



gaelsccoil faithleann

2024–2025

EOLAS LE hAGHAIDH
TUISMITHEOIRÍ AGUS CAOMHNÓIRÍ

INFORMATION FOR
PARENTS AND GUARDIANS



FOIREANN NA GAELSCOILE 2024 – 2025

Múinteoirí Ranga/ Class Teachers

Naíonáin Bheaga (Dhá rang)	- Aoife Ní Luineacháin Christina Úí Chonchúir
Naíonáin Mhóra	- Graham Ó Conchúir
Rang 1	- Mary Olibhéar
Rang 2	- Liadh Tóibín
Rang 3	- Siobhán Úí Laoire Louise Ní Mhuircheartaigh
Rang 4	- Gearóid Ó Suilleabhadháin
Rang 5 (Dhá rang)	- Jamie Ó Suilleabhadháin Deirdre Ní Éalaithé
Rang 6	- Eoin Ó Riordáin

Múinteoirí Oideachas Speisialta / Special Education Teachers

Máire Úí Shúilleabhadháin
Treasa Úí Scannláin
Marie Ní Shiocháin/Aoife Ní Ghormáin (*Post Roinnt/Job Sharing*)

Cúntóirí Ranga /Special Needs Assistants

Máire Úí Mhurchú
Katríona Ní Loinsigh
Niamh Ní Mháille (0.5)



GAELSCOIL FAITHLEANN 2024-2025

EOLAS LE h-AGHAIDH TUISMITHEOIRÍ AGUS CAOMHNÓIRÍ

INFORMATION FOR PARENTS AND GUARDIANS

“Ní neart go cur le chéile”



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GAELSCOIL FAITHLEANN

The school is named after Saint Faithleann who founded a monastery on Innisfallen Island in the seventh century. The annals of Innisfallen were written here between 940 A.D. and 1321 A.D. These annals are now in The Bodleian Library in Oxford.

The school crest shows the annals of Innisfallen through the book and quill.

The meaning of CILL AIRNE is the church of the sloes. The branch shows the blackthorn tree with three sloes. The three sloes represent the three lakes in Killarney.



MÓRFHÍS NA SCOILE / SCHOOL MISSION STATEMENT

Tá Gaelscoil Faithleann faoi phatrúnacht Easpag Chiarraí, an tEaspag Ray Browne.
Gaelscoil Faithleann is under the patronage of The Catholic Bishop of Kerry, Bishop Ray Browne.

“Aoibhinn beatha an scoláire,
‘bhíos ag déanamh a léighinn;
Is follas díbh, adhaoine,
Gurab dó is aoibhne in Éirinn.”

“*Lovely the life of the scholar*
Diligently learning
you know well, good people,
His is the sweetest lot in Erin.”

Is mian linn gur áit í an scoil seo ina mbeadh an fócus ar fhorbairt mhórálta, spioradálta, fhisiciúil, acadúil, aestéiticiúil agus chultúrtha gach páiste.

Is mian linn é seo a fheiscint ag tárlú in atmasféar chomh -chomaoineach ina mbeadh na daltaí, na múinteoirí, na tuismitheoirí agus baill an bhoird bainistíochta ag obair le chéile go sásta agus go sabháilte i spiorad mhisniúil dhíograiseach agus iad ag céiliúradh agus ag glacadh le h-ilghnéitheacht.

Tá súil againn go mbeidh na daltaí in ann a rá go raibh spórt agus scléip acu agus iad ar scoil. Tá sé mar aidhm i nGaelscoil Faithleann a bhfuil de mhaiteas i ngach páiste a chothú agus a thabhairt chun fairfeachta agus gach páiste a chur ar thóir na maitheasa sa tsaoil atá thart air / uirthi.

We wish for this school to be a place where the focus remains on developing the moral, spiritual, physical, academic, aesthetic and cultural aspects of each individual pupil.

This we envisage occurring in an atmosphere of mutual respect where all members of the school community; pupils, staff, parents and members of the Board of Management feel happy and secure



working in a spirit of encouragement and enthusiasm while recognising and celebrating diversity. As adults we hope that the children will remember their days at school with happy memories where learning was fun.

Our educational objective at Gaelscoil Faithleann is to foster and bring to perfection what is best in the individual child and to inspire him to pursue what is excellent in the world around him.

‘SÍTEANGA BHINN ÁR SINSEAR Í, AN CHAINT IS MILSE GLÓR’

Toisc gur Gaelscoil í, tá sé mar pholasaí go mbeadh an Ghaeilge I gcónaí I dtimpeallacht an pháiste, go mbeadh sí mar mhodh múinte sa scoil agus mar mheán macnaimh agus cumarsáide. Ins na h-ardranganna ba chóir go mbeadh sé chomh nadúrtha dos na daltaí an Ghaeilge a úsáid agus atá sé béarla a úsáid I dtimpeallacht na scoile.

POLASAITHE SCOILE / SCHOOL POLICIES

Some school policies are included in this booklet. However most educational and organisational policies are available at the school for parents to view on there being an appointment made to do so. When new organisational policies are being drafted we send them out to the parents for suggestions. The suggestions are then taken at Parents council meetings.

AN CÓD LE HAGHAIDH AN DORAS/ DOOR SECURITY CODES

We regret to inform parents / guardians that these codes are for staff only and other authorised persons. Please do not ask staff for these codes.

AN CÓD SMACHTA / DISCIPLINE CODE

This code is based on Department of Education Guidelines published in 1990. The code was drawn up in 1991, revised in 1993, 1995, 2000, 2003, 2007 and 2011.

Introduction

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of GAELESCOIL FAITHLEANN has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those



standards;

4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of GAELSCOIL FAITHLEANN has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

POLICY FORMULATION

In formulating this policy the Board of Management completed the following steps;

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code. Staff did this during the Summer term 2010 and it was discussed by The Parents council in September 2010.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the Patron's Approval.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.



WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

STANDARDS OF BEHAVIOUR

PUPILS

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of, the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.
- speak Irish to the level of his/her class at school and on school activities.

Classroom Behaviour

Each pupil is expected to:

- listen - to the teacher and other pupils if they are speaking
- work - to the best of his/her ability
- value - school property, furniture and the belongings of fellow pupils.
- follow - the direction of his/her teacher
- obtain - his/her teachers permission to leave the classroom
- respect - the teacher, other pupils and visitors to the classroom.
- speak - Irish to the level of his/her class on a daily basis.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- play - safely avoiding any games or play that are rough or dangerous
- follow - the directions of the playground supervisor(s)
- remain - on school grounds at all times
- obtain - permission before re-entering the school building during break periods
- respect - the yard supervisor and fellow pupils
- avoid - swearing, fighting or name calling
- speak- Irish to the level of his/her class with other children and teachers.



Behaviour in other School Areas

Each pupil is expected to:

- walk - in the school corridors, classrooms, schoolhall, pathways and when exiting and entering the school building and grounds
- remain - on the school grounds at all times during school time.
- keep - the schoolyard, classrooms, corridors and building clean and tidy.
- replace - items that they have used to the correct place in a clean and tidy fashion.
- keep - school rules as outlined above.

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow - his/her teacher's directions at all times
- remain - with the teacher/supervisors and group of pupils at all times
- behave - politely towards those they meet on such trips
- observe - the rules of general good behavior
- speak - Irish to the level of his / her class.
- tidy - up their own rubbish etc, on busses, visitor attractions etc.

