

# Scoil Cholmáin Naofa Mullingar



## School Code of Behaviour Policies, Routines & Regulations.

Issued by the Board of Management

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	I dreamed I stood in a studio And watched two sculptors there,	
The clay used was child's		they a young mind
And they ioned it care.		fash- with
One was teacher; tools he		a the used
Were and mu- art.		books sic and
One was ent with ing hand		a par- a guid-
And a loving		gentle heart.
Day af- the er toiled		ter day teach-

With touch that was deft and sure,  
While the parent laboured by his side  
And polished it and smoothed it over.  
And when at last their task was done  
They were proud of what they had wrought  
For the things they had mould into the child  
Could neither be sold or bought.  
  
And each agreed he would have failed



## Scoil Cholmáin Naofa





## Our School Code of Behaviour

The objective in focusing on a school code of discipline/behaviour is to create and maintain a harmonious teaching and learning environment. Should this objective be successfully accomplished in our school, then the aspiration of



**'providing a supportive educational environment which will teach the children to learn and to work enabling them to cope with and enjoy life'**

as outlined in the expression of our school ethos is more likely to be fulfilled.

The new and more recent approach to discipline in schools emphasises partnership and positive relationships between home and school. This is reflected in a desire on the part of parents and teachers to foster and develop constructive co-operation.





This more recent approach to discipline concentrates on the identification and **promotion of positive behaviour among the pupils in all aspects of school life including class-work, homework, play, dealing with correction, success and failure.** Over a period of time, such an approach enables the children to develop self discipline, which in turn will guide and direct them as they develop into young adults.



Parents play a key role in helping their child achieve positive attitudes in these areas by taking an active interest in the child's school life, by being fully aware at all times of how the child is coping with the work aspect of school as well as the social dimensions of the child's life.



## The Principles of



- ☺ **A**cknowledge the profound influence that self-esteem has on learning.
- ☺ **R**ecognise the uniqueness, and endless potential of each child and attempts to communicate that image to him/her.
- ☺ **R**ecognise the merits of praising efforts to learn and encourages a love of learning.
- ☺ **E**mbrace failure as well as success as important in the process of learning.
- ☺ **S**ee the support and co-operation of parents as being essential to the effective operation of the 'Code of Behaviour'.

In promoting positive behaviour, the child will develop self-discipline.

Rules are kept to a minimum.

**There is a high standard of good behaviour expected here in St.Colman's. Children are asked to take responsibility for their actions and realise that there will be appropriate consequences for different levels of misbehaviour**







**Our school 'Code of Behaviour' has two distinct parts.**

Firstly, we have our 'Basic Rules' which centre around the general areas of respect for others, respect for property, good manners, good attendance and working to the best of each one's ability.

**We expect all children to:**



- ☺ Respect their classmates, all teachers and staff, and all visitors to the school.
- ☺ Be well behaved and mannerly at all times.
- ☺ Work hard both at school and at home.
- ☺ Attend regularly and punctually.
- ☺ Respect and take care of their own property, the property of others and all school property.

**Take pride in their school and keep the school grounds tidy and litter free.**





At the start of the school year these areas will be discussed and developed in each class and the children as a group will draft their **'Our Class Code'** in positive terms.

**Secondly** our **'Regulations and Routines'** are designed to ensure and guarantee the smooth and effective running of our school. These Regulations are laid out in the school part of the booklet under the headings of;



☐ School Times



☐ Attendance

☐ Homework



☐ Health and Hygiene

☐ Safety



☐ Healthy Lunches

☐ Parent-Teacher Communications



### Role of Parents/Guardians in Implementing the Code

As parents, you are asked to show your support for the code in the following ways.....

- ☐ Encourage your children to co-operate with teachers and behave in line with the school 'Code of Behaviour'.
- ☐ Take appropriate action if you discover that your child has broken the code in any way.
- ☐ Discuss with the teacher any serious or on-going problems that may arise.
  - ☐ Encourage your children to comply with the school's anti-bullying charter and to report any incidents of bullying of which he/she is aware.

### 'Children First'

The Department of Education and Science has introduced Guidelines and Procedures for all schools in relation to Child Protection and Welfare. These guidelines called 'Children First' and they promote the welfare of all the children.

