

ENROLMENT POLICY

**Moyderwell Mercy Primary School,
Tralee, Co. Kerry**

The Board of Management of Moyderwell Mercy Primary School has laid out its Enrolment Policy in accordance with the provisions of the Education Act 1998. The Board of Management trusts that by so doing parents will be assisted in relation to enrolment matters and furthermore, the chairperson of the Board Mr. James Finucane and the Principal Mrs. Moira Quinlan (066-7124403) will be happy to clarify any further matters arising from the policy.

Moyderwell Mercy Primary School operates under the Rules for National Schools, the Education Act (1998), The Education Welfare Act (2000), enacted sections of the Education of Persons with Special Education Needs Act (2004), all relevant equality legislation and Department of Education and Skills (DES) Circulars.

Rationale:

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

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

School:

Moyderwell Mercy Primary School, Tralee, Co. Kerry

Roll No: 13530D

Telephone : 066-7124403

Fax: 066-7124407

Email: mercymoyderwell@eircom.net

Website: www.moyderwellmercy.ie

Mission Statement:

Inspired by the vision of Catherine McAuley, Mercy Education is committed to holistic development and to the achievement of the full potential of each student, including those who are disadvantaged or marginalised. It is a process informed and influenced by the teaching and example of Jesus Christ and is conducted in an atmosphere of care, respect and joy. Mercy education is committed to on-going whole-school development, staff, parents and the wider community. We in Moyderwell Mercy Primary School embrace this philosophy of Mercy education as the ethos of our school.

Range of classes taught:

Fully vertical co-educational school catering for boys and girls from infants to sixth class. The school also has a Speech and Language class (see separate enrolment policy attached).

Denominational Character & Ethos:

This is a Catholic School, which upholds the Mercy ethos, welcoming and supporting children of all denominations and none.

Moyderwell Mercy Primary School depends on the grants and a teacher resource provided by DES and operates within Department guidelines and regulations. School policy has regards to funding available. The school follows curricular programmes prescribed by the DES, which may be amended in accordance with Sections 9 and 30 of the Education Act.

Operating Context:

- ❖ Moyderwell Mercy Primary School is under the patronage of the Roman Catholic Bishop of Kerry – Bishop Ray Browne
- ❖ The management body of the school is the Board of Management appointed according to the Constitution of Board and Rules of Procedure 2011
- ❖ The day-to-day running of the school is carried out by the legally appointed Principal
- ❖ The school is staffed in accordance with pupil-teacher ratio as outlined by the DES which is currently 28:1

Teaching and SNA Staff:

At present the staff is comprised of: 1 Principal Teacher, 15 Classroom Teachers, 8 Learning Support/Resource/English Language Support Teachers, (including 1 Reading Recovery Teacher, 1 Maths Recovery Teacher), 1 HSCL; 1 Speech & Language Special Class Teacher and 7 Special Needs Assistants (4 Full- Time, 3 part-time).

Within the context and parameters of Department regulations and programme, the Rights of the Patron as set out in the Education Act (1998) and the funding and resources available, Moyderwell Mercy Primary School supports the principles of:

- Inclusiveness – particularly with reference to the enrolment of children with disability or other special educational needs
- Equality of access and participation in the school
- Respect for the diversity of values, beliefs, traditions, languages and ways of life in society
- Parental choice in relation to enrolment

School Opening Hours:

09.00	Classes start
10.30-10.40	SOS (First small break)
12.15-12.45	Lunchtime Junior Infants – 2 nd class
12.45-13.15	Lunchtime 3 rd to 6 th class
13.40	Dismissal of Junior and Senior Infants
14.40	Dismissal of 1 st to 6 th classes

Junior Infants go home at 12 o'clock for the maximum of first two weeks in September.

Junior Infant Application for Enrolment - Procedure:

Admission to the school will be subject to the decision by the Board of Management subsequent to the receipt of Enrolment/Application form (a copy of the form is attached as Appendix 1). The school will communicate to the school community that it is accepting enrolment applications by placing a notice in the school newsletter, school notice board, by text to all present parents and to all the pre-schools in the area. A public notice is also placed on railings outside school gates for two weeks prior to closing date. The closing date for receipt of applications is 31st January.