STAFF

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom in an age appropriate manner.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition. Parents to be notified when this is taking place.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.
- Make certain that the children in their care speak Irish to the ability of their class.
- Fully implement the school code of behaviour.



PARENTS/GUARDIANS

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive Behaviour is reinforced through praise and reward.

School staff will use encouraging language and gestures, both in class and around the school, so that positive Behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor Behaviour so that not only good Behaviour but also improvement in Behaviour is acknowledged.

A reward scheme for promoting positive Behaviour will be used. Such rewards will include;

- 'Congratulations' and 'GoodNews' notes sent to parent(s)/guardian(s) in home work copies etc.
- Personalised letters to parent(s)/guardian(s) in homework diary
- Special privileges given to classes for good behaviour.
- Telling parents orally of good behaviour.
- Homework off nights and vouchers.
- Use of good behaviour stickers.
- Corn na Gaeilge
- Praising children in class, assemblies etc.

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.



LEVEL ONE

Level I: Behaviours

Level I behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level I. **Please note the list is not exhaustive.**

- Failure to prepare for class, as defined by individual teachers
- Being late for school on a regular basis.
- Running in the hallways or other areas of the school.
- Disturbing the work or play of others e.g. whistling, humming in classrooms, walking around classrooms without permission or talking out of turn in classrooms.
- Disrespectful language, tone, or manner
- Calling other children disrespectful names.
- Ignoring staff requests
- Not speaking Irish to the level of his / her class
- Using mobile phones at school unless there are medical reasons for a child having one
Writing on school furniture with pens, markers, tippex etc.
- Walking on school walls, flower beds etc.
- Bringing tippex to school.
- Shoving, pushing or hitting others.
- Spitting on the ground.
- Failure to hang up coats, keep desks tidy and failure to place school bags under desk.
- Bringing toys to school without permission from the class teacher.
- Cycling on school grounds unless cycling workshops or lessons are organized. Wearing makeup.
- Bringing dogs, cats or other animals to school without teachers and principal's permission.
- Playing dangerous games, trains, bulldog, horses and riders etc on school grounds.
- Not standing in line at the end of break times and in the morning.
- Not wearing the school uniform.
- Using the school playing field without permission during break-times.
- Being on the wrong school yard during break times unless the child has permission to be on another yard.
- Being in the school classrooms without teacher permission during break times.
- Wearing facial jewellery e.g. nose studs, eyebrow studs etc. Girls are allowed to wear one stud in each ear only, boys one stud earring only by parental permission.



- Booing visiting teams, guests etc in classrooms or in the hall.
- Chewing gum or bringing chewing gum to school. Having crisps, bars, chocolate etc for lunch as per the schools nutritional policy.
- Wearing large chains, necklaces etc.
- Speaking disrespectfully about other childrens' parents, guardians or families.
- Eating during class time.
- Failure to place school lunches on the sink in the morning and after each lunch break.
- Wasting the blue kitchen towels in each classroom. These are for class use only not for personal use such as drying hands, cleaning noses etc.
- Children copying or inserting the key code to the security door system. This is to be done by staff ONLY.
- Hats/ Caps cannot be worn in the classroom unless there are medical reasons for doing so. Teachers must be informed of this in writing, in advance.

Level I: Disciplinary Actions

Consequences for Level I behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level I. Some examples of Level I responses are:

- Verbal reprimand/reminder(s)
- Reasoning with the child explaining why the behaviour is not allowed.
- Advice on and reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others.
- Prescribing additional work that will benefit the child
- Loss of privileges e.g. not being able to play on grass at break-time.
- In school detention during break time.
- Parent contact by class teacher or principal.
- Behaviour contract

Level I Supportive Interventions

Listed below are some examples of Level I supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child to understand why there is bad behaviour
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.
- Explanation to children as to why the rules are there.
- Discussion of rules at assembly.



LEVEL TWO

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Deliberate behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Throwing stones etc at others.
- Bringing and using Halloween bangers at school.
- Spitting at others.
- Intentionally damaging school or personal property
- Stealing
- Cheating.
- Using camcorders etc in school to video others without permission.
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Introducing chain letters to school.
- Use of the school internet without teachers permission.
- Intentionally setting off the school fire alarm.
- Intentionally interfering with the school defibrillator

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school detention during break times, children seated outside staff room door.
- Meeting with parent(s)/guardian(s) by teacher and/or principal.
- Report submitted to the Board of Management if needed at this stage and depending on severity of behaviour.



- Suspension from school of one to five days, depending on the severity of the Behaviour
- Implementation of extensive Behaviour management plan

Level 2 Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include class room teacher, other involved staff, Assistant Principal or Principal.
- Team conference to include classroom teacher, other involved staff, parents or guardians, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

LEVEL THREE

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Smoking at school or on school outings.
- Using solvents or drugs at school or on school outings.
- The possession of drugs, alcohol or cigarettes at school or on school outings.
- The consumption of alcoholic beverages at school or on school outings.
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin



Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

SUSPENSION

DEFINITION OF SUSPENSION:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days'

Developing A Code of Behaviour: Guidelines for Schools,
National Educational Welfare Board

AUTHORITY TO SUSPEND:

The Board of Management of GAELESCOIL FAITHLEANN has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour; in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours



detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour; in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

IMMEDIATE SUSPENSION AND AUTOMATIC SUSPENSION

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and well-being of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour; in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of GAELSCOIL FAITHLEANN having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour; in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration 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 pupil and the parent(s)/guardian(s).



The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a re occurrence of such misconduct.

The Board of Management of GAELSCOIL FAITHLEANN acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

PROCEDURES IN RESPECT OF OTHER SUSPENSIONS:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of GAELSCOIL FAITHLEANN will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- i. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Gaelscoil Faithleann acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- ii. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- iii. The person(s) involved in the investigation process will on presentation of a full



report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration 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 pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

EXPULSION

DEFINITION OF 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.'

Developing A Code of Behaviour: Guidelines for Schools,
National Educational Welfare Board

AUTHORITY TO SUSPEND:

The authority to expel a pupil is reserved by the Board of Management.

PROCEDURES IN RESPECT OF EXPULSION:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

A. A detailed investigation will be carried out under the direction of the

Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following



information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

B. The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

C. Consideration by the Board of Management of the Principal's (or BoM's

Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures



- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

D. Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

E. Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Gaelscoil Faithleann acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.



ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

ANTI-BULLYING POLICY / POLASAÍ FRITH-BHULLAÍOCHTA

The Anti-bullying policy is reviewed annually by The Board of Management.

This policy is designed to assist the community of Gaelscoil Faithleann in devising school-based measures to prevent and deal with bullying behaviour taking place at Gaelscoil Faithleann and on all school activities, and to increase awareness of bullying behaviour in the school community as a whole (e.g. school management, teaching and non-teaching staff, pupils and parents, as well as those from the local community who interact with the school). Involving and encouraging all the members of the school community in developing, formulating and reviewing this policy on bullying promotes partnership, ownership and implementation of a “living policy”, one which is actively implemented/promoted in the whole school community. The school climate and atmosphere are created by the actions of everyone in the school. The behaviour of the adults in a child’s life, including parents and teachers, is a significant influence on how a child acts.

