



**Guardian Angels' National School**

---

**Scoil Náisiúnta na nAingeal Coimhdeachta**

# **SCHOOL ETHOS & CODE OF BEHAVIOUR**

### **Official School Opening Hours**

|         |                                   |
|---------|-----------------------------------|
| 8.50am  | Official opening of School        |
| 11am    | Morning break for 10 minutes      |
| 12.30pm | Lunch break for 30 minutes        |
| 1.30pm  | Junior and Senior Infants finish  |
| 2.30pm  | First Class to Sixth Class finish |

**Parents are responsible for their child outside of official school hours.**

## INTRODUCTION

---

Guardian Angels' Coeducational Primary School was established in 1970 to provide Primary education to the parishioners of Newtownpark Avenue and surrounding areas. Pupils of many different persuasions attend and their religious outlook is respected. An intercultural inclusive approach is cultivated among the entire school community. All our pupils are equally welcome.

## MISSION STATEMENT

---

***Guardian Angels' National School endeavours to create a secure and happy learning environment, so that each pupil can reach their full potential. We fully acknowledge and appreciate the important contribution parents make towards achieving this aim. Our school behaviour and anti-bullying policy encourages self-discipline and mutual respect.***

## A ROMAN CATHOLIC SCHOOL SCHEDULE

---

A Roman Catholic School (which is established in connection with the Minister for Education) aims at promoting the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The Catholic school provides Religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the Catholic Faith.

## BOARD OF MANAGEMENT

---

An eight member Board comprising the Principal, one Teacher Representative, two Parent Representatives, two nominees of the Archbishop of Dublin, two Community Representatives manage the school during a four-year term of office.

## CHILD PROTECTION POLICY

---

We at Guardian Angels' N.S. aim to provide a safe, caring environment for all our pupils. We provide them with our best standard of care. We ensure their safety and wellbeing and strive to protect them from harm. The background for our policy is provided by The Child Care Act 1999 and the U.N. Convention on Human Rights of the Child 1992. We will adhere to the guidelines as outlined by (a) The Children

First Programme, 1999, from the Department of Health and Children and (b) The Child Protection Guidelines and Procedures 2001, from the Department of Education and Science.

### **Aims**

- (a) To protect the health, safety and wellbeing of all the children in our care, regardless of age, gender, race, culture or disability. They have a right to be safe in school.
- (b) To have the children, along with their families, at the centre of our childcare and protection policy.
- (c) To raise awareness and responsibility of all staff in reporting possible cases of abuse.
- (d) To maintain effective communication between members of staff in dealing with child protection issues.
- (e) To have clear guidelines for those who encounter an issue of child abuse.

### **Action Plan**

In the event of a disclosure there is a Designated Liaison Person assigned to deal with any issue of child abuse in our school. Mr. Walter Cullinane, Principal, is the DLP. In the event of his absence the Deputy Principal, Ms. Mary Coady will take his place.

## **ENROLMENT POLICY**

---

Guardian Angels' National School is a Catholic School under the Patronage of the Archbishop of Dublin.

Pupils for enrolment will be selected in the following order:

- 1. Brothers and sisters of children already in the school.
- 2. Catholic children living within the Parish.
- 3. Catholic children who live outside the parish but who do not have a Catholic school in their parish.
- 4. All children who live within the parish boundaries but are not Catholic if there are vacancies after the above groups are allocated places.
- 5. Any other applicant on a first come first served basis.

In order to accommodate groups (1) and (2), a cut off date and cut off age may have to be operated.

## **THE SCHOOL ROUTINE**

---

### **School Uniform**

Pupils are requested to wear the full, official school tracksuit and uniform.

## **Healthy Lunch Policy**

The School promotes a Healthy Food Policy, as part of our Green School Ethos.

## **Co – Curricular Activities**

Gaelic Football; Hurling; Soccer; Cycling; Hockey; Athletics; Music; Guitar & Tin Whistle; Table Tennis; Sports Days; Swimming; School Trips;  
Irish Dancing; Chess; Spanish and French Classes; Art & Craft Classes.

## **CODE OF BEHAVIOUR FOR JUNIOR/SENIOR INFANTS**

---

1. We play carefully in school.
2. We wash our hands after using the toilet.
3. We never ever climb on railings or furniture.
4. We try to have a healthy lunch.
5. We are always kind to other children.
6. We listen to our teachers and do our best in class.
7. We do not let down our mums and dads.
8. We are proud to wear our school uniforms.

## **ANTI-BULLYING POLICY**

---

- The school does not tolerate or condone bullying of any form or at any level of the school community.
- Bullying may be defined as repeated acts of aggression which may be verbal, psychological or physical conducted by an individual or group against others. It is persistent over time and makes it difficult for those being bullied to defend themselves.
- The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying.
- The school staff will foster an atmosphere of friendship, respect and tolerance while the formal curriculum will be used to educate all pupils against bullying behaviour.
- Pupils are expected to be tolerant and to have mutual respect for each other. Pupils should report incidents of bullying.
- All reported incidents of bullying will be noted and investigated. Help and support will be provided for all parties. The school Code of Behaviour applies to bullying. Parents are expected to support the school in its efforts to prevent and treat bullying.

## THE PARENT TEACHER ASSOCIATION

---

The P.T.A. was established in 1985 to represent all parents and teachers and is affiliated to the National Parents Council (Primary).

