal:

Chairperson:

**Edenmore N.S. School Behaviour Plan- Appendix A**

Name:	Behaviour:
Risk of:	Rating:
Warning signs:	
Triggers:	

Interventions to de-escalate:

Signed:

Reviewed:

Date:

## Appendix B - Incident / Minor Accident Report and Risk Assessment

Pupil: \_\_\_\_\_

- *What happened?*
- *What were the risks involved?*
- *What did you do?*
- *Why did you do what you did?*

Date:	Time:	Location:
<p><i>What happened?</i></p> <p>(brief outline of the significant aspects of the incident)</p>		
<p><i>What were the risks involved?</i></p> <p>(to pupil, staff or other pupils)</p>		
<p><i>What did you do?</i></p> <p>(factual, brief account of the actions you took. Include any 'on the spot' actions you took to minimise risks to the child, other children or staff). See overleaf for assistance paragraph 1</p>		
<p><i>How was this in the best interests of the child?</i></p> <p>(see overleaf paragraph 2)</p>		

Other staff present: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Principal



## Incident Sheet (& Risk Assessment)

### 1. Helpful Phrases for *'What did you do?'*

Asked for assistance - drew towards - eased away - encouraged - guided – used a help hug - led child to the support room/yard/sensory room where s/he could be monitored/observed - monitored/observed (from outside the door) - moved child away from the area of the incident – (see paragraph 3 below) used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked pupil down - withdrew other pupils – cleared the area of items that could be thrown – moved other pupils away from danger – asked for help – cleared the area of other pupils – sent for a senior member of staff – asked other staff to withdraw from the area – withdrew myself to a safe distance – kept an eye out for members of the public who might be at risk – prevent emotional/psychological distress to other pupils

### 2. Helpful Phrases for *'How was this in the best interests of the child?'*

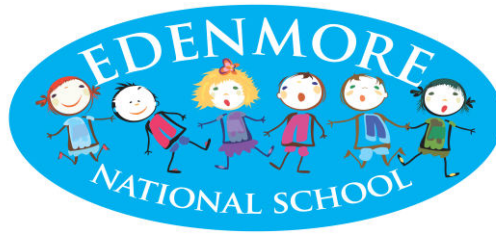
Maintain dignity of the child - prevent negative social outcome for child - prevent distress - prevent pain – reduce risk of injury - reduce possibility of... - unsafe situation for pupil(s)/staff - welfare of pupil(s)/staff etc.....prevent emotional/psychological distress

### 3. Sample script to *'talk pupil down'*

Use the following script to assist you to 'talk pupils down' during an incident where the pupil is demonstrating by his/her actions that s/he is feeling 'out of control'

1. *Name* (pause to get attention). *I can see something has happened.*
2. *I can see you are upset.*
3. *Tell me what happened* (if pupil can verbalise) **OR** *I'll find out what happened from* *name* (staff member, parent, other pupil).
4. *I want to help you.*
5. *Let's - go outside / inside - go for a walk - to another room, etc.* (try to get pupil to move away from the scene of the incident depending on the situation).

Offer water if appropriate.



## **Health and Safety Statement Edenmore N.S.**

### **Introductory Statement**

This statement was reviewed following the issue of new guidelines under the Safety, Health and Welfare at Work Act, 2005. The whole school staff attended a planning day with input from the PPDS Advisor. The Principal drew up a provisional draft. The staff, Board of Management and a number of parents were involved in reviewing and adapting this draft prior to its being ratified by the Board at its meeting in February 2017.

### **Rationale**

It is a legal requirement under the Safety, Health and Welfare at Work Act, 2005, for every employer, in conjunction with employees, to prepare a Health and Safety Statement. The Board of Management of Edenmore N.S. is committed to safety and health. This statement specifies the manner, the organisation and the resources necessary for maintaining and reviewing safety and health standards in our school.

The Board of Management in drafting this statement has outlined their health and safety programme and will make it available to all employees, outside services providers and Inspectors of the Health and Safety Authority. The Board of Management is also taking into consideration its 'duty of care' role in the school and this is an integral part of our Health and Safety Statement.