It is vital for parents/ guardians to inform the class teacher of alleged bullying behaviour on time. It can be very difficult for staff to try to investigate allegations of bullying that may have taken place two or three months previously. Please inform us immediately !

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

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

- (a) A positive school culture and climate which;
 - is welcoming of difference and diversity and is based on inclusivity;
 - acknowledges the right of each member of the school community to enjoy school in a secure environment.
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;



- recognises the role of other community agencies in preventing and dealing with bullying.
- promotes respectful relationships across the school community and an understanding of interdependence among the school community;
- Promotes and rewards good behaviour.
- Explains to pupils the need for good behaviour and respect for others.
- Does not tolerate discriminatory and derogatory language. • Ensures adequate school yard/ outdoor supervision.
- Is aware of “hotspots” for bullying in school.
- Promotes the statement “it is nice to be nice to others”
- Encourages open and early communication between the school community.

(b) Effective leadership

(c) A school-wide approach

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

(e) Implementation of education and prevention strategies (*including awareness raising measures*) that -

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

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

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying
- extortion and intimidation
- damage to property of another
- physical aggression to include pushing, punching, kicking, poking and tripping up people. It also may take the form of severe physical assault.
- cyber-bullying and bullying through misuse of technology.
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of



bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

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

The list of examples below is non exhaustive, and the school will add behaviours which will arise from time to time.

Examples of bullying behaviours

General behaviours which apply to all types of bullying

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or offensive gestures The “look”
- Invasion of personal space
- A combination of any of the types listed.

Cyber

- Denigration: Spreading rumors, lies or gossip to hurt a person's reputation
- Harassment: Continually sending vicious, mean or disturbing messages to an individual
- Impersonation: Posting offensive or aggressive messages under another person's name
- Flaming: Using inflammatory or vulgar words to provoke an online fight
- Trickery: Fooling someone into sharing personal information which you then post online
- Outing: Posting or sharing confidential or compromising information or images



- Exclusion: Purposefully excluding someone from an online group
- Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Face-book/Ask.fm/Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian...used in a derogatory manner
- Physical intimidation or attacks
- Threats

Race, nationality, ethnic background and membership of the Traveller community

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion on the basis of any of the above

Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Walking away when person joins group.
- Excluding from the group
- Taking someone's friends away
- “Bitching”
- Spreading rumours



- Breaking confidence
- Talking loud enough so that the victim can hear
- The “look”
- Use or terminology such as ‘nerd’ in a derogatory way

Sexual

- Unwelcome or inappropriate sexual comments or touching
- Harassment

Special Educational Needs, Disability

- Name calling
- Taunting others because of their disability or learning needs
- Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person’s disability
- Setting others up for ridicule

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Principal

Deputy Principal

All class teachers

Special Education teachers

All other staff

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

In the case of bullying by an adult; staff member/ parent, the principal will act as relevant teacher.

In the case where the principal is involved, the deputy principal will act as relevant teacher.

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

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.



- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Praising pupils regularly.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the students in contributing to a safe school environment e.g. Helping in classroom, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school - to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- Development and promotion of an Anti-Bullying code for the school - to be discussed in classrooms and regularly at school assemblies.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class. - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s) /guardian(s) or friend to tell on your behalf.



- Administer a confidential questionnaire to all pupils if bullying is becoming an issue in a particular class to monitor the behaviour.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- The revision annually of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- The listing of supports currently being used in the school and the identification of other supports available to the school.

Implementation of curricula

- The full implementation of the SPHE, the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g., Stay Safe Programme, The Walk Tall Programme, Kerry Life Education programme etc.
- Request the delivery of the Garda SPHE Programmes These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

- The following policies and practices are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy, Policy of Manners. This list will be added to each year as needed.

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

6.8.9. Procedures for Investigating and Dealing with Bullying

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

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (*including pupils, parent(s)/guardian(s)*) understand this approach from the outset.



Summary of Procedure at Gaelscoil Faithleann

1. Report allegation is made and documented. (Appendix A)

2. Allegation is investigated by investigating teacher and all action written in factual form on “Action taken report”. This will include details and dates of meetings with children, parents, principal etc. (Appendix A1).

3. If no bullying is proven, no action needed, unless allegation is a once off incident which will be disciplined as per the schools discipline policy.

4. If bullying is proven:

A. The teacher corrects the pupil and an oral promise is made by him/her to stop the bullying. If step 4A only the next step is step 5.

B. Depending on the severity of the alleged bullying , Parents of the alleged bully will be contacted and parents of the child being bullied will be contacted to inform them of the outcome of the investigation. The investigating teacher can ask The Principal for guidance on this.

C. If parents are contacted at stage 4B the next stage will be stage 6.

5. If bullying continues:

A. The teacher corrects the pupil and an oral promise is made by him/her again to stop the bullying.

B. Parents /Guardians of the alleged bully will be contacted to inform them by the investigating teacher.

C. Parents of the alleged child being bullied will also be informed of outcomes.

6. If bullying still continues:

A. The Principal is informed.

B. The Principal investigates the allegation. All information available from the initial investigation and recent allegations will be used.

C. The Principal contacts parents of the alleged bully. It is explained to the child and parents/ guardians that if the bullying continues that the next stage will include Level 2 discipline actions.

D. The child makes an oral promise to stop the alleged behaviour to the Principal in the presence of his/ her parent(s)/guardian(s)

E. Parents of the alleged child being bullied will also be contacted to inform them of the outcomes.

7. If bullying continues:

Level 2 discipline actions from the code of behaviour will be applied. These may include suspension, report being made to the Board of Management, implementation of an extensive Behaviour Management plan etc.

8. If bullying continues:

Level 3 disciplinary actions will be applied which may include suspension for longer periods and/or expulsion.



Reporting bullying behaviour

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

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Parent(s)/guardian(s) are requested to allow the school to deal with an allegation of school based bullying once made and not to “take matters into their own hands” by meeting with the alleged bully or the parents of the alleged bully separate to the school investigation.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)



- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred the procedure as outlined above will be followed.;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (*each set of pupils and parent(s)/guardian(s)*) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) will be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

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

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified



to them. This will be on (Appendix A) incident report form" All incidents must be reported to the relevant teacher

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same (Appendix A)

Determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved this will be included on the incident report form A.
- All records will be retained by the relevant teacher in a file that will be sent on to the next class teacher at the end of year.

The relevant teacher must continue and add to the recording template at Appendix A to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed.
- b) The school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Behaviours from the schools discipline policy that form part of anti bullying that must be recorded and reported immediately to the principal. This list is not exhaustive ;

- Using mobile recording devices at school, iPods, IPads, phones etc.
- Uploading recordings made at school or on school activities onto the internet.
- Biting others
- Spitting at others
- Throwing stones at others.
- Intentionally damaging others property
- Stealing others property
- Derogatory reference to race, gender, religion, physical condition,disability, ethnic origin.

The recording template must be retained by the relevant teacher in question and be available to the principal. It shall be stored in the school classroom and forwarded to the relevant teacher at the end of the year in the file provided.

The Principal will make a copy of the template as needed and this copy will be stored in the Principals Office.

Established intervention strategies



- Teacher interviews with all pupils
- Principal does class survey with pupils if difficult allegation is being investigated. (Appendix E)
- Negotiating agreements between pupils and following these up by monitoring progress. Documented by teacher / principal.
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Discussion of bullying in general in classroom and at assemblies.
- Inviting an outside agency / professional to talk to class.