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are  
fare

The Board of Management of St Colman's School has adopted these guidelines as school policy. Consequently if there is a matter of concern in relation to abuse of children, i. e. emotional/physical/sexual, we are obliged under current legislation to make a report to the local Health Board/Gardaí who will assess the case and follow the procedures as set down in 'Children First'.

of  
un-







## Children's Version of School Rules

### **'Our School Code'**

#### **I Will Respect Everybody**

- ☐ Every other child
- ☐ All Teachers and Staff
- ☐ Our Traffic Warden
- ☐ Sports Coaches
- ☐ All Visitors to the School

#### **I Will Work to the Best of My Ability**

- ☐ With School work
- ☐ With Homework

#### **I Will Allow Others To Work**





**I Will Walk At All Times**

- ☐ In the Corridors
- ☐ To and From the Playground
- ☐ In My Classroom

**I Will Be On Time Everyday**

**I Will Respect All Property**

- ☐ I Will Take Care of My Own Belongings
- ☐ Other Children's Belongings
- ☐ Classroom Equipment/Books
- ☐ Our school Buildings
- ☐ Our School Grounds
- ☐ Classroom Toilets

**I Will Stay Within The School Grounds Until School  
Is Finished**

**I Will Keep Our School A Clean And Tidy Place**

Implementation of the Code

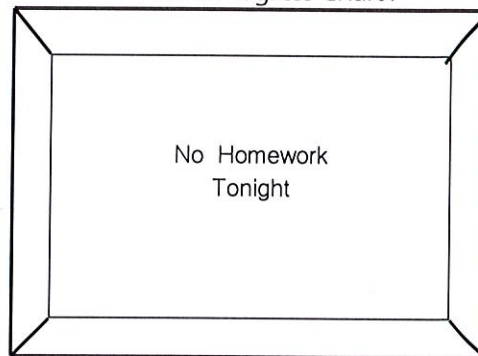
There is a Reward System for Good Behaviour

Praise from the teacher and/or the Principal



Small prizes/awards to be presented by the Principal at assembly.

Night off homework for a class that has reached target on  
'Class Progress Chart'.



Extra school privileges or responsibilities.

Standardized 'Card of Achievement' when child has filled his/her  
'Target Card'.

## Misbehaviour

Our Code acknowledges three broad categories of misbehaviour as;

- a. Misbehaviour
- b. Serious Misbehaviour
- c. Gross Misconduct

Sanctions are necessary to register disapproval of unacceptable behaviour

When misbehaviour occurs, the following is a list of possible sanctions or strategies which may be used and of the procedures to be adopted for solving same.

### Cases of Misbehaviour

1. The pupil is made aware that his/her behaviour is unacceptable.
2. The pupil receives a verbal reprimand from teacher and is asked to make a conscious effort to improve.



3. The child may be temporarily separated from peers, friends and others classroom/playground. Children may also be removed from the classroom to meet with the Principal/Deputy Principal to discuss his/her behaviour.
4. A note or comment on misbehaviour may be written on child's homework notebook to be signed by parents/guardians.
5. If a pupil continues to disrupt class, the Parents/Guardians will be asked to meet with his/her class teacher.
6. A letter may be sent or a phone call made to Parents/Guardians from the Principal outlining the concerns.
7. Badly presented/incomplete homework may have to be redone.
8. If the problem persists, further communication will be made by the Principal with Parents/Guardians to receive an undertaking that the pupil/pupils will behave in an acceptable way in the future.



## Serious Misbehaviour

1. In instances of serious misbehaviour, the pupil will;
  - Be made aware that his/her behaviour is unacceptable
  - Be supervised during the mid-morning break for 2/3 days. This period may be extended for a further 2/3 days.
- 2 In such instances of repeated serious misbehaviour the Parents/Guardians will be requested to meet with the Class Teacher and the Principal.
- 3 If the serious misbehaviour continues the Board of Management may suspend the pupil for a temporary period in accordance with Rule 130(5) of the Rules for National Schools.

A special decision of the Board of Management is necessary to authorize a further period of suspension of up to a maximum of ten school days and in exceptional circumstances the Board of Management may authorize a further period of suspension up to a maximum of ten school days.





## Gross Misconduct

Examples include serious aggression towards pupils and staff members, theft, breaking into the school, illegal substance misuse in accordance with the 'substance abuse policy' of the school, ongoing and serious bullying of another pupil.

In instances of gross misbehaviour;

1. The pupils will be sent immediately to the Principal's office.
2. Parents/Guardians will be contacted and requested to meet with the Principal as soon as possible.
3. The pupil, along with the Parents/Guardians will be warned that should there be another incidence of gross misconduct, the Board of Management may authorize the Chairperson/Principal to sanction an immediate suspension of the pupil.

## Expulsion

4. The Board of management may expel any pupil for gross misconduct.





## Bullying

It is important to understand what bullying is and to this end we have taken the definition as outlined by the Department of Education and Skills in accordance with the Anti Bullying Procedures of Primary and Post – Primary Schools published in 2014.