### **Relationship to the characteristic Spirit of the School**

The Board of Management of Edenmore N.S. is committed to the creation of a safe and healthy working environment for all members of the school community.

### **Aims**

In drafting this policy the Board of Management hopes to achieve the following with this statement:

- to create a safe and healthy school environment by identifying, preventing and tackling hazards and their accompanying risks;
- to ensure understanding of the school's duty of care towards pupils;
- to protect the school community from workplace accidents and ill health at work;
- to outline procedures and practices in place to ensure safe systems of work;
- to comply with all relevant health and safety legislation (so far as is reasonably practicable) to include the following areas
  - *Provision of a safe workplace for all employees – teachers, SNAs, secretary, Caretaker, etc.*
  - *To ensure competent employees, who will carry out safe work practices*
  - *Safe access and egress routes*
  - *Safe handling and use of hazardous substances and equipment*
  - *Safe equipment including maintenance and use of appropriate guards*
  - *Provision of appropriate personal protective equipment*

## Responsibilities of employer - Board of Management

It is the responsibility of the Board of Management to

- Provide and maintain a workplace that is safe and do likewise for all machinery and equipment etc.
- Manage work activities to ensure the safety, health and welfare of employees
- Ensure that risks are assessed and hazards are eliminated or minimized as far as is reasonably practicable
- Prepare a safety statement and regularly update it, particularly when there have been significant changes or when the risk assessment is no longer valid
- Provide and maintain decent welfare facilities for employees
- Prepare and update procedures to deal with an emergency situation and communicate these procedures to employees
- Appoint a competent person to oversee the functions of the Board in relation to Health & Safety
- Provide training and information to workers in a format and language that is appropriate, including training on the commencement of employment
- Report serious accidents to the Health and Safety Authority
- Consult annually with employees and provide them with information in relation to safety, health and welfare
- Require employers from whom services are contracted to have an up to date safety statement (*e.g. painters, contract cleaners, bus companies...*)

## Responsibilities of employees:

Health and safety is everyone's business. As a worker you have legal duties designed to protect you and those you work with.

Responsibilities of employees include:

- Not to be under the influence of an intoxicant to the extent that you endanger your own or another persons' safety.
- To submit to tests for intoxicants as and when regulations specifying testing procedures are adopted
- To co-operate with an employer or other people to ensure that the Health and Safety law is implemented
- Not to engage in improper conduct that will endanger you or anyone else
- To attend Health and Safety training and correctly use any equipment at work
- To use protective clothes and equipment provided
- **To report without reasonable delay any dangerous practices or situations that you are aware of to an appropriate person**
- Not to interfere or misuse any safety equipment at your workplace
- If you are suffering from a disease or illness that adds to risks, to tell your employer.

## Entitlements of safety representative (Section 25 Safety, Health & Welfare at Work Act 2):

The safety representative has the right to:

- Represent the employees at the place of work in consultation with the employer on matters in relation to health and safety
- Inspect the place of work on a schedule agreed (annually) with the employer or immediately in the event of an accident, dangerous occurrence or imminent danger or risk to the safety, health and welfare of any person
- Receive appropriate training
- Investigate accidents and dangerous occurrences

- Investigate complaints made by employees
- Accompany an inspector carrying out an inspection at the workplace
- Make representations to the employer on matters relating to safety, health and welfare
- Make representations to and receive information from, an inspector
- Consult and liaise with other safety representatives in the same undertaking.

### Carry Out a Risk Assessment

Each year, the Board of Management should carry out a risk assessment, identifying hazards, assessing the risks and specifying the actions required to eliminate or minimize them. Hazards may include physical, health, biological, chemical and human hazards.