Provision of Key information by Parents/Guardians:

The school has a specific enrolment application form (Appendix 1). A copy of this form may be obtained in person, or by request through phone or email from school office.

A registration Form (Appendix 2) also forms part of the enrolment procedure. This form will accompany the letter of offer that will be sent to parents/guardians of

successful applicants. The completed registration form must be returned to the school within the timeline specified in the letter of offer. Failure to do so will be interpreted as a refusal of the offer to enrol.

Successful applicants will be invited to an Induction Morning during the month of March.

The address at which the applicant resides will be the address used by the school for correspondence regarding enrolment.

The completion of an enrolment application form or the placement of your child's /ward's name on a list, however early, does not confer an automatic right to a place in the school.

Decision Making

Decisions in relation to applications for enrolment are made by the Board of Management in accordance with school policy. The Board will notify parents of their decision within 21 days of the closing date for the receipt of applications.

The Board will have regard for relevant Department of Education and Skills guidelines in relation to class size and staffing provisions and/or any other relevant requirements concerning accommodation, including physical space and the health and welfare of children.

The Board is bound by the Department of Education and Skills' *Rules for National Schools* which provides that pupils may only be enrolled from the age of 4 years and upwards, though compulsory attendance does not apply until the age of 6 years. Children applying to enroll in Moyderwell Mercy Primary School must have reached the age of 4 years by August 31st of the year they will commence school.

In the event of applications exceeding the number of available places, the following decision making process will apply:

- a) Applicants with siblings currently enrolled in the school (including stepsiblings resident at the same address) ... priority to the eldest
- b) Children living within the parish ... priority to the eldest
- c) Children of current school staff ... priority to the eldest
- d) Random selection (independently verified)... priority to the eldest

The Board of Management reserves the right to determine the maximum number of children in each separate classroom bearing in mind Department and Education Guidelines in relation to class size and staffing provisions. Other factors that may be considered are:

- Size and available space in classroom
- Educational needs of children of a particular age
- Multi-grade classes
- Presence of children with special educational/behavioural needs
- Health and Safety

Admission Day/Date:

Junior Infants, with the exception of students transferring from another school, may only be admitted to the school prior to 30th September of the enrolling year.

Special Education Needs:

On enrolment of children with special needs the Board of Management will request a copy of the child's medical and/or psychological report or where such a report is not available, will request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required.

Following receipt of the report, the Board will assess how the school can meet the needs specified in the report. Where the Board deems that further resources are required, it will request the Special Education Needs Organiser (NCSE see Circular 01/05) to provide the resources required to meet the needs of the child as outlined in the psychological and/or medical report. These resources may include for example, access to or the provision of any or a combination of the following: visiting teacher service, resource teacher for special needs, special needs assistant, specialised equipment or furniture, transport services or other.

The school will meet with the parents/guardians of the child and with the SENO to discuss the child's needs and the school's suitability or capability in meeting those needs. Where necessary, a full case conference involving all parties will be held, which may include parents, principal, class teacher, learning support teacher, special class teacher, resource teacher for special needs, Special Educational Needs Organiser or psychologist, as appropriate.

It may, in certain circumstances, be necessary for the Board of Management to defer admission of a child pending the completion of an assessment report and/or provision of the necessary resources by the Department of Education and Skills.

Pupils wishing to transfer from other schools:

Applications for enrolment during the school year will be considered subject to school policy, available space and the provision of information concerning attendance and the child's educational progress.

Such applications will be reviewed on a case by case basis and will normally only be considered for admission on the first day of each new term unless the applicant is newly resident in the area.

Code of Behaviour:

All offers of enrolment are subject to acceptance of the school's Code of Behaviour, a copy of which is appended to this policy.

Appeals

The Board of Management of Moyderwell Mercy Primary School in compliance with section 19(3) of the Educational Welfare Act 2000 will make a decision in writing in respect of an application for enrolment within 21 days of the closing date for the receipt of enrolment applications and will inform the parents/guardians in writing of that decision.