7. The school's programme of support for working with pupils affected by bullying is as follows

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Anti bullying campaign.ie
 - Buddy system
 - Group work such as circle time - RSE
 - Stay Safe Programme
 - Religious Education Programme
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. Particular areas where bullying can take place have been recognised as "Hotspots" and are as follows;

- Coming to school
- When a teacher has to leave a classroom to meet a parent, take a phone call, go to toilet etc.
- Children going out at lunch time or at PE time.
- Standing in lines at end of break.
- Group work in classrooms / school yard etc.
- School Playground
- Sports activities
- Naturewalks, school tours, outdoor activities etc.



- Children going into classrooms at end of breaks
- Children leaving the school in the evening.

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on January 26th 2015..

11. This policy has been made available to school personnel, is readily accessible to parents on request and is published in the parents booklet each year. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. The next review will be October 2024.

13. The draft policy was discussed at 2 Parents Council Meetings, 3 Board of Management meetings and 5 Teachers Meetings while being formulated.

Signed: Máire Ní Riain
(Chairperson/Cathaoirleach)

Signed: Lisa Ní larlaithe
(Principal)

CÓD IOMPAIR DOTHUISMITHEOIRÍ / CODE OF CONDUCT FOR PARENTS

Parents are expected to:

- Ensure that their children attend school and are punctual
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/the Principal through the office
- Respect school property and encourage their children to do the same
- Label pupils coats and other personal property
- Strictly supervise pre-school children, when in the school and on the school grounds.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.



The Board will not tolerate any rude or threatening behaviour towards staff members. The Board of Management has a duty of care to protect their staff under the Health Safety and Welfare at Work Act 2005. Failure to comply with this request may result in an individual being asked to leave the premises and The Board will be informed.

In serious cases The Gárdáí may be called.

Posting of slanderous comments on social media about members of staff will also be deemed as a serious breach of The Code and may result in the staff member and / or the Board taking legal action.

Parents who have a serious difficulty or wish to make a complaint may do so by following the grievance procedures that are set out in the CPSMA/INTO agreed parental procedures stages 1-5. Following these procedures is very rare as most difficulties can be resolved locally with the teacher and / or the Principal.

Meetings with teachers and Principal must be by appointment. Supervision and teaching cannot be interrupted as a staff member cannot adequately supervise children while at the same time speaking to a parent.

Every effort will be made to facilitate a meeting with a parent outside teaching time. If a parent has an urgent message for the teacher the message may be passed on via the secretary / principal.

NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

THE SCHOOL IS LEGALLY OBLIGED TO INFORM THE NATIONAL EDUCATION WELFARE BOARD ABOUT CHILDREN WHO ARE **MISSING 20 OR MORE DAYS DURING THE SCHOOL YEAR.**

Parent(s) / Guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher on the Aladdin system or by email
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences caused by ill health (i.e. *absences longer than 10 school days*) should be certified.

PUNCTUALITY

It is very important that your child is on time for school. Punctuality is so important in life



and it's a good habit to give your child. No doubt we can all be late once in a while and we understand this.

The Aladdin system we use in school records the childrens' punctuality and if there are on going problems and bad habits being formed, you will be contacted by the school Principal seeking a reason.

Children being late for school will be recorded, if there are on going problems with this the parents will be contacted by the principal for an explanation.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

RECORDS

Teachers will use their own record keeping for tracking pupils' behaviour in class. A standardised record system will be used to track an individual pupil's behaviour by the principal. Such records will contain;

- Incidents of misbehaviour,
- Interventions used to improve behaviour, including contact with Parent(s)/Guardian(s) or referral to other agencies
- Evidence of improved behaviour if needed.
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reason for keeping the record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (amendment) Act 2003.

PARENTS WISHING TO MEET TEACHERS ABOUT CONCERNS / GRIEVANCES ETC.

Parents will be treated in a professional manner by all teachers during such meetings. Parents will also treat permanent, temporary and substitute teachers professionally when discussing any grievance they may have. The Principal will discuss concerns with parents where a substitute teacher has been in the school for less than 5 school days.

If an adult who is not a parent / guardian is accompanying a parent / guardian to a meeting with a staff member this must be informed to the staff member at the time that the meeting is organised. The name of the individual must be given, his / her relationship to the child explained and an explanation given as to why this person is also attending the meeting. This



also applies to formal parent teacher meetings in Autumn.

If you wish to discuss any incident or allegation please make an appointment to do so as soon as possible after the alleged incident / allegation has taken place.

Concerns/grievances are strictly not dealt with through the Secretary or the Parents Council. Please deal with concerns/grievances etc. in the following way.

1. Parent(s) are very welcome to meet with teachers but please make an appointment to meet at a time that is suitable to you both. Please do not turn up at the classroom door expecting to be met immediately as the teacher is in charge of a class and he/she cannot leave the class. For obvious reasons topics of a delicate/sensitive nature will not be discussed in front of children. Please do not contact staff on their private telephones about grievances / concerns. This must be done through the office.
2. As a second step, parents are very welcome to contact the Principal to discuss the matter by appointment, however, contact your child's teacher firstly. The Principal will ask if you have the matter discussed with the class teacher. If you have the matter discussed with the class teacher the principal will hear both sides of the story to ascertain the facts and make a judgement based on the facts.
3. Where any parent or guardian is not satisfied with the response of a teacher and the principal as outlined above in steps one and two he/she should inform the Chairperson of the Board of Management. The Principal will advise you on how to do this.

CONTACTING TEACHERS OUTSIDE OF SCHOOL TIME

All the teachers have their own school email address for all school related business Name @gsfaithleann.ie. Please contact your child's teacher between the hours of 8.30 a.m to 4.00 pm. If a parent contacts the teacher after this time, he/she will contact you a.s.a.p the following day.

PARENTS / GUARDIANS OBSERVING CHILDREN FROM OUTSIDE THE SCHOOL, THE CAR PARK, THE WALK WAY UP TO THE SCHOOL.

We advise Parents / Guardians to be mindful to avoid watching children during playtime on the school yard.

CAOMHNÚ PÁISTÍ / CHILD PROTECTION

In line with "Children first, National guidelines for the protection and welfare of children" 2015 all personnel involved in organisations working with children should be alert to the possibility of child abuse. They need to be aware of their obligations to convey any



reasonable concerns or suspicions to the health board and /or An Garda Síochána and to be informed of the correct procedures for doing so.

Gaelscoil Faithleann has an official child protection policy outlying these procedures.

This policy is available at the school. This policy is reviewed on an annual basis.

Múinteoir Lisa is the D.L.P. Designated Liaison Person.

Múinteoir Treasa is the D.D.L. P – Deputy Designated Liaison Person.

AG TABHAIRT LEIGHEAS DO PHÁISTÍ AR SCOIL THE ADMINISTRATION OF MEDICINES IN GAELSCOIL FAITHLEANN

While the Board of Management has a duty to reasonably safeguard the health and safety of pupils when they are engaged in authorised school activities this does not imply a duty upon teachers to personally undertake the administration of medicines.

The Board of Management requests parents to ensure that teachers be made aware in writing of any medical condition suffered by any children in their class. This is done when the child is enrolled at the school and when medical conditions arise during the child's time in school.

For clarity we are dividing medicine into prescriptive and non prescriptive medicines.