**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.** **Scoil Cholmáin Naofa's complete Anti Bullying Policy is available at School reception and School Website.**

Bullying clearly runs counter to the school philosophy of promoting the ideals of care and respect. Central to our Code of Behaviour is the notion that nobody has the right to make another feel uncomfortable by any action or by any use of language. In focusing on respect for the individual, which is central to our Code of Behaviour, it is important to raise awareness of bullying as an unacceptable form of behaviour. To this end we encourage children to report to the Principal/Teacher any incident of bullying of which they know, so that appropriate action may be taken. This is an issue that requires close co-operation between home and school in seeking solutions.

## **If Your Child is Being Bullied**

It is important that all children feel secure and confident in knowing that parents and teachers are there to help them if they are being bullied.

Parents/guardians need to stay calm and not overreact. Your reaction may convey a sense of anger or disappointment to your child and this could be counter productive.

- Let him/her know that s/he is not at fault and that a solution to this problem can be found.
- Build confidence and independence.
- Talk to the Teacher
- It is important to tell children that some situations are beyond their control and that safety must come first.

**Teach them to get away and tell.**

## **What To Do If Your Child Is A Bully**

- Talk to the child's teacher
- Get your child to acknowledge that he/she is involved in such behaviour and teach him/her to apologise sincerely.
- Try to find out if this is a temporary response to something else in the child's life.
- Bullies often suffer from lack of confidence. Don't compare your child's achievement with others.

- Discuss ways in which your child can change his/her behaviour towards the victim.
- Monitor your child's behaviour and encourage and praise their efforts when s/he is behaving positively.

**School Procedures in Cases of Bullying**  
**(See Section 6 Scoil Cholmáin Naofa**  
**Anti Bullying Policy)**

- All incidents of bullying will be thoroughly investigated by the "relevant teacher" and Principal.

**In cases where it has been determined by the relevant teacher that bullying behaviour has occurred,**

1. It will be made clear to the aggressor(s) that this is a serious breach of the school's anti-bullying policy.
2. During discussions with the pupil the importance of taking responsibility for his/her actions will be emphasised. The pupil may be asked to write an account of his/her involvement and actions in the incident(s)
3. The pupil concerned will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who is the victim. (Restorative Practice)
4. Parents will be made aware of this behaviour and requested to come to the school to discuss it with the 'relevant teacher' / Principal with a view to working with the school staff in solving the problem.

## Pupil's Anti-Bullying Charter

- I promise to be pleasant and friendly, to be truthful, honest and fair.
- I will encourage and invite other children to join in games provided they abide by the rules.
- I will help classmates who are bullied by other children.
  - I will not kick, push, strike or punch.
  - I will not name call, threaten, tell lies.
  - I will not sneer at, make fun of or intimidate.
- I will not exclude other children at play, at games or when taking part in school activities.

**I accept the following as a suitable sanction  
when I bully somebody:**

1. A sincere apology, with class teacher and bullied child present.
2. Being sent on detention for a period of time as decided by the class teacher.





## Substance Use Policy

The goal/aim of the Substance Use Policy of Scoil Cholmáin is primary prevention. We aim to protect and prevent our pupils from using tobacco, alcohol and all illegal drugs. We aim to achieve this through building our pupils self-esteem, through providing a positive school climate and atmosphere, and through giving our pupils age appropriate information.

### *Objective*

We work to ensure that our pupils will grow up in a healthy environment, helping them to develop skills, values and attitudes to cope with our drug oriented society.

### *Policy Content*

A Substance Misuse Prevention Programme will be implemented at all class levels in accordance with our Social, Personal and Health Education Primary Curriculum Statement. Through SPHE, our pupils will practice specific skills and experience a value system, which supports primary prevention in a holistic, caring, supportive environment.

#### **A. Smoking**

We implement the current legislation relating to smoking in the Workplace 2004.

#### **Pupils in possession of cigarettes**

Parents will be contacted immediately. The pupil will be asked to leave the cigarettes in the possession of Teacher/Principal.

#### **B. Alcohol**

**Parents/Carers/Guardians on the premises under the influence of alcohol**

Incident should be reported immediately to the Principal/Deputy Principal.

Person will be encouraged to leave the premises. Assistance may be sought from family member or Gardai if necessary.

If person under influence is collecting a child contact will be made with alternative family member/friend who will be asked to accompany the above person and child to their home.

**C. Illegal Drugs/Substances**

All drugs, including substances such as aerosols and solvents will be confiscated immediately.

Parents will be contacted and asked to come to the school immediately.

The Community Garda will be contacted and information relating to the incident reported.