Parents/guardians will be informed of their entitlement to appeal a decision of the Board of Management in relation to a refusal to enrol in the letter issued 21 days after the closing date for the receipt of applications. (Please note the address at which the applicant resides will be the address used by the school for correspondence regarding enrolment)

If the Board of Management refuses to enrol a student in the school, the parent/guardian of the student may appeal the decision at local level. The appeal must be submitted within 10 days of the date of the refusal to enrol. It must be made in writing, addressed to the Chairperson of the Board, and clearly state the grounds for the appeal. The Board of Management will respond within 10 days of the receipt of such an appeal.

If following the conclusion of the appeal procedures at school level, a parent/guardian is dissatisfied with the decision made that parent/guardian has a statutory entitlement under section 29 of the Education Act(as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007, to appeal that decision to the Secretary General of the Department of Education & Skills. It should be noted that such an appeal must be lodged within 42 days of the schools refusal to enrol.

Details on appealing decisions on enrolment under section 29 of the Education Act (as amended by Section 4 of the Education [Miscellaneous Provisions] Act, 2007) are available on the Department of Education and Skills website at www.education.ie

Exceptional Cases

The Board of Management of Moyderwell Mercy Primary School reserves the right to refuse enrolment or, to rescind an offer of enrolment to any child, in exceptional cases. Such an exceptional case could arise where either:

1. The child has special needs such that, even with additional resources available from the Department of Education & Skills, the school cannot meet such needs and/or provide the student with an appropriate education, or
2. In the opinion of the Board of Management, the student poses an unacceptable risk to other students, to school staff or to school property.

Policy Approval/Ratification

This policy was ratified by the Board of Management of Moyderwell Mercy Primary School on

Signed: _____ Chairperson, Board of Management

*The contents of this policy have been approved by St. Senan's Education Office,
acting on behalf of the Patron.*

Appendix (1)

Enrolment Application Form

Moyderwell Mercy Primary School Enrolment Year: 2015/16

Pupil's First Name: _____ Surname: _____

Date of Birth: _____ Gender: _____

Address (at which the applicant resides): _____

Name and Class Sibling(s) currently enrolled: _____

Parish in which the applicant resides: _____

Parent(s)/Guardian(s) Details:

Name: _____ { } Parent { } Custodian { } Legal Guardian

Address: _____

Home Tel: _____ Mobile: _____ Email: _____

Name: _____ { } Parent { } Custodian { } Legal Guardian

Address: _____

Home Tel: _____ Mobile: _____ Email: _____

Signature1: _____ Signature 2: _____

Date: _____ Date: _____

Completed enrolment applications must be returned to Moyderwell Mercy Primary School, Moyderwell, Tralee, Co. Kerry no later than 5 p.m on 31st January.

REGISTRATION F O R M

Birth & Baptismal Certificates are Required

Name of Child: _____ PPS _____ No: _____

Address: _____

_____ Date of Birth: _____

Father's Name & Address: _____
(if different)

_____ Occupation: _____

Mother's Name/Maiden Name: _____ Occupation: _____

Telephone No: Mother: _____ Father: _____

Family _____ Doctors: _____

Religion of child (Please specify): _____ No Consent

No of children in family: _____ Siblings that attend/have attended Mercy
Moyderwell:

Name: _____ Class: _____ Name: _____ Class: _____

Name: _____ Class: _____ Name: _____ Class: _____

If either parent/guardian previously attended Mercy Moyderwell please state:

Name: _____ Years: _____

Medical Card No: _____ or S.W. entitlement: _____

Any known Learning Disability or concern: _____

Allergies:

Nationality of Parents/Country of Origin:

Date of Arrival in Ireland:

Nationality of child:

Schools & Classes previously attended:

Duration of Attendance:

Name of Pre-School Attended:

Emergency Telephone Nos:

To which ethnic or cultural background group does your child belong (please tick one)

<input type="checkbox"/> White Irish	<input type="checkbox"/> Irish Traveller	<input type="checkbox"/> Roma
<input type="checkbox"/> Any other White	<input type="checkbox"/> Black African	<input type="checkbox"/> Any other Black
<input type="checkbox"/> Background		<input type="checkbox"/> Background
<input type="checkbox"/> Chinese	<input type="checkbox"/> Any other Asian	<input type="checkbox"/> Other (inc. mixed
	<input type="checkbox"/> Background	<input type="checkbox"/> background

☐ No Consent

Any Additional Information: _____

In the event of a serious accident or emergency, I give permission for the teacher to call a Doctor or take my child to Casualty.