Identification of Hazards, Risk Assessment and Action(s) Taken					
Hazards	Low/Medium/High	Risk to persons	Action Taken/Proposed	Date	Person responsible
Frost	Medium	Fall	Sand pathways. Pupils remain indoors until clear	Jan 2017	Caretaker and Teachers
Snow	Low	Fall	Clearing & sanding of pathway as far as possible. Pupils remain indoors at break times	Jan 2017	Caretaker and teachers
Aggressive or violent behaviour by employees, pupils or parents	Medium-High	Bodily harm or ill health	Implementation of Code of Behaviour, Anti-bullying policy, Parent/teacher appointment policy, Positive staff relations, Grievance procedure	Jan 2017	School community
Classroom furniture	Low	Fall/trip	Warn pupils on a regular basis	Feb 2017	Teachers
School Bags and boxes on floor in classrooms	Medium	Fall/trip	Warn pupils to place bags and boxes safely under desk	Jan 2017	Teachers
Plugs/leads/wires	Medium	Personal injury	Warn pupils on a regular basis. Switch off/unplug if not in use. <a href="#">Use cable tidy.</a>	Jan 217	Teachers
Edges of radiators	Low	Personal injury	Warn pupils to be careful on a regular basis	Mar 2017	Teachers



**As part of the general approach to safety, other policies and practices which have a bearing on safety, health and welfare will need to be put in place and communicated to employees, pupils, parents and others using the premises. Some examples are given below. These need to be monitored and updated regularly e.g. an annual fire safety audit or school environment audit (See appendices).**

**Health and safety should be considered when any policy/plan is being drawn up e.g. PE, Visual Arts, School Excursions, etc. Our duty of care must also be considered in all areas and aspects of school life.**

### **Procedures to deal with emergencies**

- Emergency contact procedures
  - [The secretary updates contact details annually](#). These are kept in the office and each teacher receives a copy for her class. The teachers and the secretary have access to these details.
  - In case of emergency parents/guardians or emergency contact person nominated by parents/guardians are contacted by telephone.
- Fire-drill and school evacuation procedures
  - Fire-drills are held [once each term](#).
  - All teachers and pupils are aware of the designated assembly point/s following evacuation of the building. [These assembly points are clearly marked](#).
  - The school revises these procedures annually.
- Serious Accident Procedure & Accident Report Form (See Appendix 38 p.285 CPSMA Management Board Members' Handbook):  
A report must be made to the HSA in respect of the following types of incident:
  - An accident causing loss of life to any employed or self-employed person if sustained in the course of their employment on the premises;
  - An accident sustained in the course of their employment which prevents any employed or self-employed person from performing the normal duties of their employment for more than 3 calendar days not including the date of the accident;
  - [All accidents](#) sustained by students will be recorded in an Incident Report book. Where such accidents require medical attention an Accident Report form will be completed.
- Emergency closures
  - Where the school needs to close for particular emergencies parents will be notified by letter from the school. Failing this they will be contacted by telephone, [the text a parent service](#) or an announcement may be made on the local radio station if suitable.

### **Health issues**

- Enrolment Form
  - Parents are requested to identify any allergies/illnesses pertaining to their child on the enrolment form
- Administration of Medication
  - Medication is not administered as per policy on same which is included in the substance use policy and circulated to all parents on the enrolment of their child. In specified exceptional circumstances application must be made to the Board of Management.
- Sickness or Injury
  - Children who become sick or are seriously injured during the school day are sent home.
  - The school will deal with minor accidents/illnesses and basic first-aid (including applying a small plaster) will be administered by a member of staff.

- Illnesses and contagious infections rubella, chicken pox etc;  
Where pupils have infectious diseases parents are required to keep them at home.
- Head-lice
  - When parents inform the school about an outbreak of head-lice a letter/notice is sent home requesting parents to check their children over a particular weekend and treat as necessary.
- School hygiene
  - Soap, towels are available in all toilet areas.
  - Adequate toilet facilities are available.
- General cleanliness of school environment
  - A caretaker and cleaner are employed to maintain the school premises both inside and out.
- Healthy eating: refer to school's Healthy Eating policy.
- Water
  - Drinking water is available in the school for staff and pupils.