**D. Prescriptive Drugs/Medicines**

Issues involving prescriptive drugs will be dealt with in line with our administration of medicines policy as outlined by the INTO Guidelines. In the event of a child being found to have prescriptive medicines in their possession the substance will be confiscated and parents notified. Parents will be asked to come to the school and take home the aforementioned substances.

**E. Tippex and Similar Products.**

Pupils may not have Tippex or similar products in their possession.



## **Part 2**

### Routines and Regulations



## Routines and Regulations

The following routines and regulations apply to every child attending **Scoil Cholmáin Naofa**. They are designed to ensure a safe and secure environment in which to work and play in and to guarantee the smooth and effective running of our school.

Parents and Guardians, in the interest of the safety of all our pupils, please drop off/collect your child/children outside the school grounds — in the designated parking areas.

If your child/children is/are collected by taxi, please ensure s/he/they are aware of the name of the taxi driver.

Taxi drivers should drop off/collect children outside the school grounds in a safe area close to where the school traffic warden supervises children crossing the road.

- ⌚ Pupils must be punctual in the mornings.
- ⌚ School starts at 9:10am each morning
- ⌚ Pupils should assemble in their classrooms not earlier than 8:50am and no later than 9:10am
- ⌚ Classes for Junior and Senior Infants finish at 1:30pm
- ⌚ First to Sixth Classes finish at 2:30pm
- ⌚ The school doors will be opened at 8:50am and pupils will be allowed in at this time. We urge parents **NOT** to send their children to school before 8:50am – especially on wet mornings.



Pupils should not be in school before 8:50am in the morning as there is no supervision provided and insurance cover does not begin until then.



Pupils who need to leave the school premises during the school day must be;

- a. collected at the school by a parent/guardian/family member/child minder (known to the school administration).
- b. produce a written request from a parent/guardian.
- c. request permission by telephoning the school office.

**For insurance reasons, permission will not be given to pupils to leave the school premises without the above procedures being adhered to. We urge all parents/guardians to comply with the above procedures as it helps to avoid embarrassment all around.**

Once school is over at 2:30pm **everyone** should go home directly — unless children have an after school activity.

**No hanging around classrooms/corridors/school grounds please.**

**Unless Board of Management sanction is sought and granted, the school grounds are out of bounds to all after school hours due to Insurance Regulations.**

Our School Uniform



THE OFFICIAL SCHOOL UNIFORM IS

- Bottle green jumper/cardigan
- Dark grey trousers, or dark grey pinafore/skirt
- White shirt/blouse
- Bottle green tie

This uniform must be worn each day

EXCEPT ON



when the school tracksuit is to be worn





## Safety Issues



□ For safety reasons pupils must **NEVER** cross the front wall of the school grounds. We appeal to parents/guardians **NOT** to encourage children to exit the school in this manner.

- All pupils must enter and leave the school grounds only through the front pedestrian gate or the back gate at Beechgrove.
- Children whose parents collect them in St Paul's car park may use the St Paul's entrance to the school.
- Bicycles should not be ridden in the school grounds and should be parked in the bicycle frames provided for this purpose.

Encourage children to co-operate with the school Traffic Warden.



N.B.

### For Parents

For safety reasons we request that you do not drive into the school grounds when dropping children to school or when collecting them.



Authorised  
Vehicles  
only  
In School  
Grounds





## School Attendance



Our school policy on the subject of school attendance is in line with the guidelines contained in the Education Welfare Act 2000 which promotes good school attendance. It outlines parents' obligations along with the school's obligation in ensuring good school attendance at all times.

### Summary of Reporting Requirements

Under Section 21 of the Education Welfare Act 2000 our school is required to;

- ◆ Establish and maintain a School Register and School Attendance Records
- ◆ Monitor the attendance of all students enrolled
- ◆ Report on student attendance

Under the act our school is obliged to report to the Tusla Child and Family Agency every time;

- ◆ It decides to expel a student
- ◆ A student's name is to be removed from the school roll for whatever reason
- ◆ A student who has reached 20 days absence
- ◆ A student who has been suspended for 6 days or more
- ◆ The Principal is concerned about a student's attendance



### **Student Absence Report**

All schools are required to submit information about individual student absences three times per year on designated dates if they have students in the categories stated above.

