

**FÁILTE GO**



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**MISSION STATEMENT:**

*“The ethos of Scoil Nano Nagle is based on the gospel values of Faith, Hope and Love. The School aims to provide a happy, secure and friendly learning environment where children, parents and staff work in partnership. Each individual is valued and respected for his/her uniqueness. All are encouraged and supported to reach their full potential”.*

*Dear Parents/Guardians,*

*Scoil Nano Nagle is a junior co-educational primary school catering for children aged between four and eight years of age. We also have an Early Start unit which caters for up to 60 children aged between three and four years of age and two special classes for children with autistic spectrum disorder. We operate under the patronage of the Catholic archdiocese of Dublin and we are very proud of our ethos.*



*On behalf of the staff, I welcome you and your child to Scoil Nano Nagle, Bawnogue. We hope that your child will be happy here.*

*We look forward to working with you in the interest of your child's education and personal development. This booklet will hopefully answer many of the questions you might have about your child's time here with us.*

*We want to assure you of our full co-operation and commitment at all times. Please feel free to come and talk to us if you have any query or concerns.*

*Fiona Carmody*

Acting Principal

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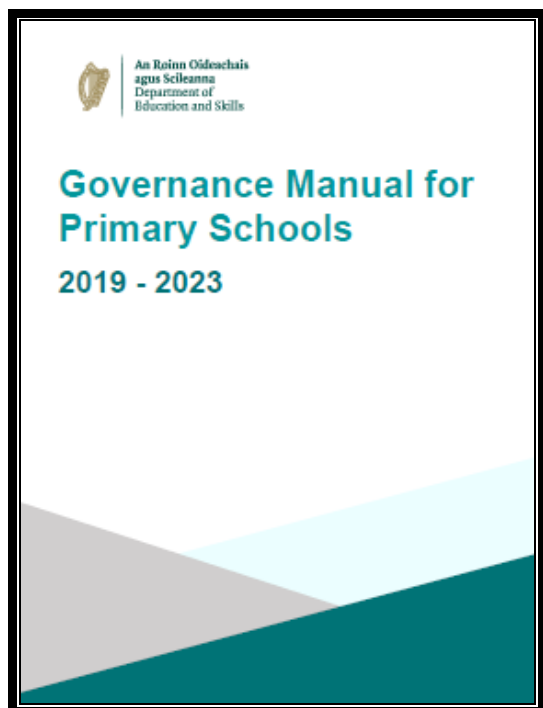
## **SECTION ONE: BOARD OF MANAGEMENT (2019 - 2023)**

Our school is governed by our voluntary board of management. The principal reports to them on the school's activities. They oversee the running of the school and the management of its staff.

The board is affiliated to the CPSMA (Catholic Primary Schools Management Association) and operates under the rules laid down by the Department of Education and Skills.

The current board of management includes the following individuals:

Mrs. Martha Lynch	Chairperson
Mr. Samuel Fadojutimi	Patron's Nominee
Ms. Frances Thompson	Parents' Representative
Mr. Jude Harpur	Parents' Representative
Mrs. Carrie Bergin	Community Representative
Mr. Plunkett Neary	Community Representative
Ms. Edel Fassnidge	Teachers' Representative
Ms. Fiona Carmody	Acting Principal



## **SECTION TWO: SCHOOL STAFF (2023/2024)**

The total number of full-time teachers is 28 including the Principal. The teachers are allocated to the following posts:

### **Teaching Staff:**

Administrative Principal:	1
Mainstream Teachers:	15
Special Education Teachers	7
Early Start Pre-School:	2
Special Class for Children with Autistic Spectrum Disorder	2
Home-School Community Liaison Coordinator:	1

### **Part-Time Teaching Staff:**

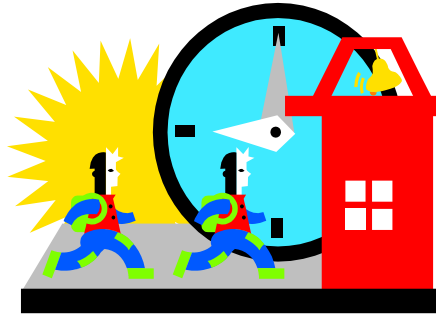
We also have the services of part-time teachers, and other staff employed through the School Completion Programme (SCP) for in-school and after-school initiatives.

### **Non -Teaching and Ancillary Staff:**

2 Early Start Child-Care Assistants, 11 Special Needs Assistants, 1 Secretary, 4 Cleaning Staff and 1 Caretaker.



## **SECTION THREE: THE SCHOOL DAY**



### **OFFICIAL SCHOOL TIMES**

<b>Junior Infants &amp; Senior Infants:</b>	9.00 a.m. – 1.40 p.m.
<b>Morning Break:</b>	10.20 a.m. – 10.30 a.m.
<b>Lunch Break:</b>	11.45 a.m. – 12.15 p.m.
<b>First Class &amp; Second Class:</b>	9.00 a.m. – 2.40 p.m.
<b>Morning Break:</b>	10.40 a.m. – 10.50 a.m.
<b>Lunch Break:</b>	12.30 p.m. – 1.00 p.m.

### **ARRIVAL AT SCHOOL**

**School begins at 9.00 a.m. The school gates are opened at 8.50 a.m.**

Please ensure that your child/children are in their designated yard **just before** the school bell rings at 9.00 a.m. **Children who are in the yard prior to official opening time are not the responsibility of the Board of Management.**

Children are **not allowed** to enter the school building prior to 9.00 a.m. In the case of exceptional adverse weather conditions, the school building may open a few minutes early, at the discretion of school management. Parents are asked not to enter the building on wet mornings. School staff will receive the children at the two entrance points.

On dry days, it is school policy that children line-up in the yard in their designated class lines. We encourage independence as soon as possible and so it would be appreciated if you could say your goodbyes in the school yard. Staff members will supervise the children into the school building. They know their own classroom and should be able to look after their coats, bags and lunches.

**It is important that children develop the habit of being punctual for school.** A pupil arriving late may seriously disrupt not only his or her continuity of learning, but also that of others. Please note that the school records the arrival time of persistent late-comers.

## **DESIGNATED DOORS**

Designated entrances at the end of each corridor are opened in the mornings at 9.00 a.m. They are closed at 9.15 a.m. for security reasons. Latecomers after 9.15 a.m. should use the main entrance. There is no access through the front door until after 9.15 a.m.

In the interest of safety, please do not bring buggies down the narrow corridors at opening and closing times – wait until all the class lines have entered their classrooms. The corridors are narrow and cannot accommodate the huge volume of traffic that would be involved if all parents who accompany their children to school came inside with them.

Congestion in the corridors may result in accidents, particularly on wet days. Please do not enter or exit the building through the car park entrance door. This is designated for staff members with cars. The car park area is unsafe for children.



## **DISMISSAL OF CHILDREN:**

For safety and security reasons, parents are asked to wait outside the building for their children and not outside the classrooms on the narrow corridors.

Teachers escort children in line from the school building to their designated area in the yard. Please wait until the children are in their own space in the playground before taking them.

Please be punctual in collecting your child so as not to cause him/her unnecessary anxiety. The school cannot be responsible for children after designated closing times. Please telephone the school, if you are going to be delayed picking up your child.