## Safety and welfare issues

### Pupils

- Assembly and Dismissal of Pupils
  - Children are not encouraged to be on the premises prior to 9.05a.m. [At that stage they assemble in their line.](#)
  - All children leave the premises at 3.00p.m. (Infants at 2.00p.m.) [If their transport or escort is late arriving they remain at the school.](#)
- Pupils leaving the school premises during the school day e.g. dentist or doctor appointment
  - The parent/guardian must inform the school in writing/by phone prior to the appointment time and call to the office and the secretary will call the pupil from the classroom.
- Supervision of Pupils:
  - In the event of a teacher being absent another teacher is appointed to supervise the class or the class may be divided up until a substitute can be employed.
  - The supervision roster for playground duty is agreed at the beginning of each school year.
  - This roster is kept as part of the school records.
- Incident / accident book
  - The supervising/witnessing teacher will write the report in the event of a serious incident or accident. [This record will be kept in the filing cabinet in the office.](#)
- Code of Behaviour and Anti Bullying Policy: Refer to school's policy for dealing with behaviour which causes a risk to others.
- Allegations or Suspicions of Child Abuse:
  - The school's Child Protection Policy, in line with Child Protection Guidelines, must be followed in the case of an allegation or suspicion of child abuse.
- [School tours / outings: Refer to school's policy on school tours](#)
- [Mobile phones: Refer to school's policy on mobile phones.](#)

### Staff

- Garda clearance
  - The school conducts a garda check on all persons [employed.](#)
- Assaults on Teachers/School Employees: See Appendix 23 p.210 CPSMA Management Board Members' Handbook

- Respect for others is the principle at the heart of our school's ethos. With this in mind the school aims to maintain a culture where abuse of any nature is not tolerated.
- If an incident did occur the Board of Management would convene an emergency meeting.
- Staff work in a comfortable and safe environment.
- Staff are instructed in the use of fire extinguishers.
- Appropriate safety gear is available where necessary for all members of staff.

### **Equipment and materials**

- All lawnmowers, drills, ladders and any other equipment associated with school maintenance are stored in a safe area which is not accessible to children. The storage area is locked during the school day. Teachers and caretaker have access.
- Solvents, chemicals, cleaning agents etc. are stored in the cleaning room. Teachers and caretaker have access.
- Are electrical equipment, computers, televisions and other technologies are stored safely. All plugs, leads etc. are checked annually.

### **Success Criteria**

The effectiveness of this policy will be evident in the day to day running of the school. It is hoped that all serious misadventures will be avoided through the implementation of this policy.

### **Roles and Responsibilities**

- The Board of Management is responsible for the overall safety of the school. As part of this role they must maintain the building and ensure that repairs are carried out as when identified.
- Jacqui Mc Carron is the Safety Representative.
- The Safety Officer, Pauric Treanor, liaises with the Safety Representative prior to board meetings and assists in the compilation of a risk assessment annually.
- Each member of staff has responsibilities as outlined at the beginning of the policy. All staff should use their own initiative in relation to safety issues.

### **Implementation**

These procedures will apply from 30<sup>th</sup> March 2009

### **Timetable for Review**

The Safety Statement will be review annually.

### **Ratification and Communication**

The Board of Management officially ratified the policy on XXXXXXXX.

The Health and Safety Statement will be on display in the school and is available to parents on request.