Relationships and Sexuality Education provides opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. It is a spiral curriculum which means that topics are developed each year to suit the age and maturity of the children.

I wish to take part in the RSE Programme

Please tick yes or no

I hereby give permission for my child to be videoed or photographed for school related purposes. This may involve the inclusion of your child in the school brochure, school website or external websites. Individual student's names will not be published in relation to any of these photos, etc.

Yes No

I hereby give permission for my child's photo to be published in local media e.g. "The Kerryman" or "Kerry's Eye", relating to school events. In some cases, your child's name may be published with the photo.

Yes No

Signature: _____ Date: _____

Signature: _____ Date: _____

OFFICE USE ONLY:

Date of Admission _____ Registration _____ No: _____

Teacher: _____ Class: _____

Birth Certificate Yes / No Baptismal Certificate Yes / No

Appendix 3

Letter on receipt of Application for Enrolment to Moyderwell Mercy Primary School, Tralee, Co. Kerry.

Date:

Dear

I wish to acknowledge receipt of _____ application form.

It will be assessed under the criteria outlined in our Admissions Policy in early February. When the proposed enrolments are approved by the Board of Management, you will be notified in writing of the outcome within twenty-one days as prescribed in the Education Welfare Act. (If refused admission, you will be notified of your entitlement to appeal under section 29 of the Education Act 1998)

Yours sincerely,

Moirá Quinlan
Principal

Appendix 4

**SPECIFIC SPEECH AND
LANGUAGE IMPAIRMENT
CLASS,
MOYDERWELL
PRIMARY SCHOOL,**

MERCY

TRALEE POLICIES AND PROCEDURES

Date of Original document	Date of review & revision	Next Review date	Document Revised by	Responsibility for review
Nov 2008	Jan 2013	Dec 2013	Marian Curtin, Senior Speech and Language Therapist Denise Tangney, Senior Speech and Language Therapist	Maira Quinlan, Principal, Moyderwell Mercy, Primary School Angela O'Neill SLT Manager HSE
Ratified by Board of Management Moyderwell Mercy Primary School				

SECTION 1

APPLICATION & ADMISSIONS PROCEDURES FOR

SSLI CLASS PLACEMENT

Application for a place in the Language Class

Parents should contact the school on (066) 7124403 for an **application form for the language class**. (Appendix 1). It is important that the language class is specified; otherwise a general school enrolment form may be sent.

The application form, along with an information pack (Appendix 2) about the class and the application process will be sent out from the school. Parents retain this form until all the reports that are required to be submitted to the school with this completed application form are available (see below). The closing date for the receipt of the completed application form and accompanying reports is **30th April**.

The Department of Education & Skills (DES) have established criteria to identify children who are eligible for the language class (Appendix 3). These criteria are included in the parents' information pack. Children who do not meet these criteria cannot be offered a place in the class.

Two up to date reports are required and should be submitted with the completed application form, by 30th April. These reports are:

- (1) **Speech & Language Therapy (SLT) Report**, which includes results of standardised assessment/s of speech and language as required by the Dept. of Education & Skills.
- (2) **Psychological Assessment Report**, that clearly identifies performance/nonverbal IQ as required by the Dept. of Education & Skills.

To further assist the Advisory Admissions Board, parents are asked to return the following:

- Completed school or preschool report. Blank report forms are provided to parents. (Appendix 4/5)

- 2 completed Social, Emotional and Behavioural Rating Forms, blank forms are provided to parents. (Appendix 6) One of these is to be completed by the child's school or preschool, and one is to be completed jointly by parent(s) and the speech & language therapist who is working with the child at the time.

Where the child is attending a HSE Speech & Language Therapist, the therapist will provide parents with the SLT report and will assist parents in getting the other reports and rating forms completed, in order to send in to Moyderwell Mercy Primary School in advance of the 30th April deadline.

Parents are advised to liaise closely with their SLT once they receive the application form.