NON-PRESCRIPTIVE MEDICINES

Over the counter drugs , paracetamol, aspirin, lozenges etc.

Non- prescriptive medicines are not allowed at school, they will neither be stored nor administered to pupils in school.

Any of these medicines found at school or in a child's possession will be confiscated, they will be stored in a secure place, the child's parents will be contacted and the medicine will be given to the parent / guardian. The school discipline policy will be used to deal with the incident.

Administration of these medicines should take place before and after school hours at home.

PRESCRIPTIVE, HOMEOPATHIC AND ALTERNATIVE MEDICINES

Under prescription from doctor, GP, hospital etc.

INHALERS

- Certain medication , such as inhalers used by asthmatic children, must be readily



accessible at all times of the school day and the child must bring them to school daily.

- It is the parents or guardian's responsibility to ensure this.
- The inhaler must be stored in a box with the child's name on it in the school bag at all times.
- Inhalers must not be shared
- Children with inhalers must provide a letter from their doctor and parent stating that they are able to operate the inhaler independent of adult help.
- The Board of Management and staff will accept no liability or responsibility in the event of a child taking too much or too little of his / her inhaler.
- The Board of Management and staff will accept no liability or responsibility for children who take inhalers from another child's person or property and inhale the medication.

OTHER PRESCRIBED MEDICINE

Guidance for parents and guardians

- Where possible the family doctor should arrange for the administration of prescribed medicines outside of school hours.
- When a child is sick and taking any prescribed medication you should seek your doctor's advice on keeping the child at home.
- Prescribed medicines will not be administered in school without the written consent of parents and the specific authorisation of the Board of Management.
- Parents of a pupil requiring regular medication during school hours should write to the Board to authorise a member of staff to administer the medication in school.
- Requests for the administration of medicine should be renewed at the beginning of each school year.
- Written details are required from the parent/guardian to the Board of Management giving the name of the child, name and exact dose of medication in millilitres and how often it is to be taken; whether the child should be responsible for his/her own medication; the circumstances in which medication is to be given by the teacher and consent for it to be given; when the parent is to be notified and where she / he can be contacted. This information will be on a separate form enclosed with this policy. It is the parent's responsibility to check each morning whether or not the authorised teacher is in school unless an alternative arrangement is made locally.
- Parents are responsible for the provision of medication and should keep account to ensure that medicine is available.
- The prescribed medicine should be self-administered if possible.



- In emergency situations qualified medical assistance will be secured at the earliest opportunity. The parents / guardians will pay the doctor / hospital for this assistance.
- Where children are suffering from life threatening conditions, the child's doctor should outline clearly in writing , what can and can't be done in a particular emergency situation, with particular reference to what may be a risk to the child.
- Parents are further required to indemnify the Board of Management and authorised members of staff in respect of any liability that may arise regarding the administration of prescribed medicines in school.
- Where permission has been given by the Board of Management for the administration of medicine and where medicine is brought to school on a daily basis the prescribed dose only should be brought to school, preferably by the parent, with clear written instructions for administration. The name of the pupil should be on all medication.
- The Board of Management and staff will accept no liability or responsibility for children who remove medicine of any sort from another child's person or property and take the medication.
- Changes in prescribed medication (*or dosage*) should be notified immediately to the teacher or teachers who are responsible for the administration of the medicine with clear written instructions of the procedure to be followed in administering the new medication.
- Parents are required to meet with the new class teacher at the beginning of each new school year to advise him/ her of their child's diagnosis/ up to date medical condition and to explain the situation in relation to administration of medicine if a request has been made to do this. (*First Fortnight in September*)

Guidance for teachers

- A teacher should not administer medication without the specific authorisation of the Board.
- No teacher can be required to administer medicine or drugs to a pupil.
- Parents are required to meet with the new class teacher at the beginning of each new school year to advise him/ her of any child's diagnosis/ up to date medical condition and to explain the situation in relation to administration of medicine if a request has been made to do this. (Curriculum planning day before school starts back or on first afternoon back at school)



- If a teacher is willing to administer medicine to a child this teacher must be in the company of another teacher while doing so.
- The prescribed medicine should be self-administered if possible, under the supervision of an authorised adult in the principals office.
- A written record of the date and time of administration must be kept on file in the principal's office.
- If there is a change in medication or dosage the change must be notified to the teacher in writing.
- In emergency situations qualified medical assistance will be secured at the earliest opportunity. The parents / guardians will pay the doctor / hospital for this assistance.
- Where children are suffering from life threatening conditions, the child's doctor should outline clearly in writing , what can and can't be done in a particular emergency situation, with particular reference to what may be a risk to the child.

This policy will be reviewed as and when necessary.

CÚRSAÍ TEAGHLAIGH / DOMESTIC ARRANGEMENTS

In the event of any special domestic or legal circumstances pertaining to your child please contact The Principal in the strictest confidence immediately.

NÓTAÍ / NOTES

Please send in an email / note on Aladdin.

- (a) following a child's absence from school: you need not phone on the day.
- (b) In the event of a parent wishing a child to stay indoors at break-time.
- (c) If children were unable to do homework due to lack oft-times or sickness, etc.
- (d) If the child is not wearing school uniform, tracksuit etc.

LAETHANTA SAOIRE I RITH AM SCOILE / HOLIDAYS DURING SCHOOLTIME

We recommend to parents not to take their children out of school for holidays during the school terms. This is a recommendation only. However, holidays will contribute to absenteeism and this will be dealt with by reporting to "The National Educational Welfare Board" if 20 days are missed.



It is very difficult to organise a correct amount of homework during these periods and the children miss out on active classroom teaching. Please allow your child to catch up with work missed when he or she returns from holidays.

During the final term standardised tests are done with children in Irish, English and Maths. These tests results must be send to the Department of Education for Rang 2, 4 and 6.

When children are absent they lose out on these tests, when they return they do not perform as well as can be expected as they have missed school. Please be aware of this if you are considering holidays during school time.

NUAIR A BHÍONN OIDÍ AS LÁTHAIR / WHEN TEACHERS ARE ABSENT

Teachers get sick from time to time just like children. We try and organise a trained primary teacher to replace the permanent teacher who is ill. Trained secondary teachers and retired teachers are also asked to teach from time to time.

All substitute teachers will be treated with respect by all children.

Some teachers take part in summer courses during the school holidays and depending on the course this entitles the teacher to between three and five course days or extra personal vacation days (EPVD) during the school year. When a teacher is on EPVD the class are divided out between the other teachers.

AN GHAEILGE

Polasaí na Gaeilge / The schools Irish Language policy was drawn up by staff and parents in Spring 2019.

From September 2024 our school will be a “Scoil Tumoideachas” for the very first time. All the Naíonáin Bheaga will be completely immersed in the language and will be only listening and learning through Gaeilge until after October midterm of Naíonáin Mhóra.

An Ghaeilge is the language of instruction and communication in the school. A good standard of spoken Irish to class level is expected of children from Naíonáin Mhóra onwards.

Children are actively encouraged to use Irish among themselves in school and throughout the school day, not just in class.

The use of Irish is important for children to develop the social elements of the language in conjunction with the academic. The more the children use the language on a day to day basis, the more fluent they become.



This is discussed with the children at classroom level and at assembly time on many occasions throughout the school year. We are trying to be as positive as possible with the children in encouraging their daily use of the language. The use of Irish to the level of the child's class is vitally important and is one of the school rules.