If someone different is collecting your child, please let us know.

## **SECTION FOUR: UNIFORM, EQUIPMENT AND CLOSURES**

### **SCHOOL UNIFORM**

Children are expected to wear the school uniform every day, except P.E. days. Elasticated waistbands in trousers are easier to manage than belts and buttons.



**The school uniform consists of:**

**Red:** jumper/cardigan with school crest and tie

**Grey:** Trousers/Pinafore/ Skirt and Shirt

### **PHYSICAL EDUCATION**

Children will go to the hall twice a week for physical education. Children who are unable to take part due to sickness or injury should have a note from parents/guardians.

**For Physical Education, runners are compulsory.** Slip-on runners with velcro fastenings are most suitable. It is recommended that the pupils wear the school tracksuit.

### **UNIFORM SUPPLIERS**

The school tracksuit, crested jumper /cardigan are available on order from:

**The School Wearhouse  
Unit D7 Ballymount Cross Industrial Estate  
Ballymount  
Dublin 24.**

**Tel: 01 4604371 E-mail: [info@schoolwearhouse.ie](mailto:info@schoolwearhouse.ie)**

Online ordering system (with delivery) is available. Log on to [www.schoolwearhouse.ie](http://www.schoolwearhouse.ie)

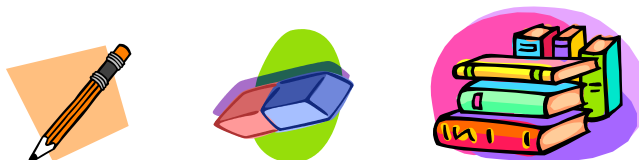
Please note that other uniform items (shirts, trousers) are available from major retailers.



## **LABELLING OF CLOTHES AND PERSONAL BELONGINGS**

Please label clothing, bags, lunchboxes, books and copies etc... as many of them look identical. **The school will not accept any responsibility for items of clothing/monies or personal belongings damaged, lost or stolen.**

## **SCHOOLBOOKS**



From September 2023, schoolbooks, workbooks and copybooks are provided to every child free by the school. They are provided on loan and must be returned at the end of the school year or if the child leaves the school. It is important that books are kept in good condition so that they can be re-used. Please help make sure your child keeps the schoolbooks safe and takes care of them, so that they can be used again.

## **SCHOOL CLOSURES**

Details of school holidays are publicised in advance, usually through the school newsletter. A copy of the current school calendar and an archive of past newsletters are available on the school website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com)

# **SECTION FIVE: SAFETY & DATA CONSIDERATIONS**

## **HEALTH AND SAFETY STATEMENT**

In accordance with the **Safety, Health and Welfare Act 2005**, the Board of Management has prepared a **Safety Statement**. The document is updated on a regular basis by the board, in consultation with the entire staff. A copy of the statement is available on request from the school principal.

## **FIRE DRILL**

At the beginning of each school year, fire drill routines and safe evacuation procedures are reviewed by the full school staff. Additionally, a fire drill is held during each of the three school terms.



## **NO SMOKING POLICY**

The school is designated a non- smoking zone. It is illegal to smoke inside and outside the building and within the school grounds. Any person found smoking may be subject to prosecution.



## **MOBILE PHONES**

In addition to the intrusive and distracting nature of mobile phones, there continues to be debate about the possible harmful effects of the frequent use of mobile phones. Therefore, in the interest of safety, there is a policy in the school forbidding the pupils to use mobile phones in the school. The use of mobile phones by adults for essential calls should be kept to a minimum and should be taken/made in an open area or in an area where pupils are not present.



## **SCHOOL SECURITY**

In addition to implementing routine safety and security procedures in the school, the Board of Management has been making improvements in school security over the last few years. Parents and all visitors to the school are asked to comply with staff instructions and signage when accessing the school building.

## **LITTER**

We encourage children to take care of the environment. Being litter conscious is a great help in keeping school, home, Bawnogue and everywhere clean and tidy. The school has obtained many Green Flags for its environmental awareness.



## **DOGS**

Dogs and other pets in and around the school are a hazard to the children. If you own a dog, please ensure that it does not enter the school grounds. The Dog Warden may have to be sent for when dogs cause a problem in the school.

## **CAR AND ROAD SAFETY**

We do appeal to you to avoid dropping children off and picking them up on the yellow lines outside the school. Under no circumstances should a car be driven onto school grounds at any time during the school day.

**Pupils and parents of our school are expected to respect and follow the directions of the school traffic warden at all times.**



## **VISITING THE SCHOOL DURING SCHOOL HOURS**

**In the interest of safety and security, it is essential that we know how many people are on the premises and who they are.** All visitors to the school during school hours are requested to report to reception and state the reason for their visit.

Please bring late lunches, school belongings etc to the school office/reception.

If you need to speak to the principal or class teacher about a problem, please make an appointment with the school secretary.

## **GOING HOME DURING SCHOOL HOURS / EARLY COLLECTION OF CHILDREN**

We discourage the **unnecessary** early collection of children at home time as it causes a high level of disruption to class routine and impacts on teaching and learning.

When it is necessary for a pupil to leave early for a genuine reason, notice must be sent to the class teacher. Please state on the notice whether the child is to be collected or has permission to go home alone.

If you have to collect your child early while the school session is in progress, please report to the school office/reception. Parents/carers are required to sign a form at reception.

**Pupils will not be released to older siblings or unknown persons unless there is written consent or telephone instruction from the parent/guardian. It may be necessary to make**

telephone contact with parent/guardian to seek clarification. The school retains a written record of all early collections.



## **DATA PROTECTION**

The school is conscious of its duty to safeguard the sensitive data that it holds on its pupils and families. Robust procedures are in place to achieve this. The school is fully compliant with the recent GDPR directive. Our data protection policy is available on our website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com)



## **SECTION SIX: CHILD PROTECTION**

### **CHILD PROTECTION**

Child protection is the top priority of the entire school community.

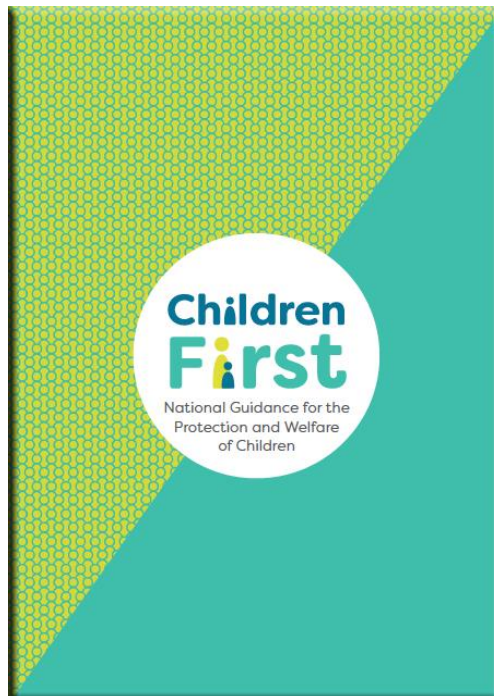
In the interest of promoting the safety and welfare of the children in our school, the Board of Management of Scoil Nano Nagle has adopted as school policy the following guidelines in relation to child protection and welfare:

**Children First – National Guidance for the Protection and Welfare of Children 2017. the Addendum to Children First (2019).** (Department of Children & Youth Affairs, 2017) ([www.dcy.gov.ie](http://www.dcy.gov.ie))

**Child Protection Procedures for Primary and Post-Primary Schools.** (Department of Education and Skills, 2017) ([www.education.ie](http://www.education.ie))

Consequently, if school staff suspect or are alerted to possible child abuse, they are obliged to refer this matter to Tusla, the child and family agency. The school Designated Liaison Person (DLP) is Fiona Carmody. The Deputy Designated Liaison Person (DDL) is Colette Mac Mahon.