As the school is obliged to furnish information to the Tusla Child and Family Agency on the reasons for the absences, the Student Absence Report has listed seven categories of absences, these include;

- a. Illness
- b. Urgent family reasons
- c. Expulsion
- d. Suspension
- e. Other (Religious observance, Emigration, Death of a student, Holi-

All notes/doctors certificates explaining a child's absence are kept by the class teacher. Attention is drawn to this when the total number of absences are forwarded for a particular child who has exceeded 20 days to the EWO in Tusla Child and Family Agency. Therefore, it is very important that the class teacher receives a note explaining your child's absence.

days

- f. Unexplained
- g. Transfer to another school

The information submitted will help educational welfare staff to decide on the level of intervention and a course of action in each case. We urge all parents to take cognizance of the above information. The staff member with responsibility for school attendance liaises regularly with all class teach-

### Family Holidays During School

We strongly discourage the practice of taking children out of school during term time for going on family holidays. We advise parents on the following issues in relation to this matter.

1. Topics covered in class during a period of absence will not be covered when the child returns to school.
2. The school does not assign work for a child/children going on holidays.

End of year assessment in English and Maths takes place during a three week period in May/June each year. Dates may vary from year to year but parents will be notified of these dates early in the school year. Children who are absent from school during this period for the above reasons and who miss part of/a full assessment in Maths and /or English are being deprived of taking part in this important aspect of the curriculum.

As well as being a cause of disruption this practice leads to gaps in the child's /children's assessment records.

## Personal and School Property

Children should have their own names on all personal property such as schoolbooks, copies, lunch boxes, musical instruments etc. No item of value e.g.. **mobile phones, gameboys etc.** are to be brought to school as loss or theft of such items is not included under school insurance.

In keeping with the school rules, pupils must not damage or deface school buildings, school furniture, PE equipment, classroom equipment, books or the belongings of others.





## Health, Safety and Hygiene

- ◆ The class teacher and Principal must be informed if your child has a medical complaint that may affect him/her in school.
- ◆ The class teacher and Principal must be notified immediately if your child has infectious illness.



Children should not be sent to school if unwell, in consideration for the other children in the class and as there are no facilities to mind sick children during breaks.

## Contact Numbers



- ◆ Please ensure that the school has at least three contact numbers of Parents/Guardians/Child Minders
- ◆ If both parents are absent from home, prior arrangements must be in place for someone to look after the child in the event of s/he having to go home unexpectedly, due to illness, an accident or an unexpected closure of the school.

### **N.B. Please notify the school of any change of address or phone number**

In extreme situations, where Parents/Guardians cannot be contacted, it may be necessary to take a child to casualty. We do not expect to have to use such measures very often, but nevertheless, in the light of our experience, we feel it is safer to have made provision for such an emergency. Therefore, we ask you to give your consent by signing the appropriate form and returning it to the school.

## Mobile Phones

### **Children are not allowed mobile phones in school.**

We urge parents/guardians to ensure that phones are kept at home during school hours. If children are found to have phones in school, they will be taken from them and kept until their parent/guardians collect them. The school accepts no responsibility for mobile phones which are lost/stolen at school.



## Personal Hygiene

Hygiene awareness is an extremely important aspect of the development of your children and we encourage parents to help develop a sense of personal hygiene in their children from a very young age by encouraging their children;



☐ To shower regularly



☐ To wash teeth twice daily

☐ To wash hands after each visit to the toilet

☐ Uniforms should be washed weekly

Children should be encouraged to keep their uniforms as clean and tidy as possible



### Special Attention Should be Paid to Cleanliness of Hair

Your child is sharing a room with a large number of children and close contact is unavoidable, therefore;

- ☐ You should check your child's hair regularly for head lice
- ☐ Long hair should be tied back at all times
- ☐ If your child has contacted head lice inform the teacher who will then send a discreet note to all other parents advising them to check heads and follow the correct procedures which include the





## School Policy on Administration of Medicines

While the Board of Management has a duty to 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.

- ◆ Non-prescriptive medicines will neither be stored nor administered to pupils in school. Prescribed medicines will not be administered in school without the written consent of parents and the specific authorisation of the Board of Management.
- ◆ The medicine should not be kept by the pupils but in a locked cupboard out of reach of pupils. Certain medicines, such as inhalers used by asthmatic children, must be readily accessible at all times of the school day.
- ◆ The medicine should be self-administered if possible, under the supervision of an authorised adult.
- ◆ A teacher should not administer medication without the specific authorisation of the Board.
- ◆ 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.

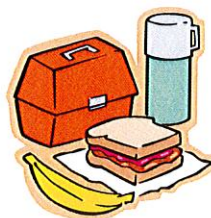


## Healthy Lunches



Here at Scoil Cholmáin, we encourage healthy eating habits. To this end, we have banned sweets, chocolate bars, peanuts and biscuits from the lunch box and we ask you to provide healthy options such as;

- ☺ Sandwiches
- ☺ Fruit
- ☺ Yogurt
- ☺ Plain confectionery
- ☺ Small crackers and cheese
- ☺ Milk/fruit drinks/milk shakes
- ☺ Cereal bars



Children's diet has a significant impact on the child's/children's over all well being. Good eating habits, established from a young age will stand your child/children in good stead during all stages of his/her/their development.