Every child is encouraged and praised as much as possible. We must however also be fair to all by correcting children who are not cooperating.

When a child has been corrected on five separate occasions a note is sent home to parents / guardians requesting them to speak positively with the child and asking them to encourage the child to make a greater effort. If there is no improvement after this and if the child is corrected on a further 3 occasions parents will be requested to discuss the matter with the principal.

We would love if parents would use as much Irish as possible with children and teachers.
.....Your children will teach you key phrases.....

The parents council organise classes in the school each year.

The community college also organise classes for adults each year.

SCRÍBHNEOIREACHT CEANGAILTE/ JOINED WRITING

Joined writing is introduced in Rang 1. Children are encouraged to do joined writing from the end of Rang 2 onwards. Children are only allowed to revert to script writing if a directive is received from a psychologist – occupational therapist etc.

NAÍONÁIN BHEAGA – JUNIOR INFANTS

The first days at school are very special for children and parents, however to encourage independence , we ask parents to leave their children at the school gate from Day 3 onwards. There will be extra help on the first few days from the S.E.T s/ Special Ed. Teachers to guide your child from the gate.

DALTAÍ AG FANACHT SIAR / REPEATING CLASSES

Children are only allowed to repeat classes based on there being a genuine educational need to do so. This directive is in Department of Education circular 32/03.

DALTAÍ AG IMEACHT GO DTÍ SCOILEANNA EILE / CHILDREN LEAVING TO GO TO OTHER PRIMARY SCHOOLS

Parents / Guardians move children to other primary schools from time to time due to



moving house, changing circumstances etc. It is VITAL to inform the Principal in time of these moves. The Board of Management must plan for staffing and pupil numbers for the following school year from October onward. It is extremely hard to plan when the school is informed of a child moving on the day of the summer holidays or sometimes when the school is not informed at all and is contacted by another Primary school about the move. Parents / Guardians must meet with the Principal ASAP once you are aware that your child will be moving school.

READING

Children will not become good readers by reading done at school only.

It is vital for children to read from a wide and varied amount of sources outside the school. Please read stories to your child-especially younger children, buy books, join a library, write to Santa for books, get children to read your recipes if you are cooking, read newspapers, comics, magazines etc.

Praise your child for all efforts done in relation to reading and all homework

LEARNING SUPPORT FOR YOUR CHILD

The school learning support plan is based on Department of Education guidelines for learning support provision.

Early intervention by the school is vital to help children who are displaying learning difficulties, as is the full cooperation from parents.

Standardised tests are administered on all children from junior infants to Rang 6. These tests give guidelines to teachers in relation to children needing extra help with reading and Maths.

If your child needs extra help the class teacher and the Special Education teacher(S.E.T) assigned to your child's class will notify you and discuss the situation with you.

LÓN

All children MUST HAVE A LUNCH. All children will have two breaks and therefore will need two lunches - one at 10.45 a.m. and the other at 12.55 p.m. Children are given adequate time to finish their lunches. The Lunch Bag will be supplying all our children with a hot lunch for their main breaktime. The parents will order through the App.

All children should have a lunch box to cut down on unnecessary packaging.

WE ENCOURAGE HEALTHY LUNCHES ON A DAILY BASIS therefore junk food, such as crisps, chewing gum, fizzy drinks, fruit winders, sweets, lollies, chocolate bars and biscuits etc.



are not allowed along with Nutella, chocolate spreads and all nuts and will be sent home in lunch boxes. **Children with special dietary needs are exempted on the provision of an explanatory note from your G.P.**

Children are not allowed bring in any cakes/buns/sweets for their own birthdays nor are they allowed bring back sweets/lollipops from their holidays.

From September 2023 ,all staff members will no longer be rewarding children with any sweets/jellies We really want to reduce their sugar intake .Instead of sweet treats we will be giving them pencils/stickers/rulers etc.

Treats will be allowed on a few rare occasions like Halloween/ Christmas/Easter/Summer holidays and on a school tour/outing.

IT IS IMPORTANT FOR PARENTS TO REALISE THAT SOME CEREAL BARS AND PROCESSED FOODS THAT ARE ADVERTISED AS BEING FULL OF VITAMINS AND CALCIUM MAY ALSO IN FACT BE LADEN WITH SUGAR AND THUS CANNOT BE CLASSIFIED AS HEALTHY FOODS AND WE WOULD THEREFORE ADVISE AGAINST THE CHILDREN HAVING THEM AT SCHOOL.

Please consider items such as rice cakes with a suitable spread instead.

Yoghurt drinks and Yoghurts are allowed for children in all classes.

We discourage yogurt products with chocolate drops, sweets, honeycomb mixes etc, these are quite unhealthy and are best avoided.

Children must be able to open these products by themselves and they must have their own spoon.

Glass bottles and cans are not allowed, due to the safety aspect. We ask that your child has a reusable water bottle and we discourage use of plastic bottles. We are trying to reduce these bottles in school and phase them out very shortly.

Lunch boxes and drinks containers must be labelled with your child's name.

Make certain that your child can operate his/her lunch box and drink container. If your child has a carton of juice etc. please make certain that there is a straw attached.

SUGGESTIONS FOR HEALTHY LUNCHES

The following are ideas for healthy lunches. We've also included a few tips, which over the years have served to make lunchtimes run more smoothly for all.

- The children are encouraged to have something filling (such as a sandwich) as part of their lunch. Small pieces of fruit are also encouraged, as is a non-fizzy drink.
- With regard to naónáin (infants,) it is very helpful if sandwiches are cut into small,



manageable portions e.g. finger-size, and if fruit is peeled. Food of a messy nature really does cause problems, so please avoid this! Please do not include items of food that the children can't eat with ease without relying on assistance.

Sandwiches, breads and similar.....

sandwich – ham / ham and cheese / chicken / salad / tuna & coleslaw / ham & cucumber / celery & grated carrot / other combinations of filling!
croissant /brown bread with cheese / salami / ham or other topping
roll / bap / pitta bread with e.g. grated cheese
sausage roll /banana bread /rice cakes /crackers & cheeses /bread sticks
scones – cherry, plain, brown, fruit, bran / brack / fruit cake
cold pancakes /slice of cold quiche pizza slice /slice of cold Spanish omelette
Little tub –(easily opened but leak-proof!) of potato salad /pasta salad /fruit salad /pasta salad with tuna / sweetcorn

Fruit - to be encouraged – emphasis on small, easily-managed portions.

The children themselves as part of our health promoting schools programme have advised that children could have 2 portions of fruit.

apple – half or quarter for smaller children
orange – peeled and sectioned for smaller children
pear / grapes / banana / mandarin / kiwi, dried fruit e.g. apricots or raisins carrot sticks / celery / carrot sticks with dip

Cheese

cubes of cheese /Dairylea lunchables /Cheese strings /cheese slice . Please note that plain cheese slices and cubes are more nutritious.

Yoghurt

Yoghurt drinks for all classes
Other yoghurt products from Rang 1 upwards

Drinks

Milk, this can be ordered through the school in September
Water /flavoured water /fruit juice . Please note that fruit juices are better than fruit drinks.
Robinsons Special R /Ribena Toothkind
If your child has a carton of drink please make certain that it has a straw attached.

Nut and Egg allergies.

Our school is a nut free school as we have a few children with allergies..