A template for the SLT report is provided to parents so that they can make this available to their child's therapist, in particular if they are attending therapy outside of the HSE Kerry PCCC SLT Service. (Appendix 7)

Parents must pre arrange an appointment with the school and submit, in person, the relevant reports and completed application form. These need to be received by 30th April. Applications are checked on receipt by the school. Any errors or omissions are brought to parents' attention as soon as possible and to be rectified by the closing date. To ensure this process occurs in a timely manner it is important that the appointment is arranged in advance of the 30th April. This will allow for any amendments to be made and re-submitted before the deadline (i.e. 30th April)

The language class SLT will meet with parents and children who are prospective applicants before the application is considered. This is to give parents the opportunity to ask any questions they may have and also provides the language class therapist the opportunity to meet each child and be better able to discuss him /her at the admissions meeting.

The Admissions meeting is held usually in mid May. This is chaired by the Principal or Deputy Principal of Moyderwell Mercy Primary School.

At this meeting, the Advisory Admissions Board reviews and discusses the applications received and:

- Identifies eligible applicants
- in the event that there are more eligible applicants than available places, the Advisory Admissions Board prioritises the eligible applicants. The Priority Rating Scale (Appendix 8) is completed, one for each child. Applicants are ranked in order of priority and the available spaces allocated to those children

deemed by the Board to be of relatively higher priority. The prioritisation rating scale takes into account factors such as the severity of the speech and /or language disorder and the number of areas affected, the impact of the disorder on the child's social and emotional well being and the child's age. The board will refer to the School/Preschool reports and the Social, Emotional & Behavioural checklists to inform this process.

- based on the outcome of the above, a recommendation for the allocation of the available places is made to the school's Board of Management. (Appendix 9)

By the end of the meeting the composition of the Language Class will be known i.e. number of children, class levels, age and gender distribution and geographical spread.

Following the Admissions Meeting and Board of Management approval, the parents of successful applicants are notified by the school principal with an offer of a language class placement for their child for the following September. Candidates who cannot be offered a place are also notified of this. In the unlikely event of a candidate not replying to the offer of a language class place the school/speech and language therapist will follow up with this candidate. This process will take place within 21 days from closing date of receipt of completed application form.

Children who are offered and accept places in the language class will be invited to attend an open morning in the class with their parents. They will meet the teacher and therapist and have the opportunity to explore the classroom and surrounding area. This is usually in June.

A Language Class may have unfilled spaces if:

- (a) there are fewer applicants than places.
- (b) if applicants decline the offer of a place.

These available places may be offered to:

1. The next highest ranked applicant from the admissions process outlined above.
2. Applicants deemed suitable and eligible for Language Class Placement by another Admissions Board in the catchment area, but fail to secure a place due to lack of available spaces.
3. Children who are attending a Language Class in another area who are moving to the North Kerry Area.
4. Children who applied for Language Class Placement after the closing date for application. These children's suitability and eligibility will need to be established. As it would not be feasible to reconvene the entire Advisory Admissions Board, the members should be contacted and their opinion sought on the eligibility and suitability of the candidate. The school Principal of Moyderwell Mercy Primary School can carry out this task with assistance from the class teacher and the SLT.

5. As per the DES circular 0038/2007 “ In instances where there is spare capacity in a SSLD class because of insufficient eligible children, the board of management may offer a place to a maximum of two pupils who do not meet the eligibility criteria but who could benefit from enrolment in the class for one year on a concessionary basis. Such placements must be supported by a speech & Language therapist and /or a psychologist. The question of the continued enrolment of these pupils for a second year can only be considered once all eligible pupils have been accommodated.”

Flow Chart for Language Class application and admissions process

Parent contacts school for application form for language class



Call logged by school. Important to determine current educational placement.



Form and information pack sent out from school. If child is in Pre-school send yellow coded pack and if in Primary School red pack.



An appointment needs to be pre arranged with the school before 30th April. Completed application form with reports and rating form are handed in by parent at this meeting. Checked for enclosures by language class teacher &/or SLT and parents notified as soon as possible of any omissions etc.



Advisory Admissions Board meet early May and review applications.



Prioritise eligible applicants if necessary and recommends allocation of available places in line with prioritisation.



Principal presents recommendations of AAB to Chairperson/Representative of Board of Management of Moyderwell Mercy Primary School for approval



Letters issued from school to successful and unsuccessful applicants before 21st May.