We urge parents/guardians to be mindful of the contents of the 'lunch box' along with the school's policy on healthy lunches and to encourage your child/children to eat a healthy, well balanced diet both in and out of school.

## Chewing Gum

- Chewing gum is forbidden at all times in the school grounds, corridors and classrooms.
- The chewing of throat lozenges is also **forbidden**.







## Lunch Time Rules



All pupils will have lunch in their classrooms. Pupils are expected to behave according to the Code of Discipline as laid down for lunchtime which is as follows;

### CODE OF DISCIPLINE FOR LUNCH TIME

All tables are to be cleared of books, pens, pencils, rulers etc.

### NOISE LEVEL

Noise level in all classrooms must be kept down by children talking quietly to each other. No shouting across the room.

1. All children staying in for lunch must

#### SIT

On the seat which the teacher has allocated to them.

#### SWAPPING PLACES IS NOT ALLOWED

- 2 Children should put their rubbish back into their lunch boxes.

#### NO WALKING TO THE BIN

- 3 Children MUST ASK PERMISSION from the teachers on duty to use the toilets.





4 Children will LINE UP IN SINGLE FILE AND WALK TO THE PLAYGROUND when told to do so by the teacher on supervision duty.

- 5th and 6th use door at the far end of the senior corridor
- 3rd and 4th use door which leads past the workshop
- 1st and 2nd use main door beside hall
- Junior and Senior infants use door which leads past the workshop.

No child has permission to re-enter the school building until returning to classroom with class at the end of lunchtime.

All pupils must go to the playground during the mid morning break and after their lunch except on wet days when they remain in their classrooms.

#### On Wet Days

Children remain in their classrooms for the duration of lunch time. Each class is provided with a range of games and pack of cards which are distributed and shared among the group.

Moving out of the seat is strictly forbidden.



All pupils, must remain within the school grounds until their school day is over.

*Children who do not abide by the Lunchtime Rules will be sanctioned in accordance with the school's 'Code of Discipline'. Parents/Guardians will be notified.*



## Homework

Through the active involvement and interest of parents/guardians in their children's homework on a daily basis, consistent and steady progress is made by the child over a period of time. Therefore we **strongly encourage you to take an active interest in your child's homework and to ensure that the allocated homework is done each evening..**

Informal homework in the infant classes consists of;

### Oral Work

#### Reading

Text book  
Library book  
Books in the home

#### Learning

Spellings  
Tables  
Prayers





## Written Work

- Formal homework will be given to pupils from 1st—6th classes up to four nights per week.
- If, for some reason, all the homework is not done, a written note/explanation should be sent to the class teacher.
- Parents of pupils, from 1st—6th classes are asked to check and sign the homework notebook each night.
- Regular failure to complete homework will be recorded by the class teacher.
- Parents/Guardians may be contacted to discuss the problem with the class teacher and/or with the Principal.
- Children may be asked to complete homework assignments during mid-morning break under the supervision of a teacher.

Studies done on getting the most value from 'Homework' show that 'Same Time, Same Place' works best. This may not always be possible, nevertheless, every effort should be made to establish the pattern of consistency and regularity that is implicit in homework done at the 'Same Time, Same Place'.

- Homework should be **distraction free** — no television, games, etc.— as far as is possible.
- Homework should be done **earlier rather than later each evening**.



It is vitally important to stress that homework that takes all night to do is generally not effective. Concentration within a given time limit is essential to maximize effectiveness and will set up good habits and study skills for the future.



**Please draw your child's attention to his/her hand-writing and the general presentation of his/her work.**

Children who work neatly are generally very proud of their work and interested in achieving.





## Home—School Communication

Parents/Guardians are the primary educators of their children and the influences and values of the home cannot be overstressed. Parents/guardians and teachers work together to help the child reach his/her full potential. The support and co-operation of parents and guardians are essential to the effective operation of the school.

### How Parents Can Help

- Show an interest in, and concern for, your child's education
- Being over ambitious and putting undue pressure on your child is undesirable
- Avoid comparing your child with other children at home, in class or in your neighbourhood
- A positive attitude to school and its teachers in the presence of your children is extremely important
- Something to keep in mind—an over reliance on television, play stations and computer games can lead to frustration, stress and the exclusion of other healthy pursuits.