***Scoil Nano Nagle's Child Safeguarding Statement (and other related documents)*** is available on the school website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com)



## SECTION SEVEN: LUNCHES, HEALTH PROMOTION & MEDICINES

### LUNCHES



The school promotes a healthy-eating approach. Nourishing foods are encouraged: sandwiches, fruit, yogurt, milk and water. **Fizzy drinks, crisps, sweets, chocolate and chewing gum are strictly forbidden.** The school's Healthy Eating Policy is set out in a separate document which is available on the school's website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com)

**The school operates a strict policy forbidding nuts or any nut-related products from being brought into the building. This includes certain spreads which have nut content. Such foods are a danger to pupils who have severe nut allergies.**

Parents can avail of nutritionally balanced lunches free of charge. The lunches are prepared by Glanmore Foods and delivered to the school daily. Parents can choose from a very extensive menu. The free lunch programme is sponsored by the Department of Social Protection. Order forms are available from the school and are updated at the beginning of each school year. Log on to [www.glanmorefoods.ie](http://www.glanmorefoods.ie) for more information.

**If you wish to prepare your own lunch for your child,** please choose a lunch box and beaker that can be easily opened. Please label both clearly. For safety reasons, glass bottles are not allowed.

### MEDICAL SCREENING IN SCHOOL

The Health Service Executive (HSE) provides a valuable medical screening service for the early discovery of any medical condition which might interfere with a child's progress. The following services are available:

- Booster immunizations for childhood diseases-, usually in junior infants or senior infants.
- Vision and hearing tests are usually carried out in junior or senior infants.
- Dental inspections are carried out at intervals and if necessary, treatment is offered at the local Health Centre.

The HSE will notify parents/guardians through the school regarding forthcoming medical screening. Parental consent is always sought before any medical screening can take place.

The local Clinic is based at **Deansrath Health Centre**.

**Telephone: 01-4574069**

### **ASSESSMENT OF NEED**

Any parent who feels that their child may have a disability can apply for an assessment. An independent assessment of need is an assessment of the full range of your child's needs associated with his or her disability. The service is provided by the HSE. Applications must be made in writing on a standard form which is available from your Local Health Office or in consultation with your child's GP.

If your child presents with learning, social and/or behavioral difficulties, the school will consult with the parents/guardians with regard to the appropriate intervention. The school has limited access to the **National Educational Psychological Service (NEPS)**, the Clondalkin Child & Adolescent Mental Health Service (CAMHS) and other local support services.

### **ILLNESS AT SCHOOL**

Parents are asked to inform the school of any physical disability or allergies which their child might have.

**Under no circumstances should children who are ill be sent to school.**

We have no provision for supervision of sick children who wish to stay indoors at break times. Requests to remain indoors should only be made in exceptional cases – limbs in plaster, recovering from surgery, or on-going and chronic illness. These requests should be made in writing to the class teacher. Parents will be asked to sign an Indemnity Form.





## **INFECTIOUS DISEASES**

Please notify the school if your child is diagnosed with an infectious disease.

We seek your co-operation in following the medical treatment and exclusion period as prescribed by your G.P.

## **ADMINISTRATION OF MEDICINES IN SCHOOL.**

**It is important to understand that the school is not obliged to take responsibility for the administration of medicine to pupils in school.**

**It is preferable at all times that parents administer medicine to their own children.** We would encourage you as parents/guardians to visit the school to do this. Please inform the school by telephone or letter of the exact time (and day) your child needs to be given medicine and we will make sure that your child is ready to meet you.

Where this is not possible, the school, under the direction of the Board of Management may make arrangements to administer the medication, **only in exceptional circumstances.**

In such circumstances, the Board of Management advises that the following safeguards must be observed:

- The parents/guardians must write to the Board of Management stating the name of the child; a brief outline of the medical condition of the child and clear written instructions concerning the procedure to be followed in administering the medication – required dosage and relevant times etc; when the parent is to be notified and where he/she can be contacted and whether the child will be responsible for taking his/her medication. Where this is not possible, the parents/guardians should request the Board to authorize a member of staff to administer the medication. This will require an Administration of Medication Application Form to be completed by the parent (available on the school website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com))

- Where children are suffering from life threatening conditions, the parents should also outline clearly what can and can't be done in particular emergency situations, with particular reference to what may be a risk to the child.
- The application must also include a letter from the Doctor confirming the medical condition and medication dosage and the procedure to be followed in the event of an emergency.

**N.B. It is important to note that medication should be the smallest dose possible to ensure recovery until a medical expert can take over. At no time should an emergency dose be such that it could harm the child, if inappropriately administered.**

- A meeting will be arranged between the parent and the school principal, and the relevant class teacher. A complete and full review of the Administration of Medication Application Form will form the main purpose of the meeting.
- Where permission has been given by the Board of Management for the administration of medicine, the smallest possible dose should be brought to the school by the parents/guardians or a trusted adult and not the child, with clear written instructions for administration, giving the name of the pupil. A reserve dose of the medicine should be supplied to the school in the event of a malfunction or the need to administer a second dose.
- Arrangements will be made by the Board of Management for the safe storage of the medication. Certain medicines, however, such as inhalers used by asthmatic children and glucose for diabetics must be readily accessible at all times of the school day – this will remain a matter for the teachers' professional judgment.
- Arrangements will also be made for the administration of the medication, in the event of the authorised teacher's absence. **It is the parent/guardian's responsibility to check each morning whether or not the authorised teacher is in school.**
- The Board of Management will seek an indemnity from the parents/guardians in respect of any liability that may arise regarding the administration of the medication. This clause is included in the Administration of Medication Application Form.



## **ACCIDENT PROCEDURES**

Accidents occur despite supervision. Minor accidents are treated at school. Slight cuts and grazes are normally treated by cleaning the wound with a sterile wipe.

In the case of more serious accidents/child becoming ill, every possible effort will be made to contact the pupil's parents/guardians or the person delegated to take responsibility for the pupil. **It is important that parents/guardians notify the school of any change to contact details. Non co-operation in this matter could result in a delay in having your child attended to medically, should the need arise.**

The school will not accept responsibility for any medical expense incurred as a result of an accident which happens in school. There is a facility for parents to take out insurance to cover medical expenses incurred as a result of an accident at school. Details of this scheme will be circulated by the Parents' Association in September.

## **HEAD LICE**

Please check your child's hair and scalp regularly for head lice. Head lice is a recurring problem in most schools and should be treated promptly and reported to the school. If there is an outbreak of head lice in a class, all parents of pupils in that class are informed by note and asked to take immediate action to treat infestation.