Open day in June for successful applicants

If you require any further information or have any queries please contact one of the undersigned:

Mrs Moira Quinlan, Principal
Paula Brassil, Language Class teacher,
Moyderwell Mercy Primary School,
Moyderwell,
Tralee,
Co Kerry
Ph 066 7122403

Angela O' Neill, SLT Manager
Marian Curtin, Senior SLT
HSE South
Kerry Community Services,
Tralee,
Co. Kerry
066 7199730

Appendix 1

**Moyderwell Mercy Primary School
Language Class Application Form**

Name of child _____	Date of birth _____
Address _____	

Mother's name _____	Phone no. _____
Father's name _____	Phone no. _____
Name of school/ preschool child is attending now (if applicable) _____	

Phone no. _____	Contact Person _____
If child is in National School, please give the class the child is currently in _____	

<p>Is the child involved with a speech & Language therapy service? (attending for therapy or on waiting list)_____</p> <p>Please give name and contact details for speech & language therapist/department</p> <p>_____</p> <p>_____</p> <p>Please list any other services the child is involved with_____</p> <p>_____</p> <p>Parents to read & sign</p> <p>I wish to apply for a place for my child in the language class in Moyderwell Mercy Primary School. I have read and understood the information provided about the class and the admissions policy. I give my consent for the relevant reports on my child to be circulated to the Advisory Admissions Committee for discussion at the Admissions meeting.</p> <p>Signed _____ Date _____</p> <p>Signed _____ Date _____</p> <p>Return this to school by 30th April</p>

Code of Behaviour

Extract

Full Policy available on request from the school at any time

**Moyderwell Mercy
Primary School**



**Tralee
Co. Kerry**

It is important that you read this document with your child
Please sign and return the form (back sheet) to the classroom
teacher

This policy was drawn up by a Working Committee of staff representing all teachers in association with the Board of Management and Parents Council.

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the information

booklet, availability of policies and an ethos of open communication

- To encourage the involvement of both home and school in the implementation of this policy

SCHOOL RULES

Each student has a right to an education free from disruption, discrimination, fear and intimidation.

- Respect for self and others
- Respect for other's property
- Respect other students and their learning
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly in the school building
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do your best in class
- Take responsibility for your own work

These can be summed up as follows:

- Our school emphasises the three C's – Care, Courtesy, Consideration
- Respect / Do to others as you would like them to do to you
- Do your best
- Be tidy
- Be Safe
- Walk
- Listen

Punctuality

Class commences at 9.00 a.m. Every child is expected to be on time.

SOS time: 10.30 - 10.40 a.m.

Lunch time: Split lunches were introduced in April 2008
12.15 – 12.45 p.m. Infants – 2
12.45 – 1.15 p.m. 3rd – 6th class

Infants (Junior & Senior) go home at 1.40 p.m.

All other classes are dismissed at 2.40 p.m.

Attendance/Absence

1. Regular attendance at school is required from all students unless prevented through illness or some other exceptional circumstances.
2. Any pupil who is absent (full-day or half day) shall give a written explanation in appropriate section of Homework diary. All schools are now legally obliged to inform the National Education Welfare Board (NEWB) when a child reaches 20 absences (not necessarily consecutive) during any school year.
3. No pupil is allowed to leave the school premises on any condition during school time (this applies to all break times including the morning period before school starts), except where the school has received a written request from the parents.

School Uniform

The full official school uniform must be worn at all times – when children are in school, representing the school and coming to or from school.

For the Girls: grey pinafore/grey trousers, cream blouse, wine tie, wine cardigan, wine/grey socks or tights, flat dark-coloured

shoes (Pinafore and wine tights must always be worn by choir members for formal choir performances).

For the Boys: grey trousers, cream shirt, wine tie, wine jumper, wine/grey socks, flat dark-coloured shoes.

One pair of stud earrings may be worn. *For obvious safety reasons hoops and dangling earrings are not allowed.*

No hoodies, scarves, gloves, colourful t-shirts etc are to be worn in class.

Under no circumstances should “colourful” shoes or runners be worn under skirts or trousers.

School track-suit: white polo shirt and runners must be worn on PE days only. Rugby, soccer or any form of commercial tops are not allowed as part of the track-suit.