- Praise and encouragement form the foundations of successful relations between parents/guardians/teacher and children
- Avoid using the teacher as a threat for misbehaviour at home

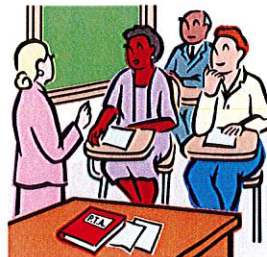


Parents can keep themselves informed of school activities in the following ways;



- School newsletter once a term

- Parents Association activities





## **Keeping Informed Of Your Child's Progress Social and Academic**



### **1. Your Child's Homework Journal**

This is a useful means of communicating simple messages between teacher and parent.

### **3 Annual School Reports**

Children receive an annual school report at the end of each year.



- 4 Outside of these formal meetings, parents/guardians are asked to abide by the following arrangements if they wish to meet teachers to discuss their children's progress.

**Messages for children, lunches, books, etc. should be left at the secretary's office for delivering to the classrooms.**

### **Appointments to Meet with Teacher or Principal**

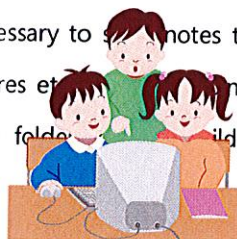
1. Appointments must be made through the Principal'

**In the interest of safety — All visitors to school must first report to the secretary's office. Visitors include Parents/Guardians/Family members/Minders as well as Company Reps. and Department of Education and Science Officials.**



## Ongoing General School Information

Our school is a busy place with many different events and activities taking place. To accommodate a busy schedule, it is necessary to send notes to parents/guardians re: activities, events, school closures etc on a regular basis. It is a good idea to have a small plastic folder in your child's schoolbag into which such notes can be placed.



Junior infants will be supplied with a plastic folder for notes and memos.





## On Children



You are the bows from which your  
children as living arrows are sent forth.

The archer sees the mark  
Upon the path of the infinite,  
And

He

bends you with his might  
That his arrow may go  
swift and  
far.

Let your bending in the  
Archer's hand  
Be for gladness;



*As Your Child Starts School*

*A Practical Guide for  
Parents of Junior Infants*



## As Your Child Starts School



*Starting school is a milestone in both your and your child's life. Preparation for the event should begin well in advance to reduce anxiety and should be carried out gradually. Talk to your child about your schooldays - emphasize the opportunities of making new friends and for getting involved in new activities. Avoid 'hying up' school life - approach it with a calm attitude and treat it as normal development in the child's life.*

### What Your Child should be able to do before coming to school

Children need to be able to:

- ☐ Put on and take off coats
- ☐ Fasten buttons
- ☐ Use a zip
- ☐ Hang his/her own coat on the coat rack
- ☐ Use the toilet and flush it properly and be extra careful about hand washing as germs can spread through not attending to hygiene.
- ☐ Tidy up their toys and organize their school bags
- ☐ Use a tissue properly





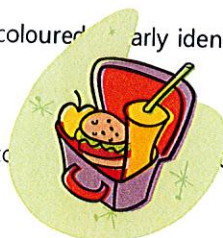
**As already mentioned in this booklet:**

- ☐ Your child should know his/her home address/phone number. An alternative name of a person to be contacted in an emergency should be known to the school. Explain this alternative arrangement to your child.
- ☐ If your child cannot tie laces, then, perhaps Velcro fasteners will enable him/her to be more independent.

### **Some Practical Points For Your Consideration**

Write your child's name clearly on his/her clothes and belongings, especially coats and lunchboxes.

- ☐ It is helpful to the child to have brightly coloured, clearly identifiable lunch boxes.
- ☐ Cover books/workbooks in distinctive paper etc. that can be easily opened — label it clearly.
- ☐ To prevent spillage in the classroom, please give your child a carton of drink with a straw.
- ☐ Fruit that is peeled and cut is much easier for children to eat.

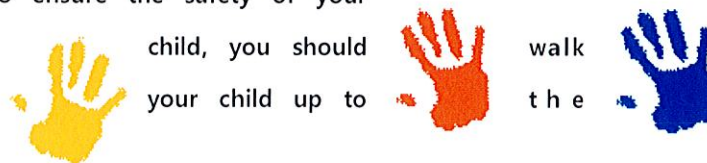




- ☐ Do not send in yogurts without spoons. Plastic spoons are very handy as children tend to lose kitchen spoons.
- ☐ Buy school books as early as possible. Bookshops may run out of books very quickly in September and your child may be quite a while without them.
- ☐ Children should not bring in toys, magazines, or computer games to school. Crayons and art materials are bought by the school.
- ☐ Go through the first day routine—tell your child that you will be leaving him/her for a short while but that you will be back at 'home time'.