Popcorn

Please teach your child how to open the bag correctly



Small bags of popcorn only as sometimes with the bigger bags the children cannot finish and most of it ends up on the floor or school yard.

If your child brings popcorn, please remind him / her to put the packaging in the bin when finished.

We hope you find these ideas are helpful – of course, likes, dislikes and dietary requirements vary from child to child and you will know yourself how to strike the balance.

If your child has a special dietary requirement please make us aware of this, a note from your G.P. would also be very beneficial.

ATHCHÚRSÁIL / RECYCLING

Our school will begin a new campaign in 2023/2024 to become a green school and an active school. There are flags to work towards and our school staff are going to work on these together with the children in every class. We will be hoping to acquire the Amber flag which has to do with wellbeing also. More information on the above will follow over the next few weeks/months.

Recycling is compulsory for all children and staff at school.

Children should have a lunch box to cut down on unnecessary packaging at school. All leftover bread and meat products are brought home by children.

AMANNA SCOILE / SCHOOL TIMES

Based on Department of Education circular 11/95, "Time at School", the school will open to receive pupils at 8.50 a.m. No responsibility is accepted for pupils arriving before that time. All children need to be in their classrooms on or by 9.00 sharp

As per Department of Education guidelines Roll call is between 10.00am -10.15 a.m. Infants shall finish at 1.30pm. Please ensure you collect your child on time as the Infant teachers have lots of preparation and work to be doing from 1.30 onwards and need this time. Parents who wish to have their children escorted home should make their own arrangements to have them met at the school not later than 1.30 p.m. for infants and 2.30 p.m. for all other classes, as the school cannot accept responsibility for supervising the children after these times. Children will not be allowed to cross the road themselves to a parent sitting in a car. Please come to the school gate to collect your child. When parents are waiting for children at 1.30 p.m. and 2.30 p.m., young children, toddlers etc. should not be allowed onto the school grounds. The Board of Management cannot and will not accept responsibility for any injury children may suffer if they come onto the school grounds.



If younger children want to go to the toilet at these times an adult must accompany them.

AG BAILIÚ DALTAÍ / COLLECTING PUPILS

All parents / guardians must report to the secretary's office at all times if collecting pupils. If children are to be collected by someone else other than the parents can you please ensure you send in a note on Aladdin that morning giving your consent.

In the case of the children being collected while at play, a teacher in charge must be notified by the person collecting the child. If any difficulty arises, the Principal must be notified. All children being collected during school time must be signed out by the person collecting the child in the secretary's office.

Parents are not allowed to stand outside classroom doors beckoning to their children or to other children in the classroom. If items such as lunches, sun cream, jackets, swim wear etc are being left in for children this must be done through the secretary.

Please do not enter classrooms before 1.30p.m. and 2.30p.m. as class discipline is disrupted.

Leave lunches etc with the secretary if your child forgets them in the morning.

Do not send in young children to collect their siblings.

Do not let your children walk on the wall.

Do not park in the staff car park or in the yellow boxes outside the gates

RUDAÍ BREISE AR SCOIL / EXTRA CURRICULAR ACTIVITIES

A wide variety of activities are available after school. You will be contacted about these in September. Participation is optional and the tutor has full responsibility for these activities; (organisation of, discipline, meeting parents etc). Children must be collected promptly after extra curricular activities. The person(s) giving the extra curricular activity will contact parents if children are not collected.

Organisation of extra Curricular activities can only be organised through The Board of Management.



AG COMHOIBRIÚ LE MÚINTEOIRÍ / CO-OPERATION WITH TEACHERS

- If the teacher has advice etc. about the child, it is important to work with the teacher for the child's benefit. Parent-teacher meetings are held once a year in mid November – please attend at the time allocated to you.
- Families move house from time to time, please inform teachers of any change of address or phone number.
- Parents and minders are not allowed to drive onto the school premises. The area outside the teacher's car park must be kept CAR FREE at all times.

ÉADAÍ SCOILE / SCHOOL UNIFORM

- All children shall wear the school uniform at all times
- In summer and early Autumn the children can wear the "summer uniform" of grey shorts and purple Gaelscoil polo shirt
- All tracksuits, purple polo shirts and grey shorts available from Walsh's and Lyne's

BUACHAILLÍ/BOYS:

school jumper, tie, grey pants, grey socks, grey shirt, black or brown shoes. School track suit, runners and purple school polo shirt for PE.

CAILÍNÍ/GIRLS:

school jumper, tie, grey skirt or pants, grey shirt, grey tights or socks, black or brown shoes. School track suit, runners and purple school polo shirt for PE.

- The school jumper and tie are available from Lynes/Walshs.
- Grey skirts, pants, shorts, tights, socks etc. are available from most clothing stores
- Girls must wear grey tights or socks.
- Boys must wear grey socks.
- For PE days (cluichi) children must wear the school tracksuit.
- Football shirts/jerseys are not allowed except on special days. Football jerseys are not to be worn as vests.
- All children must have a parent's old shirt in school with them to protect their clothes while painting. Your child's teacher will contact you about this in September.

PLEASE HAVE NAMES ON ALL CLOTHING.

TUAILLÍ / TOWELS

All children must have a face cloth for drying their hands at school. This will help to inhibit



the spread of germs, caused by sharing towels.

- The towel must be kept in a plastic bag in the child's school bag. • The towel must have the child's name on it.
- These towels must be replaced/washed every week.

MÍOLTA / HEADLICE

All schools have problems with headlice from time to time. Notes are sent out to a class when we are informed of an infestation. If your child has headlice please inform the class teacher who will send out a note to the whole class. When a note is received all parents must check their children's hair and treat if necessary.

PLEASE NOTE

- A lot of infections are caught from close family and friends in the home and the community, not just in school.
- Teachers are only allowed to send out notes regarding headlice. We are not allowed and will not check pupil's hair.
- The school nurse is not allowed to check pupils' hair.
- Teachers however know when children have headlice as they are plainly seen when in close proximity to a child.
- The teachers cannot be held responsible for headlice. It is essentially a health and hygiene issue. We understand when parents are upset especially with ongoing infections however our hands are tied as to what we can do about it.
- We also get very frustrated when there are ongoing infections in the classes.
- Parents of children who are having continuous problems with headlice will be called in to meet with the principal for advice as to how to stop the infections.

WHAT TO DO

- Please read the notes
- Check your children's' hair when you are notified of an infection at school
- If you find living lice in your children's hair please wet comb and treat with a headlice lotion.
- Baby oil, shampoo etc. will not suffice.
- Check all family members' hair including your own.
- Treat family members with preparations for living lice
- Check and treat all infected family members again after 7 days with the same lotion.



LEABHAIR SCOILE / SCHOOL BOOKS

Most books for Naónáin Bheaga will be kept at school. The childrens' books and copies are all being paid for by the new School Book Grant. All children are encouraged to take pride in neatness with their copies and books.

With some books some of work is done orally, in copies and on extra worksheets.

As our new curriculum is being introduced we are trying our new workbooks etc. If the staff are not satisfied with them we change the following year in the interests of the childrens' education however we try to keep this changing to workbooks only. Books and copies not being used for homework can be left at school to lighten the school bag.

MÁLAÍ SCOILE / SCHOOL BAGS

It is school policy for children to leave books that they are not using at school. If your child's schoolbag is still heavy, check is he/she leaving books that they are not using at school, or check if he/she has unnecessary items in the bag.