If a child fails to wear their correct uniform for three days, parents are notified through homework diary.

The Board of Management and teachers are not responsible for coats, jackets, cardigans etc. left in school. Please mark clearly, your child’s lunch box, coat, cardigans or any other items which could be lost or mislaid.

BULLYING

Definition of Bullying

Bullying is aggression, verbal, psychological or physical conducted by an individual or group against others.

(Full policy on bullying available on request at any time)

Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. If an incident is a once-off the student will be asked to take responsibility for his/her

actions. However, when the behaviour is systematic and ongoing it is bullying.

If you suspect that your son/daughter is being bullied we suggest the following:

- Listen to your child. Give him/her an opportunity to talk about the incident.
- Advise him/her to tell a class teacher about the incident. If possible allow him/her to report and deal with the problem himself/herself. Confidence and respect can be gained through taking the initiative and dealing with the problem without parental involvement.
- Inform the school if bullying is suspected.
- Fill out official record sheet (available from the office).
- Do not encourage your son/daughter to retaliate.
- Be willing to attend meetings at the school if your son/daughter is involved in any repeated bullying incident.
- Inform the school of suspected bullying even if your son/daughter is not directly affected.

The Chairperson of the Board of Management will be notified of any allegation of bullying

THE ELIMINATION OF BULLYING IS THE RESPONSIBILITY OF EVERYONE.

When the staff, students and parents work together, we can create a safe caring happy environment.

MOBILE PHONES

The Board of Management and staff feel that it is inappropriate for primary school-children to have mobile phones at school. Therefore, **mobile phones are not allowed in school.** Mobile phones found in use in the school or school grounds will be

immediately confiscated. It will then be necessary for a parent/guardian to call to the school to discuss the situation and to collect the phone.

SCHOOL-OUTINGS

When on school-tours, educational visits, engaged in extra-curricular activities or representing the school in any capacity, children must comply with school rules and behave in an appropriate manner. Children should not bring the school's excellent reputation into disrepute.

See Policy on School Outings

ASSEMBLIES

Assemblies give priority to promoting and affirming good behaviour, setting high expectations and fostering trust between teachers and students. Assemblies are held every Monday morning on a rota basis for one group of four classes, e.g. Infants, 1st, 2nd, etc. Items from C.O.B. to be included for mention as "reminders" at assemblies.

Homework

- Pupils are expected to have their homework done to the best of their ability. If there is a legitimate reason why homework cannot be done, a note explaining the reason should be written in Homework Diary.
- Pupils must have appropriate text books for each subject and all necessary items of stationery.
- An appropriate sanction is enforced by the Class Teacher for consistent carelessness in this area.

CLASS RULES

At the beginning of each academic year, the class teacher will draft a list of class rules with the children through circletime

and/or discussion. These reflect and support the school rules, but are presented in a way that is accessible to the children.

Incentives

The “Incredible Years Programme” which is a holistic approach to early intervention, promoting children’s social and emotional competence, is an integral part of the Code of Behaviour of this school. This positive and systemic approach involved 3 strands: home, school and the child.

From November 2009 – March 2010 teachers from Junior Infants – 2nd class took part in the Incredible Years Training Programme facilitated by NEPS Psychologist Eileen Davitt.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Greater emphasis is placed on promoting good behaviour rather than sanctions in this school. Individual class teachers operate reward systems designed to suit their particular class. However, there is a necessity to employ strategies for dealing with unacceptable behaviour.

The misbehaviour of pupils is divided into three categories

1. **Minor offences**
2. **Serious Misdemeanours**
3. **Gross Misdemeanours**

Examples of Minor Offences

- Talking/eating during class
- No homework done without an acceptable excuse
- Littering
- Not lining up properly after breaks
- Not wearing correct uniform/track suit
- Being out of his/her seat without permission when confined to classrooms during breaks on wet days

Examples of Serious Misdemeanours

- Constant disobedience
- Consistent non-completion of homework
- Failure to perform tasks set as punishment
- Disruptive behaviour in class
- Being in “out of bounds” areas, without permission
- Fighting, kicking, punching, dragging in school-yard
- Mocking other pupils
- Use of bad language to teachers
- Showing deliberate disrespect to staff and other adults
- Theft
- Persistent breaking of school rules