### Other Considerations

- ☐ While your child is in school s/he will be known by the names (**Christian name and Surname**) that is on his/her **birth cert**. The school will only change the name of the child if evidence of changing name by deed poll is made available to the Principal of the school.
- ☐ To ensure the safety of your

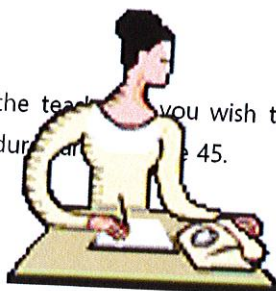




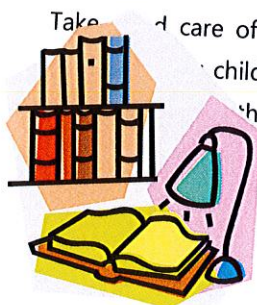
If a parent/guardian wants to collect a child or drop something into the classroom they must go to the office NOT THE CLASSROOM

### *Please Go To The Office*

You must make an appointment to meet with the teacher if you wish to discuss a matter of concern. Appointment procedures are on page 45.



Take good care of any school books that are sent home. Keep them safe as all children will also have to use them. If school books are damaged the school will expect them to be replaced.







## The First Day

It is important that you establish a good, relaxed routine as soon as possible. Check that all items — uniform, bag, lunch etc. are ready for school. Do this in a calm fashion - do not have your child anxious going to bed.



- On the 'big day' try not to show that you are upset. Leave your child with the teacher and reassure him/her that you will be back to collect them at the stated time. **It is vitally important that you arrive on time to collect your child.**

- Bring your child into the classroom.

- Leave your child with the teacher. If your child is upset, trust the teacher. The teacher is very experienced and knows how to comfort an anxious child.



- The longer a parent/guardian stays, the greater the possi-



### Daily Routine



#### Leaving Your Child to School

- ☐ For the remainder of the first week (after the first day) leave your child at the classroom door.
- ☐ From the start of the second week, please leave your child at the front door. This helps the child to become independent and more confident.
- ☐ Children must be in their classroom no earlier than 8:50am and no later than 9:10am.

#### Collecting Your Child

- ☐ For the first fortnight in September your child is to be collected at 12:00pm at the front door.
- ☐ From the beginning of the third week, your child is to be collected at 1:30pm at the front door.
- ☐ Your child must know who is collecting him/her everyday.
- ☐ It is vitally important that s/he is not left waiting to be collected. Children become uneasy, anxious and very distressed.

#### Homework

It is a good idea to go through your child's homework as soon as s/he gets home. 'Same Time, Same Place'. Put all books back into the bag immediately on completion of homework. As already stated a policy of 'Same Time, Same Place' has proved most effective for children doing homework.



## Preparation for Learning

Parents are often anxious to begin to see some results of formal learning soon after their child starts school. Children will start to read at their own pace—just as they walk and talk at different ages. They also write when they are ready to do so themselves. The following will assist you to develop your child's management of new skills..



**Language** is an essential pre-requisite to reading.



- ♦ Listen attentively to your child. Talk to them and encourage them. Avoid interrupting even if you know what s/he is going to say.
- ♦ Read to your child regularly. This encourages a love of books and creates an interest in reading. Pay attention to the mechanics of reading i.e. holding the book, turning the page — page by page. Let your finger go under the words as you read from left to right. The child's main interest will be in pictures — allow time to examine and comment on them.



- ♦ **Enjoy Nursery rhymes/stories together.**



♦ **Develop co-ordination for writing**

By providing large sheets of paper and chubby crayons for scribbling, drawing, tracing, colouring in etc.

- ♦ Encourage your child to use a scissors and involve them in activities, which involve pouring, stirring, mixing and rolling.



- ♦ Toys that can be laced, buttoned, zipped and tied also are valuable in preparing your child for the mechanics of writing.

## **Children Learn What They Live**

If children live with criticism  
They learn to condemn

If children live with hostility  
They learn to fight

If children live with ridicule  
They learn to be shy

If children live with shame  
They learn to feel guilty

If children live with tolerance  
They learn to be patient

If children live with praise  
They learn to appreciate

If children live with fairness  
They learn justice

If children live with security  
They learn to have faith

If children live with approval  
They learn to like themselves

If children live with acceptance and friendship




### School Policies

The full text of the following school policies is available from the school office:

- ◆ Code of Behaviour
- ◆ Anti Bullying Charter
- ◆ Enrolment
- ◆ Safety Statement
- ◆ School Attendance
- ◆ Administration of Medication
- ◆ Equality
- ◆ Retention
- ◆ Communication
- ◆ Traveller Education
- ◆ Homework
- ◆ Special Education Needs
- ◆ Educational Assessment







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