## Reference Section

- Guidelines on Preparing your Safety Statement, HSA
- [www.safework.ie](http://www.safework.ie)
- A short guide to The Safety, Health and Welfare at Work Act 2005 ([www.hsa.ie](http://www.hsa.ie))
- Report of the Advisory Committee on Health & Safety Statement for Schools. HSA. This report contains a format for a Safety Statement.
- INTO Guidelines for compiling a Safety Statement
- INTO Safety Representatives Checklist for School Inspections (Under H & S Background information on [www.sdps.ie](http://www.sdps.ie))
- CPSMA Management Board Members' Handbook. Appendix 36, 37, 38
- A Supplementary Handbook for Primary Schools under Protestant Management. Second Edition. p.22 - 27 Compiling a Safety Statement
- A Guide to Insurance, Safety and Security in the School. (2002). Church & General p. 24-32
- Safety, Health and Welfare at Work Act, 2005 ([www.hsa.ie](http://www.hsa.ie))
- "The Report of the Advisory Committee on Health and Safety in Schools." Health and Safety Authority, 10 Hogan Place, Dublin 2. Tel.: 01 - 6147000
- A Short Guide to Health and Safety Law. HSA
- Round Hall's Primary Education Management Manual CD – ROM
- Glendenning D. (1999) Education and the Law. Ch. 9 The Teacher's Duty of Care: Negligence
- Mahon O. (2002) The Principal's Legal Handbook.IVEA.Ch.3 Safety, Health & Welfare in School
- Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (DES1993)
- Working Together. Procedures and Policies for Positive Staff Relations. INTO 2000
- Code of Practice on the Prevention of Workplace Bullying. HSA 2002
- Guidelines for developing a School Substance Use Policy. DES Oct. 2002
- Child Protection. Guidelines and Procedures. DES 2001
- Children First. National Guidelines for the Protection and Welfare of Children. Department of Health and Children 1999
- Guidelines on First Aid (Index chart) from the regional Health Promotion Units
- "Infection in School". A manual for school personnel, available from regional Health promotion units on [www.healthpromotion.ie](http://www.healthpromotion.ie)
- Responding to Critical Incidents - Advice and Information Pack for Schools from The National Educational Psychological Service, Frederick Court, 24-27 North Frederick Street, Dublin 1

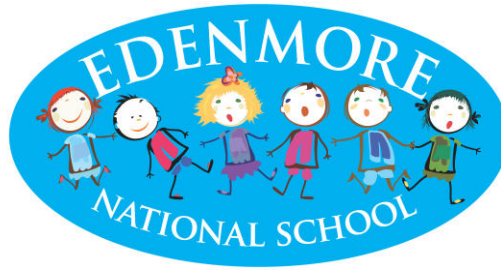
### Websites:

<b>DES</b>	<a href="http://www.education.ie">www.education.ie</a>
<b>SPDS</b>	<a href="http://www.sdps.ie">www.sdps.ie</a>
<b>INTO</b>	<a href="http://www.into.ie">www.into.ie</a>
<b>IPPN</b>	<a href="http://www.ippn.ie">www.ippn.ie</a>
<b>Health and Safety Authority</b>	<a href="http://www.hsa.ie/osh">www.hsa.ie/osh</a>
<b>Church and General</b>	<a href="http://www.cg-online.ie">www.cg-online.ie</a>









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## **Homework Policy Review and Update 2017/2018**

### **Introduction**

Edenmore N.S. Homework Policy was reviewed during the 2014-2015 school year. Teachers, parents and pupils were involved in the review. The review took place in response to concerns about homework from teachers and parents. Evidence was gathered and analysed from a pupil survey, a parents focus group and at staff meetings.

### **Rationale**

Home work fosters independence, self-reliance, self – esteem, co-operation, responsibility and lifelong learning. It is an essential part of primary education as it re-enforces what children learn in school. It provides a link between teacher and parent and encourages parental involvement in their child's education.






In general homework is meant to be achievable by a child working on their own to the best of their ability. Younger children, however, will obviously need more support than older children. It is normally based on what has been taught in class.

### **Relationship to characteristic spirit of the school**

Edenmore N.S. seeks to enable each child to develop his /her potential. Homework encourages pupils to work independently and take responsibility for their assignments.

### **Aims**

#### **The school hopes to achieve these aims following the review.**

-  To benefit pupils learning.
-  To reinforce work done in class.
-  To develop study skills.
-  To promote a similar approach to homework across all classes.
-  To strengthen links between home and school.