Please keep the children's schoolbags clean and take out any food etc. as it will smell in the bag and on the books.

OBAIR BHAILE / HOMEWORK POLICY

Homework is part of our overall policy, and it is designed to reinforce concepts covered in class. Homework is given most week nights and depending on class, at weekends, however children may not have homework on different nights for various reasons, preparations for confessions, concerts, special occasions etc.

The following are general guidelines on Homework:

Each child must have a homework Diary – An Dialann Obair Bhaile from Rang 1 onwards in which all homework is taken down. The parent should sign this Dialann after homework is completed.

The Dialann Obair Bhaile may also be used by the teacher to send notes/messages to the parent regarding the child and vice versa. If for any reason the homework cannot be done please note this in the child's Dialann. Children will not be reprimanded once it is shown that a genuine attempt was made at the homework.

Parents should check all aspects of homework before signing the homework. This both ensures that the child has the correct work done and enables the parent to monitor their child's progress.



It is important to establish a homework routine and the following is advised:

- Set aside a quiet regular time, without interruptions from television, siblings, radio, computers, pets, gameboys, comics etc.
- The child should be sitting comfortably at a table.
- If your child is working independently – be available to help and show an interest in what is being done. Praise your child's efforts at every opportunity.
- If working with your child you feel yourself becoming impatient – stop – to continue will only have a negative effect.
- As well as completing the work, children should be encouraged to keep their copies clean, tidy and neat. Presentation is important.

The following are general guidelines on the length of time appropriate for homework at different class levels and with different teachers. These should be looked on as average recommended times rather than strict guidelines as the time spent on homework will vary from child to child due to their concentration, interruptions and surroundings. These times will vary slightly from year to year with changes of teachers and you will be informed of this.

- Naíonán Bheaga - 10 - 15 mins.
- Naíonán Mhóra - 10 - 30 mins.
- Rang 1 - 30 mins
- Rang 2 - 30 mins.
- Rang 3 - 30 – 45 mins.
- Rang 4 - 45 minutes - 1 hour.
- Rang 5 - 1 hour.
- Rang 6 - 1 1/2 hours.

Each child should be encouraged to complete their homework fully each night, if your child is persistently having problems with homework, contact the class teacher and discuss the difficulties.

Differentiation can be allowed for children where needed. This involves the child who has a learning difficulty not having to do the same amount of homework as other children. This however must be allowed by the class teacher and learning support teacher and is usually recommended following recommendations from a psychologist or occupational therapist etc.

Oral work (Spellings, Poetry etc.) are equally as important as written work.

Aside from school set homework, children can be enhanced through various home based activities. Children in junior classes should be encouraged to read or be read to, children



in senior classes should be encouraged to take an interest in current affairs through newspapers, television etc. Watching and talking about news items can be very educational.

AIRGEAD/MONEY

All money for insurance, art/craft and photocopying, school trips/tours swimming etc. can be paid on the Aladdin system. We ask that these fees are paid by October 2nd please. The amount you owe was sent out as Part 2 of the booklists in June by Erin, the school secretary. Please ring the office or email Erin at ofig@gsfaithleann.ie for further information.

AN RÚNAÍ / THE SECRETARY

Our Secretary's office is open from 9.00a.m. to 2.30 p.m. If phoning, please phone during these times. The Secretary will pass information to teachers but she cannot discuss matters that are private between the teacher, child and parent at any time. The Secretary will not deal with complaints pertaining to teachers, children or other families at any time.

CÚRSAÍ AIRGID / FINANCES

Parents will be expected to support all fund raising activities. Our biggest and newest Astro-Turf project will be our main concern this coming year. A School Lotto is about to commence and more information about this will be sent home soon. We are very excited about this new major project.

AN BUS / THE BUS SERVICE

The school bus serves an extensive area around the greater Killarney area. If you wish to get information about the bus service please ring Mr Tim Collins, Bus Éireann in Tralee at 066 7123515. The school authorities have no role in the bus service and no responsibilities for children travelling on the busses.



I NDIAIDH AM SCOILE / AFTER SCHOOL (EVENING AND NIGHT)

After 2.30 p.m. children are not allowed on the school premises except when activities are organised by the school.

PLEASE ENSURE your children do not come into the school after 2.30 p.m. as the school is not responsible and will not accept responsibility for them after this time. This also applies to days off, weekends and all other school holidays.

LEAGAN AMACH RANGANNA/ CLASS ALLOCATIONS

Parents are informed of class allocations for their children for the following school year as soon as is possible after the June Bank Holiday weekend . Please do not ask teachers for this information before this date

PATRÚN NA SCOILE / PATRONAGE

The patron of our school is Bishop Ray Browne.



AN BORD BAINISTIOCHTA 2023-2027

Our Board of Management has 8 members:

Máire Ní Riain	– Cathaoirleach Bishop's Representative.
Fr Joe Begley	– Bishops Representative.
Fiona Crowley	– Parents Representative.
Diarmuid Kelliher	– Parents Representative.
Múinteoir Liadh Tóibín	– Teacher's Representative.
Múinteoir Lisa Ní larlaithe	– Príomhoide.
Kathryn Freeman	– Community Representative.
Cathal Walshe	– Community Representative.

Next elections will be held in October 2027.



NOTES



NOTES



DUNADH SCOILE 2024 -2025 SCHOOL CLOSINGS 2024-2025

**All classes will start back on
Thursday, August 29th 2025.**

During the 2024-2025 school year there may be school closures or early closings due to the curriculum training/planning, you will be informed of these closures, if any, during the school year.

BRISEADH LÁR TÉARMA / MIDTERM BREAK

Closed from October 28th to November 1st. Back on 4th November.

Dunta ar 28ú Deireadh Fomhair - Samhain. Ar ais 4ú Samhain.

AN NOLLAIG / CHRISTMAS HOLIDAYS

Dunta ar an 6u Nollaig.

Closing on December 20th (Friday). Re-opening on Monday, January 6th.

Ag dunadh Nollalg 20u - Ar ais Eanair 6ú 2025.

LÁ FHÉILE BRÍDE / IMBOLC / ST BRIGID'S DAY

Closed on February 3rd/Feabhra 3ú lei.

BRISEADH LÁR TÉARMA / FEBRUARY MIDTERM BREAK

Closed for 2 days only, February 20th and February 21st.

Dunta ar an 20ú / 21ú Feabhra 2025.

LÁ LE PÁDRAIG / ST. PATRICK'S DAY

Closed on Monday 17th March. | Dunt a ar an 17 Márta.

AN CHÁISC/EASTER

Closing April 11th - April 25th. Re-opening April 28th.

Ag dunadh Aibrean 11, - 25ú Aibrean. Ar ais Aibrean 28ú.

SAOIRE NA BEALTAINE / MAY BANK HOLIDAY WEEKEND

Dunta Bealtaine 5ú agus 6ú | Closed on Mon.andTue.5th /6th May.

LÁ SAOIRE MEITHEAMH / JUNE BANK HOLIDAY WEEKEND

Dunta Meitheamh 2 agus 3ú | Closed on Mon.andTue.2nd/3rd June.

LAETHANTA SAOIRE AN TSAMHRAIDH / SUMMER HOLIDAYS

Closing on June 27th 2025 | Ag dunadh ar 27u Meitheamh 2025.



"Ni neart go cur le chéile"