## **SECTION EIGHT: CODE OF BEHAVIOUR POLICY & ANTI-BULLYING PROCEDURES**

### **Aims of our Code of Behaviour**

#### **Our Code of Behaviour aims to:**

- Enable teachers, other members of staff, pupils and parents to work together for an effective and safe school environment.
- Provide clear guidance to children, teachers, parents and Board of Management about **expected behaviour** so that the school will run smoothly and effectively.
- Help children to behave well and learn well.
- Develop children's self-esteem.
- Foster self-discipline and a sense of responsibility in the child.
- Foster respect and positive caring attitudes to one another and the environment.
- Ensure a safe and happy school environment for the whole school community.
- Enable teachers to teach without disruption.
- Ensure the right of every child to be educated and to learn.
- Enable school authorities to deal with challenging behaviour.

### **GENERAL EXPECTATIONS OF BEHAVIOUR**

#### **Pupils are expected to:**

- Show respect, politeness and co-operation in their interactions with others.
- Keep the rules.
- Show respect towards their own and other children's property, school property and the school environment.
- Respect the right of other pupils to learn. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- Behave in a way that will not endanger themselves or others.
- Behave in an orderly manner at all times; move quietly and safely in the classroom, on the corridors, going to and from the playground.
- Obey teacher's instructions at all times and to work to their best ability.
- Bring to school each day all the books, copies and materials necessary to do their class work properly.
- Stay within designated playground boundaries during break times and stay on school premises during school hours.
- Wear the school uniform.



## **STRATEGIES AND PROCEDURES TO PROMOTE POSITIVE BEHAVIOUR AND SELF ESTEEM**

Promoting good behaviour is the main goal of the code. The school takes note of TESS guidelines in this important area. Staff are also influenced by the “Restorative Practice” approach and may draw on it when dealing with misbehaviour.

The code includes an agreed system of strategies and procedures to encourage and promote positive behaviour. They include:

- **Clear boundaries and rules for pupils.** Classroom and yard rules have been established as part of an agreed systematic code of behaviour.
- ***Verbal Recognition/ Praise/encouragement.***  
It is important to name/describe the positive behaviour.
- ***Public affirmation and recognition at assembly and other school events.***
- ***Certificates*** – When a teacher observes a child trying their hardest to keep a rule in the classroom or anywhere around the school environment the teacher will praise the child noting the rule that they were good at keeping and they will reward the child with a **Green Card**. Any child who receives a Green Card will receive a certificate at the end of the day to coincide with the rule that they have kept.
- ***Stamps/Lucky Dip*** – If a child has tried hard to keep the rules and their name has not been placed on the “Miss Out” circle they will receive a stamp in their stamp booklet. When the child receives the required number of stamps they will receive a Lucky Dip or a homework pass.

**Junior Infants – 10 Stamps**

**Senior Infants – 20 Stamps**

**1<sup>st</sup> and 2<sup>nd</sup> classes – 40 Stamps = Homework pass.**

**80 Stamps = Small Lucky Dip Prize.**

**100 Stamps = Lucky Dip Prize.**



## **STRATEGIES & SANCTIONS FOR DEALING WITH MISBEHAVIOUR**

- A sanction is a form of positive intervention aimed at changing behaviour. Sanctions are used to help pupils to understand the consequences of their behaviour.
- There is an agreed system and ladder of intervention in place for dealing with misbehaviour.
- While it is important that rules and sanctions are applied consistently by all staff members, it is recognised that occasionally teachers may need to be flexible in the application of sanctions to suit the situation and /or age of the child.
- A record will be kept of continuous inappropriate behaviour in class/ school and all serious unacceptable behaviour in order to identify patterns of misbehaviour.
- Parents will be informed depending on the frequency and/or seriousness of the misbehaviour.
- The school will make every reasonable effort to accommodate and support parents in the best interest of the child. However, the Board has a responsibility in relation to pupils whose behaviour presents a challenge to the teaching and learning process.

## **INAPPROPRIATE SANCTIONS**

- Physical punishment or the threat of physical punishment: physical chastisement of a pupil is illegal under Section 24 of the ***Non-Fatal Offences against the Person Act 1997***
- Children will not be deprived of P.E. or any curricular subject or school outing as a form of punishment, except where there has been a pattern of dangerous and serious misbehaviour which could indicate a possible threat to the health and safety of self or others. (In exceptional cases, the principal may use his/her discretion to exclude a child from a school trip/extra-curricular activity in light of Health & Safety concerns for the child and those around him/her).
- Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence.
- Applying sanctions to whole groups or classes in cases of individual or small group wrongdoing.
- Leaving a student in an unsupervised situation- -e.g. outside classroom

***Temporarily removing a student from the classroom to a supervised location may be appropriate in the interest of classroom management and/or safety of self and others, in order to ensure the learning of other pupils and to help the individual pupil to recognise and learn about the impact and consequence of their behaviour.***

## **UNACCEPTABLE AND CHALLENGING BEHAVIOUR**

**The following behaviours are considered serious and unacceptable in our school:**

1. Deliberate or aggressive threatening behaviour towards a member of staff or another pupil. This unacceptable behaviour can be verbal, physical or the use of non-verbal gestures, and includes the use of foul language and gestures.
2. Intentional dangerous actions which threatens the safety of the child themselves or others.
3. Displaying a pattern of constant disruptive behaviour in class which interferes with teaching.
4. All forms of bullying (repeated incidences of violence, threats, verbal abuse, stealing, damaging belongings, exclusion of the same child/group, cyber bullying, bullying through text messages or voice mails).



## **RULES AND SANCTIONS IN THE CLASSROOM**

### **CLASSROOM RULES:**

1. Kind hands, feet and words.
2. Move quietly and safely.
3. Sit safely.
4. Good listening.
5. Wait and take your turn.
6. Put up your hand for help.
7. Do your best work.

### **CLASSROOM SANCTIONS:**

#### **FIRST RULE BREAKING: (PREVENTION STRATEGIES)**

If a child is breaking a rule the teacher will warn the child. The following are ways that the teacher will give the child a warning:

- Verbal warning. The teacher will speak to the child reminding them of which rule they are breaking.
- Get the child's attention and point to the rule that they are breaking.
- Make the child aware that they are breaking a rule and ask the child if they can tell the teacher what rule they are breaking.
- Proximal (positive) praise.
- Giving the child a stern look.
- The teacher may stand beside the child.
- The teacher can write the child's name on the blackboard.
- Flashing the yellow warning card when the teacher has the child's attention ("a word in time").
- Placing a yellow card down in front of the child. When the child has changed their behaviour the yellow card will be removed immediately from in front of the child.
- *For every reprimand the teacher has to give s/he will follow it with 2 forms of praise/encouragement*

#### **SECOND RULE BREAKING:**

- If after 2 of these warnings the child continues to misbehave, the child's name will go up on the first yellow circle. Child must name the rule.
- The teacher will remind the child of the consequence of breaking the rules again.

#### **THIRD RULE BREAKING:**

- If a child breaks the rules again their name will be placed in the second yellow circle.
  - Child must name the rule.
- The teacher will remind of the consequence of breaking the rule again.

#### **FOURTH RULE BREAKING:**

- The child's name will go up on the thinking chair picture
- The child will sit on the thinking chair to think about what they have done. (Age appropriate timer to be used).
- When the time is up, the teacher will ask the child which rule he/she has broken again. The child chooses to return to the class activity when he/she is ready to conform.
- The teacher will remind him/her of the consequences of breaking the rules again.