### **Parents'/Guardians' role**

Ireland's Constitution states that parents are the child's primary educators. Children spend significantly more time at home than at school therefore support from home is vital for a child's development during primary school. Children need to know that their parents think homework is important. If they know their parents care, children have a good reason to complete assignments and turn them in on time. There is a lot that you can do to show that you value education and homework. Homework can bring together

parents, children and teachers in a common effort to improve student learning. Helping your child with homework is an opportunity to improve your child's chances of doing well in school and life. By helping your child with homework, you can help him/her learn important lessons about discipline and responsibility. You are in a unique position to help your child make connections between school work and the 'real world' and thereby bring meaning and fun to your child's homework experience.

***Homework should be enjoyable and should promote learning as an enjoyable experience.***


### **Parents/Guardians should**

- 📖 Encourage a positive attitude towards homework in all subjects from an early age.
- 📖 Encourage children to work independently as far as possible. Resist over-helping.
- 📖 Encourage children to organize themselves for homework. Have all books and materials to hand. The pupil should have the Homework Journal/ Sheet open to tick off work as it is completed.
- 📖 Agree a suitable time for doing homework, taking into account age, the need for playtime, relaxation and family time.
- 📖 Monitor how long their child is spending at homework. Set clear but realistic starting and finishing times to keep children focused and to avoid homework 'dragging on' all evening.
- 📖 Providing a quiet place, suitable work surface, free from distractions, interruptions and TV.
- 📖 Encourage good presentation and neatness within a reasonable time.
- 📖 Ensure they read with/to their child/ren regularly, in a relaxed atmosphere where the emphasis is on enjoyment.
- 📖 Sign the homework diary checking that all homework is complete.
- 📖 All homework which has been done in the After School Homework Club must be checked and signed by the parents/guardians.
- 📖 Check that the child has all necessary books, homework journal, copies, pencils, mathematical equipment, dictionary, PE clothes, if needed for the next school day.
- 📖 Communicate difficulties to the teacher using the homework journal.

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

Homework is usually given on Mondays, Tuesdays, Wednesdays and Thursdays but not on Fridays with certain exceptions:

- 📖 If homework has been neglected during the week, without explanation from parents.
- 📖 In senior classes some project work may be undertaken at weekends.
- 📖 If a pupil has been sick the weekend might be an ideal time to catch up with work covered in class during his/her absence.

 Children may bring library books home to read for enjoyment at the weekends. Sometimes, at the discretion of the class teacher or the principal, children are given 'homework off' as a treat, as a reward or as acknowledgement of some special occasion.

### **Homework Content**

Usually, homework contains 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. Listening to reading is extremely important in the Junior Classes.

Occasionally pupils will be required to prepare in advance for certain school events. This may be for a Halloween Dress Up, Science Project, Concerts, Sports Day etc. Parents will be given good notice of these events through the dates to remember which is issued at the beginning of each term. Reminders will also be given in the Homework Journal.





Homework is more beneficial if carefully planned by teachers and if it has direct meaning to students. It should be a positive experience, not a punishment exercise. Homework in general is based on the pupil's ability. For some children attending Resource/Learning Support homework is often set by the RT/LST allowing pupils to work at their own level of ability.

### **Duration of Homework**


The following are guidelines for time spent at homework. Different children will complete the same homework in different lengths of time. Time spent may 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:


<b>Infants</b>	Up to 20 minutes
<b>1st &amp; 2nd</b>	20 to 30 minutes
<b>3rd &amp; 4th</b>	30 to 45 minutes
<b>5th &amp; 6th</b>	45 to 60 minutes

### **Pupils should**

-  enter homework accurately at school in their homework journal
-  ensure they take home relevant books and copies
-  complete homework assignments to the best of their ability
-  present written work neatly.

### **Teachers' Role**

 The teacher will set appropriate homework, review assignments and provide feedback to students. They will monitor and differentiate homework to cater for all pupils. They should think critically about exactly what they assign and why it is being assigned. Teachers will regularly evaluate the homework they set to ensure that it is of benefit to the children.