Examples of Gross Misdemeanours

- Bullying – use of physical and/or verbal intimidation
- Causing deliberate damage to school property, or to the property of other pupils
- Assault on a teacher or pupil
- Serious theft
- Serious damage to property

Sanctions

The use of sanctions or consequences should be characterised by certain features:

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences

- It should be the behaviour rather than the person that is the focus

1. **In the Playground:**

- (a) A “Blue Note-book” is used to record unacceptable behaviour. Pupil’s name appearing on two occasions in this book will warrant lunch-time detention.
- (b) Observe white lines
- (c) Incidents deemed as very serious by supervisors/classroom teachers are recorded in specific book in office and brought to the attention of Principal

2. **In the Classroom:**

Teachers keep records of incidences of consistent breaking of rules. Detention will also apply after 3 recorded incidences.

To promote positive behaviours, lesson plans for social skills are taught through SPHE.

The Following Strategies for dealing with unacceptable behaviour in playground/classroom will be used:

- a) Reasoning with the pupil
- b) Reprimand (including advice on how to improve)
- c) Temporary separation from peers, friends or others to class above/below child’s own class
- d) Prescribing additional work
- e) Detention during a break
- f) Referral to Principal Teacher
- g) Communication with parents

3. **Suspension** (temporary)

SUSPENSION AND EXPULSION

The school acknowledges that any proposal to exclude a student, through suspension or expulsion is a serious step warranted by very serious misbehaviour.

In drafting the procedures in relation to suspension and expulsion, the Board of Management of Moyderwell Mercy Primary School are guided by the legal requirements of Education (Welfare) Act (2000) Section 23 (2) to outline these procedures in our school's Code of Behaviour. These procedures are drafted in accordance with the following chapters

Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

- Ch. 10 Suspensions and expulsions:
- Ch. 11 Suspension
- Ch. 12 Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be by phone, meeting by appointment or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not co-operate in encouraging the pupil to behave in an acceptable manner in the future the pupil **may** be suspended for a period.

Authority to suspend

The Board of Management of Moyderwell Mercy Primary School has the authority to suspend a student. This authority was delegated to the Principal and Chairperson following a Board of Management meeting on the 24th March 2009.

Implementing the suspension

Written notification

The Principal and Chairperson will notify the parents and the student in writing of the decision to suspend. The letter will confirm:

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

Particular care will be taken in communicating with parents who may have literacy and/or communication difficulties.

EXPULSION

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

Under the Education Welfare Act, 2000, '*A student shall not be expelled from a school before the passing of twenty school days*

following the receipt of a notification under this section by an educational welfare officer' (Section 24(4)) It is the right of a Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.' (Section 24(5))

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the *Education (Welfare) Act 2000* as outlined above. As part of the Code of Behaviour, the Board of Management has ensured that this school has a policy on, and procedures for, expulsion which are in line with these guidelines and with any additional requirements set down by the Patron.

Authority to expel

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

The grounds for expulsion

Expulsion will be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including as appropriate:

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.

- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Language suitable to child's cognitive development is required in all incidences. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Professional judgement of teachers and S.N.A.'s is always required in dealing with children with SEN. In line with the Mercy ethos, it is important to always maintain the dignity of the child.

Methods of Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings (by appointment) and Formal parent/teacher meetings
- Phone calls to/from parent/teacher
- Through children's homework journal (infants do not have a homework journal-check bags)
- Letters/notes from school to home and from home to school
- School notice board
- termly newsletter

Code of Behaviour

In sending you this letter we are complying with the wishes of the Department of Education who recommend that each school develop its own Code of Behaviour and notify the parents of same. We enjoy a very good level of discipline and parental co-operation in Moyderwell Mercy Primary, and hopefully this will continue. We recommend that you discuss this document with your child so that all of us together can create a positive educational environment.

Kindly sign the form below and return to the school.

I/We accept the Code of Behaviour in Moyderwell Mercy Primary School and will co-operate with the staff in implementing it.

Parent(s) Signature: _____

Child's Name: _____ Class: _____

Child's Name: _____ Class: _____

Child's Name: _____ Class: _____

Date: _____