#### **FIFTH RULE BREAKING:**

- If the child continues to break the rules the child misses out on their stamp and their name goes in the Red Book.
- The teacher will remind the child of the consequence of breaking the rule again.



#### **SIXTH RULE BREAKING/ RED CARD:**

- If the child continues to break the rules after missing their stamp, they will receive **a red card.**
- The child will be sent to another classroom, with assigned work.
- A letter will be sent home to their Parents/Guardians (agreed D.F.L. template).
- If a child receives a Red Card from their teacher, it is recommended that parents take the opportunity to speak to their child about their behaviour.
- It would also be beneficial if the parent would arrange to meet the class teacher regarding the incident.

#### **RULES AND SANCTIONS IN THE SCHOOL YARD**

##### **YARD RULES:**

1. Play safely in your own yard.
2. Kind hands, feet and words.
3. Do what yard staff ask of you.
4. Ask for help.
5. Freeze when you hear the whistle.
6. Line up safely and quietly.



### **YARD SANCTIONS:**

#### **FIRST RULE BREAKING:**

- Verbal warning- child names the rule.

#### **SECOND RULE BREAKING:**

- Verbal warning- child names the rule which s/he has broken.
- Teacher reminds child of consequence of breaking the rule.

#### **THIRD RULE BREAKING:**

- Child goes to Time Out area on Yard (Exclusion Zone) for a short period.
- The teacher will ask the child what rule he/she is breaking.
- The teacher records incident on sticker to be given to class teacher at end of break. (Name, yard rule number, date and name of yard duty teacher to be recorded on sticker.)
- Child signals (raises hand) that he/she is ready to conform and go back to play.
- Sticker will be stored in Class Incident Book in order to monitor a possible pattern of misbehaviour.
- Class teacher will colour code the sticker to indicate type of misbehavior e.g. yellow for minor, red for more serious.

#### **TWO EXCLUSIONS ON YARD.**

- If a child continues to misbehave after leaving the Exclusion Zone, they will return immediately to the Exclusion Zone and issued with a second sticker.
- Their name will be placed /moved on the D.F.L chart in classroom.

## UNACCEPTABLE AND CHALLENGING BEHAVIOUR ON YARD

### RED CARD.

- Where there is a single serious incident, and/or where there is a threat to the safety of self or others, the child will be issued with **a Red Card and sent to the Exclusion Zone.**
- The child will lose the daily stamp.
- The Incident will be recorded in the **Serious Incident Book** in Principal's Office.
- A letter will be sent home to be signed by the parents/guardians.

**Please Note:** For health and safety reasons, the child may have to walk with the teacher for the remainder of the break or may have to be removed from yard immediately.

### CONTINUOUS MISBEHAVIOUR ON YARD:

- It is the responsibility of the class teacher to monitor the yard record entries in order to identify patterns of misbehaviour.
- At teacher's discretion, the following steps may be taken:
  - Discussion with child regarding consequences of next sanction
  - Meeting with parent/guardians
  - Red card to be issued
  - Referral to SET/CARE Team
  - Intervention of Principal

### RULES AND SANCTIONS FOR BREAKTIME IN THE CLASSROOM (WET DAYS)



#### ***Rules for Break-time in the Classroom (Wet Days)***

- As classroom rules
- Child must remain seated at desk

### ***Sanctions for Break-times in the Classroom (Wet Days)***

- As classroom sanctions

#### **Please Note:**

- In the interest of health and safety, a misbehaving child may be removed to a Thinking Chair on the corridor where s/he may be more easily supervised by the duty teacher
- Children may be removed from classroom for duration of break.

### **AROUND THE SCHOOL RULES AND SANCTIONS**

#### ***Around the school Rules***

- As classroom rules

#### ***Around the School Sanctions***

- As classroom sanctions

*At the start of each term any child whose name has been entered into the Red Book will be given a “**Fresh Start**”. This means that if a child’s name has been entered into the Red Book during the first term, they will be given two chances again before they have to visit the Principal’s office to explain their behaviour.*

*Please Note that in the case of a Serious Misdemeanour the child will be sent to the Principal immediately. (Please see our list of Serious Misdemeanours).*

### **INTERVENTION BY PRINCIPAL**



#### ***1<sup>ST</sup> Visit to the Principal:***

If a child receives **three Red Cards** in a term that child is brought up to the Principal to explain their behaviour and the principal records the child’s name in their own Red Book.

### **2<sup>nd</sup> Visit to the Principal:**

When a child's name appears in the Principal's Red Book **twice** the principal will arrange a meeting with the child, class teacher and Parent/ Guardian. The pattern of misbehaviour / serious incident will be discussed and strategies to improve behaviour will be discussed. At the principal's discretion, the following steps may be taken:

- Apology
- Referral to SET/ Care Team
- Differentiated curriculum
- Individual Behaviour Plan /Classroom Support Plan
- Referral to Outside Agencies – School Psychologist, E.W.O, Special Needs Organiser, Child Guidance Clinic etc
- In –house suspension -removal to different class –short term/permanent basis
- Loss of Privilege – at home /school
- Removal from designated yard to another yard
- Detention from yard
- Shorten school day
- Parents may be informed that suspension may follow if misbehaviour continues.
- A contract will be drawn up and signed by parents and child.

***If the pupil does not respond to the strategies outlined in the contract and/or if a serious incident constitutes a threat to the safety of self and others, the Principal will request an urgent meeting with the parents. Suspension may be considered. The procedures for suspension and expulsion of pupils are noted in more detail in the full Code of Behaviour document.***

**The full Code of Behaviour is available on our website –**

**[www.scoilnanonagle.com](http://www.scoilnanonagle.com)**

\*\*\*\*\*

### **BULLYING AND HARRASSMENT**

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation, taunting, and in recent times cyber bullying and text messaging. All forms of bullying will not be tolerated. Parents are expected to cooperate with the school at all times in dealing with instances of bullying, in accordance with the school's Anti-Bullying Policy. This policy is available on the school website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com)

## SECTION NINE: ABSENCES FROM SCHOOL

### WHEN YOUR CHILD IS ABSENT

Pupils are expected to be punctual and to attend every day unless there is a genuine reason for absence. The school is legally obliged to report absences of over 20 school days to the state agency responsible for these issues – TESS (Tusla Education Support Service)

All absences must be accounted for by parents/guardian either by writing a note of explanation or by making contact with the school.

The school has successfully introduced a texting service to track and report absent pupils. Parents/guardians may ring or send a text to **087 1755308**, stating the reason for the absence. If the school does not receive an explanation by 10 o'clock on the day the child is absent, the school will send a text to the parents/guardians.



**087 1755308**



or



## SECTION TEN: THE PRIMARY SCHOOL CURRICULUM



### CURRICULUM

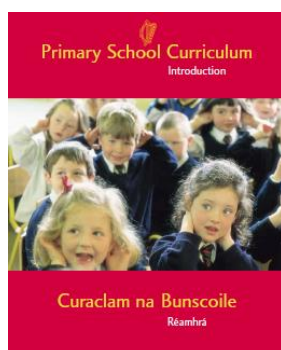
Like all primary schools in Ireland, Scoil Nano Nagle embraces the revised **Primary School Curriculum (1999)** prescribed by the Department of Education and Skills. This sets out what children should be learning and experiencing at each class level, from junior infants up to 2<sup>nd</sup> class, in our case.