 Teachers will communicate with parents about homework on a regular basis via (a) the Homework Journal and at Parent/Teacher meetings.

📖 Teachers should be made aware of any extenuating circumstances which may affect the pupils homework. Teachers may send home at the beginning of the school year, a list of recommended viewing e.g. News round, CBBC programmes and educational websites which are suitable for children. They will outline what is expected from pupils/parents in relation to homework.

### **How often do teachers monitor homework?**

Ideally, teachers check homework on a daily basis. However, with large class numbers, it is not always possible to check each child's homework and/or 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 a 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 as it promotes responsibility and self esteem. Some items of homework, such as project work or work requiring research on behalf of the children, may be set over a longer period of time, especially in the older classes. This is good preparation for secondary school where homework is often staggered.

### **What happens when Homework is not done?**

Parents should send a note, in the homework diary, to the class teacher explaining why the child has been unable to complete their homework.

When homework is not done regularly or without explanation the teacher will contact parents with a view to discussing and resolving the situation.

If the situation continues, then the matter is brought to the attention of the Principal who will contact the parent(s)/ guardians and arrange a meeting to discuss how the matter can be resolved.

### **Success Criteria**

The success of this policy will be measured through feedback from teachers, pupils and parents. Also from satisfactory homework exercise, assignments and projects submitted by pupils.

**The implementation date for this reviewed and updated Homework Policy will be from the February 2017.**

It will be reviewed thereafter on an annual basis and amended if necessary.

Ratified by Board of Management on \_\_\_\_\_.

Signed: \_\_\_\_\_  
Chairperson, Board of Management.





## Intimate Care Policy 2018

Staff who work with young children or young people will realise that the issue of intimate care is a difficult one and will require them to be respectful of children's needs.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with intimate personal areas or exposure to intimate personal areas. An example includes care associated with continence as well as more ordinary tasks such as help with washing or showering.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Edenmore NS work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Staff deliver a full personal safety curriculum, as part of Personal, Social and Health Education, to all children as appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home.

Edenmore NS is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Edenmore NS recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

See Accident/Injury Policy.

### **OUR APPROACH TO BEST PRACTICE**

All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so and are fully aware of best practice. Equipment will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required. Followed by specialist led training in how to use the equipment safely.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex and relationship education to their children/young people as an additional safeguard to both staff and children/young people involved.

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate Health Care Plans (See Nappy changing policy and Toilet Training Guidelines) will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the staff and health.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many staff might need to be present when a child needs help with intimate care. Where possible one child will be cared for by two adults.

Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be named staff members known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different staff.

Parents/staff will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.

Each child/young person will have an assigned member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

### **THE PROTECTION OF CHILDREN**

Updated training on Child Protection Procedures is delivered regularly, unless changes in legislation or current issues determine this to be delivered sooner. Every briefing meeting, staff are updated with regards to individual children's medical needs. All members of staff adhere to all Child Protection Procedures at all times.

Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. he/she will immediately report concerns to the class teacher and a Body Profile Form will be filled in and the Principal will be notified. A clear record of the concern will be completed and where appropriate referred to social services. Parents will be informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed - see Child Protection Procedures / Policy.

## **SPECIFIC AREAS OF INTIMATE CARE**

### **Children wearing nappies**

If a child is admitted into Edenmore NS and still wears nappies, parents will be provided with information from this policy and our practices in school. These being: a care plan for parents and the Principal to sign; outlining who will be responsible, within the school, for changing the child and where and when this will be carried out. This agreement allows the school and the parent to be aware of all the issues surrounding this task from the outset.

### **Equipment Provision**

If a child is admitted to Edenmore NS still wearing nappies it will be the parents responsibility to provide nappies, disposal bags, wipes and where necessary a changing mat. Spare clothes for the child are needed too. The school will make the parents aware of this responsibility prior to the child joining the school. We as a school will be responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

### **Health and Safety**

Staff should always wear an apron and gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag will then be placed in a bin (complete with liner), which is specifically designated for the disposal of such waste. The bin will be emptied on a weekly basis and it will be collected as part of the usual refuse collection service as this waste is not classified as clinical waste. Staff will be aware of the school's Health and Safety policy.