The curriculum at Scoil Nano Nagle provides for broad, balanced and relevant learning experiences. We aim to create a learning environment that recognises and respects individual developmental needs in a caring and supportive manner. A wide variety of traditional and modern teaching methods and approaches are used and many aspects are integrated throughout the day to deliver the revised primary curriculum.

The curriculum, including subject statements and teacher guidelines, and a range of other supportive documentation for parents can be accessed from the website of the NCCA (National Council for Curriculum and Assessment) – [www.ncca.ie](http://www.ncca.ie)

As the curriculum is updated and amended, the school commits to complying with these changes. An example of this is the phased introduction of the new Primary Language Curriculum since 2019.

The curriculum is laid out in seven curriculum areas. Some areas consist of just one subject, others contain more than one subject. There are twelve subjects in all. This structure is described in more detail in the next section.





## THE STRUCTURE OF THE PRIMARY SCHOOL CURRICULUM

### Language:

*Gaeilge English*

### Mathematics

### Social, Environmental and Scientific Education (S.E.S.E):

*History Geography Science*

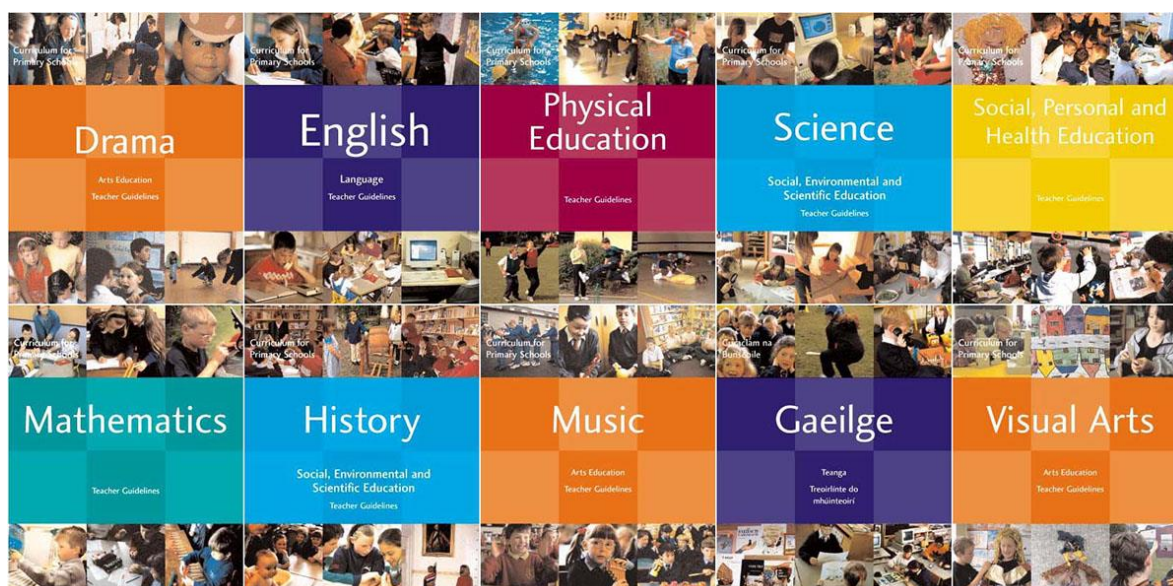
### Arts Education:

*Visual Arts Music Drama*

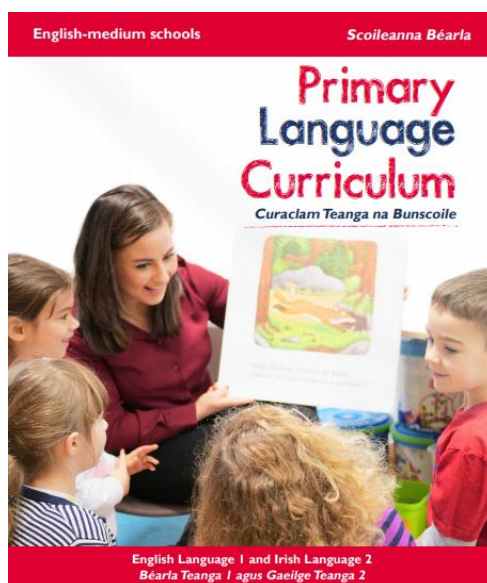
### Physical Education

### Social, Personal and Health Education (S.P.H.E.)

### Religious Education







## **GAEILGE**

The new Primary Language Curriculum (PLC) is based on the use of language for communication. In every Irish lesson, children will be encouraged to use the Irish they have learned in real and enjoyable situations. They will use short phrases and short answers to questions in the context of role-playing, games and other activities. The most important thing is that they will be able to understand spoken Irish and use a little Irish successfully. These activities will lay the foundation for formal reading and writing.

## **ENGLISH**

The Primary Language Curriculum (PLC) links oral language, reading and writing activities in order to help children achieve competency in literacy acquisition.

In infant classes, great emphasis is placed on the development of oral language skills, building up the child's vocabulary and ability to use language. They will also experience a rich variety of emergent reading activities in preparation for formal reading. The approach to the teaching and learning of reading is based on the child's general language development and on the development of phonemic and phonological awareness. What you as parents will notice most readily is that your children's reading experience will no longer be confined to a class reader. They will be encouraged to read a wide range of different types of books through all class ranges.

Children will have access to a well-stocked school library and classroom libraries. The school has recently heavily invested in new guided reading books.



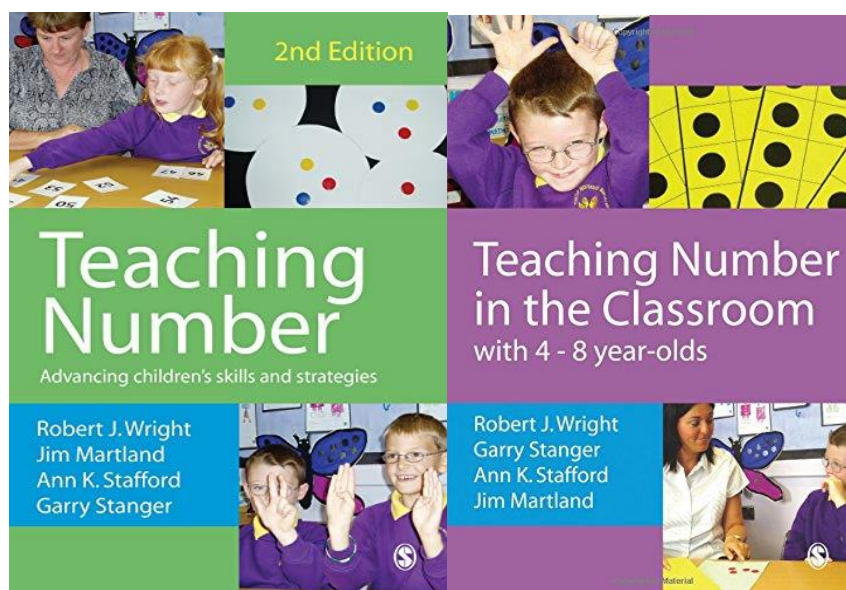
In conjunction with learning to read, children will engage in a wide variety of formal and informal writing activities.

## **MATHEMATICS**

In the Mathematics curriculum children at all levels will have experience of all five strands of the curriculum: ***Number, Algebra, Shape and Space, Measure and Data.*** ***The school's numeracy plan is guided by the principles and approaches of Maths Recovery.***

Great importance is still given to traditional skills, such as memorising number facts (tables). However, the development of estimation skills is strongly emphasised with children being encouraged to work out what the answer might be.

The curriculum also stresses real-life problem solving and gives children plenty of experience in handling materials such as weights, money, liquids, beads and counters. Children will be involved in activities that will help them to appreciate that mathematics is not only essential for daily living but can also be great fun.



## **SOCIAL ENVIRONMENTAL AND SCIENTIFIC EDUCATION (SESE)**

Social, environmental and scientific education is made up of history, geography and science. Through SESE children learn about how to understand the world around them. They also learn about the past and how it has made us what we are. In developing this understanding the curriculum helps the child to acquire open, critical and responsible attitudes and to live as an informed and caring member of the local and wider communities.

## **ARTS EDUCATION**

Arts education comprises **visual arts, music and drama**.

**Visual arts** will give children opportunities to express themselves through drawing, painting, print-making, using colour, modeling in clay, constructing things using different materials, and working with fabric and other textiles. As well as expressing themselves in these different ways children will also be encouraged to respond and react to a variety of pieces of art.

**Music:** There are three main areas in the music curriculum: listening and responding to music, performing and composing. Children will listen to a wide variety of music and respond to it in different ways. They will sing songs and learn to read music through song-singing activities. Composing will involve children in exploring sound by allowing them to play with simple musical ideas using different musical instruments. In this way they will be encouraged to create their own composition.

**Drama:** Drama stimulates children's imagination in an exciting way. In the early stages it is approached through make-believe play. It is always based on story, and children will create the drama through their own words and actions. This provides them with a different way of learning and knowing and gives them new insights and in understanding. Drama is a special type of learning experience.



## **PHYSICAL EDUCATION**

Physical education contributes to children's overall development by helping them to lead full, active and healthy lives. It also gives children opportunities for learning through the medium of movement and dance. The P.E. curriculum stresses the importance of enjoyment and play, and all children are encouraged to take part in as many activities as possible. Children go to the hall twice a week for physical education. For insurance purposes, runners must be worn. Children are expected to wear the school tracksuit.



## **SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE)**

Social, personal and health education is concerned with the personal development of the child and with his/her health and well-being. It is therefore, one of the most important areas of the child's education. It helps children to understand how to care for themselves, and it fosters in them a sense of responsibility for their own actions.

### **Skills and Attitudes:**

SPHE is also concerned with helping children to develop skills, attitudes and self-esteem that will bring the greatest fulfillment and happiness to their lives. It is an important part of all school and classroom activity, but it is also given its own individual space in the timetable.

### **Care and Respect for Others:**

SPHE helps children to develop a sense of care and respect for themselves, and for other people. It also promotes responsible social behaviour, helping children to relate successfully to others and to work with others in resolving conflicts.

### **A Sense of Community:**

Through SPHE children develop a sense of care and respect for themselves and for other people. It also promotes responsible social behaviour, helping children to relate successfully to others, and to work with others in solving problems.

### **SPHE and RSE**

Relationships and sexuality education (RSE) is now part of our SPHE curriculum. We also include other programmes, such as Stay Safe and Walk Tall and Water Safety. Parents/guardians who do not wish their children to take part in any of these lessons should inform the school in writing.



### **AISTEAR**

Aistear is the curriculum framework for children from birth to six years in Ireland. It provides information for adults to help them plan for and provide enjoyable and challenging learning experiences, so that all children can grow and develop as competent and confident learners within respectful relationships with others. Aistear describes the types of learning that are important for children in their early years, and offers ideas and suggestions as to how this learning might be nurtured. Scoil Nano Nagle fully embraces the Aistear approach at infant level.



## **RELIGIOUS EDUCATION**

The teaching of Religious Education throughout the school is in accordance with the programme stipulated by the Diocesan Advisors. The *Veritas Grow in Love* scheme is used throughout the school. It is a development scheme, which builds upon what has gone before. All sorts of activities such as art, creative writing, drama and music are used to help the children understand the Christian message and relate it to their lives, helping them to develop spiritually, morally and socially.

It is important to note that Religious Education in a Catholic School cannot be just confined to specific RE lessons. It permeates all aspects of school life. Children take part in daily collective prayer. This may be within their own classroom, or with the whole school at assemblies or other church services. Children are prepared for the sacraments of Reconciliation and Holy Communion in second class. The school community also celebrate *Catholic Schools Week* each January.

Parents who do not wish their children to be taught formal Catholic instruction should seek a meeting with the principal to discuss this matter. The school will respond within its capacity.

The school community is very proud of its long links with the Salesian order and appreciates the service of the order to the school and its activities down through the years. This ethos is evident in the life of the school each and every day.



## **SECTION ELEVEN: FEATURES OF OUR SCHOOL'S PROGRAMME**

### **ASSESSMENT**

Assessment plays an important role in teaching and learning in our school. It is the means by which teachers keep track of children's progress in learning. Through assessment the teacher can build up a picture of the learning needs of the child and plan future work accordingly. Assessment is also used to identify children with learning difficulties so that they can be given the support and assistance they need. Emphasis is placed on prevention and early identification. The educational progress of all children is monitored and screened at regular intervals from junior infants to second class.

All areas of the curriculum and all the different aspects of learning are assessed. It will take account of the child's self-esteem, behaviour, social interaction, and a wide range of knowledge, skills, attitudes and values. A varied range of assessment tools are used e.g. teacher observation, classwork, homework, discussion with pupils, standardised tests and other diagnostic tests.



### **LEARNING SUPPORT**

Subject to the resources provided to us by the Department of Education and Skills, the school's special education team offer additional support to some pupils. This is often done in-class, in co-operation with the class teacher. Sometimes, in exceptional circumstances, pupils may be withdrawn from the class into smaller groups for additional teaching for short periods of time during the week. All arrangements are subject to parent consent. Assistance may be sought from other outside agencies. Where access is officially granted by the NCSE (National Council for Special Education), a child may be supported by the school's SNA (special needs assistant) team.



## **SECTION TWELVE: THE SCHOOL AND PARENTS**

### **HOME-SCHOOL COMMUNITY LIAISON SCHEME**

Through the Home-School Community Liaison scheme, parents have the opportunity to become involved in a variety of leisure and educational activities. The school has a Home-School Community Liaison Coordinator whose role specifically involves working with parents/guardians.

Parents have sought to improve their own skills and knowledge in areas such as languages, computers, gardening, cookery, sign language, first aid, yoga, child care, parenting, personal development and self-esteem courses. Courses are also run to enable parents to keep abreast of and to help their children with their homework. Many parents come into the school to share their skills with the children in a variety of areas. Apart from acting as a resource in this way to children and teachers, parents also act as a resource to other parents. Parents sometimes run courses for other parents - Irish classes, curriculum workshops, knitting and sewing etc... Classes are always subject to a minimum number registering.