### **Changing facilities**

Any child who has long-term incontinence will require specially adapted facilities. At Edenmore NS we have two toilets specifically for children who need a larger space to toilet in. When children need to be changed in school, the dignity, safety and welfare of the child is of paramount concern. An area, which can be made private by the use of a screen, is acceptable or alternatively one of the toilets. Consideration will be given to the siting of this area from a health and safety aspect. The area should not be situated in a thoroughfare.

### **Special Needs**

Children with special needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, those with parental responsibility and our school will be easily understood and recorded. Regardless of age and ability, the views and/or emotional responses of children with special needs will be actively sought (with advocacy arrangements made for those who can't) in regular reviews of these arrangements.

### **Physical Contact**

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff will be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported. Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations. (See Physical Intervention Policy).

### **Restraint**

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control. In all cases of restraint the incident must be documented and reported. Staff will be fully aware of our schools' Physical Intervention/Positive Handling Policy.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence. (See Physical Intervention Policy).

### **Physical Education and other skills coaching**

Staff will come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment. Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation. Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

### **Changing clothes**

Children are entitled to respect and privacy when changing clothes. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore staff need to be vigilant about their own conduct, e.g. adults must not change in the same place as children.

### **Out of school trips/clubs**

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school. Staff involved in such activities will be familiar with our school's 'out of school trips' policy regarding out of school activities. To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour on field trips, holidays etc. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or

abusive behaviour. On occasions (field trips/days out, etc.) some pupils might be short of funds and would be embarrassed or singled out if this were known. It would be acceptable for a member of staff to subsidise a child, provided that this was disclosed to colleagues. Meetings with pupils away from the school premises where a chaperone will not be present, are not permitted unless specific approval is obtained from the Principal. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child. If staff come into contact with pupils whilst off duty, they must behave as though in their professional role and not give conflicting messages regarding their own conduct.

### **Photography, videos and similar creative arts**

Staff should be aware of the potential for such mediums of teaching to be used for the wrong purposes. Additionally, children who have been previously abused in this way may feel threatened by the legitimate use of photography, filming etc. The potential for founded and unfounded allegations of abuse requires that careful consideration be given to our school of these activities. Our school has clear policies and protocols for the taking and use of images and of photographic equipment. These should require the justification and purpose of the activity; its content; avoidance of one to one sessions; appropriate privacy when the changing of clothes is required; and, arrangements for access to the material and its storage. Consent to participating in these activities should be sought from the child and those with parental responsibility at the beginning of courses, but staff should remain sensitive to those children who appear particularly uncomfortable with the activity.

#### Policy Review

This policy was written in March 2018 and shared with all staff and BOM.  
This policy will be reviewed every 3 years, unless the need for review arises beforehand.

Signed \_\_\_\_\_

Date \_\_\_\_\_

# Intimate Care Agreement.

In order to best meet the needs of your children when they are with us we would like to set up an individual agreement between parents and the school with regard to intimate care.

Intimate care is any care which involves washing, touching or carrying out an invasive procedure which are children are unable to do for themselves arising from the child's stage of development.

Intimate care may involve helping with drinking, eating, dressing, toileting, or comforting. In most cases at school intimate care will involve procedures to do with personal hygiene.

Staff at Kiladangan NS providing intimate care are aware of the need to adhere to good Child Protection practice in order to minimise the risks for both the children and themselves. All school staff are supported and trained so that they feel confident in their practice.

Name of child .....

- I give permission to Kiladangan to provide appropriate intimate care to my child.
- I understand that this will generally be carried out by staff from my child's class but may also be carried out by another member of staff.
- I have discussed with my child's class teacher the approach that I would like them to take for this the details are outlined above.

Signed ..... Parent/Carer

..... Date.

Signed ..... Class teacher

..... Date.