Our Home-School Community Liaison Coordinator is Ms. Edel Fassnidge and she is contactable at [hsclnanonagle@gmail.com](mailto:hsclnanonagle@gmail.com) or (089) 412 6918.



### **PARENTS' ASSOCIATION**

The school acknowledges and welcomes the support and co-operation of all parents always. A Parents' association has been set up for the purpose of enabling parents to support the school community. Our association is affiliated to the National Parents Council (NPC) and their guidelines. The Parents' Association have a notice board at reception, and have a dedicated space on the school website – [www.scoilnanonagle.com](http://www.scoilnanonagle.com) If you wish to



become involved, please give your name to the Home-School Community Liaison Coordinator or to any member of the association.



## **HOME/SCHOOL COMMUNICATION**

Frequent communication is of vital importance in developing and nurturing co-operation between home and school. Routine enquiries about aspects of the school practices or and/or procedures should be raised with the school secretary or class teacher as appropriate.

In our school, communication between parents/guardians takes place in the following ways:

- **The school website:** [www.scoilnanonagle.com](http://www.scoilnanonagle.com) This website is very useful for keeping up-to-date on what is going on in the school. It contains pictures and news on the various activities that involve parents and children. Newsletters are published every Thursday and then posted on the website. There is a section on the Parent's Association as well as the school calendar which can be downloaded from the site. There is also an archive of past events on the site.
- **Class Dojo:** The school's digital platform.
- **Informal meetings** at opening/closing times and at school events.
- **Individual consultations:** This occurs where a parent requests a meeting to exchange information or to discuss matters of concern. If the interview requires a lengthy meeting (say more than 5 minutes), please arrange an appointment through the secretary or by writing a note to the class teacher to facilitate the smooth running of the school.
- **Home/school visitations:** The Home-School Community Liaison Coordinator makes informal house calls to homes regarding aspects of school life.
- **Appointment with principal:** Please make an appointment with the school secretary.

**Please Note:** *when making an appointment with the class teacher or principal, it is necessary to state the purpose of the visit so that the teacher/principal may undertake whatever preparation is necessary.*

- **Formal Parent-Teacher meetings** are held in the school each year, typically in November.
- **School reports** are issued for all pupils at the end of the school year.
- **First Communion preparation:** Meetings are held to facilitate preparation for First Communion.
- **Induction Meetings:** Meetings are held for the parents/guardians of new Early Start pupils, new Junior Infant pupils and pupils new to our Special classes for Pupils with Autism Spectrum Disorder .
- **Notes in pupil's packs**
- **Newsletters**



## **COMPLAINTS PROCEDURE**

It is in the interest of pupils, parents and teachers that good relations should exist between home and school. The teachers are willing to discuss any problems that may arise from time to time. **With mutual respect and goodwill, most problems can be resolved readily.**

In normal circumstances, complaints about any aspect of the running of the school should be raised as follows:

### **Step 1:**

Make an appointment with the class teacher with a view to resolving the complaint.

### **Step 2:**

If the matter is not resolved, the parent/guardian should make an appointment through the school secretary to see the principal.

**Step 3:**

If the complaint is still not resolved, parents should make an appointment to meet with the Chairperson of the Board of Management.

**Step 4:**

If the complaint is still unresolved, it should be lodged in writing with the Chairperson of the Board of Management.

**Step 5:**

The Chairperson will investigate the precise nature of the written complaint and make every **reasonable effort** to resolve the matter.

## **HOMEWORK**

It is school policy that children do homework. Homework has a particular part to play in helping children to learn. It is important that there are close links between parents and the school with regard to homework. Parents can help by:



- Setting suitable times for doing homework.
- Making sure children have a suitable place for doing the homework.
- Encouraging your children's work.
- Making sure that children make an honest effort to do the homework without assistance. Sign completed homework when your child has completed his/her best effort.
- Help should take the form of prompting and guiding the child towards completing the task.
- Setting a reasonable amount of time for homework.
- Writing a note to the teacher if the children is having continuous difficulty, despite giving them a reasonable amount of help.
- Give a little time each evening to reading with your child. This time can be an opportunity to communicate with your child.

At the beginning of the school year teachers will send home written information and guidelines about homework. The school's homework policy is available through the school website [www.scoilnannagle.com](http://www.scoilnannagle.com)

## **SECTION THIRTEEN: PREPARING FOR SCHOOL AND COPING WITH THE FIRST YEAR**

We understand that starting school is a significant milestone in the life of your child.



You can help make the transition from home to school easy for your child by providing safe opportunities for him/her to spend time away from you and with other children to learn to share and take turns. Your child will have an opportunity to visit the school and classroom in June and will be familiar with the school setting.

In school we encourage each child to do/his/her best through individual, group and whole class activities. All children learn at their pace. Just as children walk and talk at different ages, they also read and write when they are ready. All children are different, and each will progress at his/her own pace.

### **WAYS YOU CAN HELP YOUR CHILD BEFORE STARTING SCHOOL**

Help your child to become independent by training him/her to:

- Use the toilet, wash and dry hands without help.
- Put on/take off his/her coat.
- To do/undo buttons and zips.
- Open/close school bags, lunch boxes and drink containers.
- Use a tissue.
- Recognise his/her own belongings.
- Give your child time to enjoy your company.
- Talk to your child and encourage him/her to express themselves.

Other useful ideas:

- Read and enjoy stories together. Talk about the story.
- Repeat nursery rhymes
- Identify colours and shapes.
- Provide paper, crayons and paints for colouring and scribbling.
- Provide jigsaws, Lego, playdough, etc.
- Help him/her to cut out using blunt scissors.
- Allow your child to play with sand and water.
- Do as little as possible for your child to develop independence.
- Praise his/her efforts at every opportunity.
- Don't criticize.
- If children feel you have confidence in them, they will feel they can achieve.



## **THE FIRST DAY OF SCHOOL**

- Start with a good breakfast.
- Come to the line on time on the day.
- Give a hug, say goodbye and give assurance that you will collect him/her at the proper time.
- Then leave! Almost all children are busy and happy within minutes of their parents leaving.
- For the first few weeks your child will have a shorter day – **they will receive a small healthy snack from the school.**
- New infants are usually very tired when they start school first so please help them by making sure they go to bed early.
- **Please do not collect your child from the class line without acknowledging the teacher.**
- Towards the end of September, the children will be in school for the full day: 9.00 a.m. - 1.40 p.m. **They will be provided with a full healthy lunch in school.**

- At 1.40 p.m. the teachers will bring the children out to their line in the playground. Please wait until the children are in their own space in the playground before taking them.



### **Children Learn What They Live**

**If a child lives with criticism,**

**He learns to condemn.**

**If a child lives with hostility,**

**He learns to fight.**

**If a child lives with ridicule,**

**He learns to be shy.**

**If a child lives with shame,**

**He learns to feel guilty.**

**If a child lives with tolerance,**

**He learns to be patient.**

**If a child lives with encouragement,**

**He learns confidence.**

**If a child lives with praise,**

**He learns to appreciate.**

**If a child lives with fairness,**

**He learns justice.  
If a child lives with security,  
He learns to have faith.  
If a child lives with approval,  
He learns to like himself.  
If a child lives with acceptance and friendship,  
He learns to find love in the world!**