### **Aims**

The aims of the Association are:

1. To encourage practical participation and foster co-operation between the partners in education (parents, teachers and school management).
2. To encourage practical assistance to the school e.g. in relation to co-curricular activities and the provision of school equipment and teaching aids.
3. To provide information for parents as required by way of discussions, talks, training courses etc.
4. To provide a forum for the exchange of information between the Board of Management, the Parent Teacher Committee and the Parent Teacher Association.
5. To make representations to, and seek advice from the National Parents Council (Primary).

## THE CHILD AS LEARNER

---

The most striking feature of *Curaclam na Bunscoile* (1971) was that it put the child at the centre of the learning process. It was a child-centred curriculum.

The Primary School Curriculum (1999) retains this essential feature but it concentrates on the child as a learner. It sets out in great detail what the child should learn and how the child can learn it most effectively. It also places great emphasis on inspiring in children a love of learning and on helping them to develop the ability to learn throughout their lives.

Children learn best...

... when they are actively involved in learning, that is, taking part in interesting and stimulating activities, using a laptop, computer or interactive white board; active learning gives children a deeper understanding of what is learned and helps them to remember it;

... when learning arouses their curiosity and harnesses their sense of wonder; curiosity and the sense of wonder provide the best and most natural motives for learning.

... when they experience success in learning;

success in learning gives children a feeling of achievement, raises their confidence and self-esteem, and fosters in them an enthusiasm for further learning.

All the subjects of the curriculum encourage active learning experiences for children that will make learning interesting, enjoyable and fulfilling.

## THE CURRICULUM

| Language           | Mathematics | Social,<br>Environmental<br>and Scientific<br>Education | Social,<br>Personal<br>and Health<br>Education             | Arts<br>Education             | Physical<br>Education | Religious<br>Education  |
|--------------------|-------------|---|--|-------------------------------|-----------------------|---|
| Gaeilge<br>English | Maths       | History<br>Geography<br>Science                         | S.P.H.E.<br>Incorporating<br>Stay Safe<br>Prog.<br>R.S.Ed. | Visual Arts<br>Music<br>Drama | P.E.                  | The<br>development<br>of the<br>curriculum<br>for religious<br>education<br>remains the<br>responsibility<br>of the<br>different<br>religious<br>bodies |

## ABSENCES FROM SCHOOL

Under the new Act, you must let the school know if your child is absent and why. It is best to do this in writing. Every school must notify the National Educational Welfare Board if it is concerned about a child's attendance. This will generally happen if a child has missed a total of 20 days in the school year, even if those absences are accounted for by letter. Very often, there will be good reasons for the absences. A child might be sick or there might have been a family difficulty. If there is a worry that your child is missing out on his or her education, an educational Welfare Officer may visit you to discuss the matter. He or she will work with you and the school to see what needs to be done to ensure that your child gets every chance to enjoy school. The pupil's Homework Diary used from first to sixth class contains pages where the parent can report the child's absence.

## NATIONAL EDUCATIONAL WELFARE BOARD

---

The N.E.W.B. was set up under the Education Welfare Act 2000 to support regular school attendance, to provide support and advice to parents and schools and to follow up on absences from school.

## SELF – ESTEEM

---

Good self-esteem means a positive view of self combined with a real awareness of strengths and needs, the ability to learn from negative experiences and to be prepared to work on weaknesses. Those with good self-esteem are honest, direct, and respectful towards others. They can make positive choices, welcome fresh challenges and cope with setbacks or failures without being devastated by them.

There is a link between self-esteem and gender equality. People with high self-esteem will view their own potential and limitations as an individual and not according to gender and will value others as individuals irrespective of gender.

### **Our School Aims For Self – Esteem are to**

- Provide opportunities for our staff to enhance their self-esteem.
- Provide a secure, positive and caring environment in our school
- Enable our pupils to establish a sense of identity.
- Give the child a sense of belonging to their class and to their school
- Enable the child to develop a sense of purpose and motivation in life.
- Establish a sense of competence whereby pupils are aware of their strengths and are able to accept their weaknesses.
- Enable our pupils to appreciate their own worth and to respect the worth of others.
- Provide an environment where children can ask for help.

## ACCEPTABLE USE POLICY ON THE USE OF THE INTERNET (AUP)

---

The Aim of this AUP is to ensure that pupils will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions outlined in the AUP will be imposed.

It is envisaged that the Board of Management and teachers will revise the AUP regularly. Before signing, the AUP should be read carefully to indicate the content is accepted and understood.



### **School's strategy**

The school will employ a number of strategies in order to maximise learning opportunities and reduce risks associated with the internet. These strategies are as follows:

- A teacher will always supervise Internet sessions and classes will work on the same site simultaneously.
- Websites will be previewed/evaluated using the NCTE's website evaluation model before integrated into lessons.
- Access will be allowed only to a listed range of approved sites.
- A firewall is being used to minimise the risk of exposure to inappropriate material and to block unsuitable sites. This will be updated regularly.
- The school will regularly monitor and archive class Internet usage by checking user files, temporary Internet files and history files.
- Teachers will seek provision in training in the area of research techniques specific to the Internet.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software is used and updated regularly.
- The use of personal floppy disks or CD-Roms in school is not allowed.

### **World Wide Web**

- Pupils will not be allowed to visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- In the event of accidentally accessing any of the above sites, the pupil will be required to immediately turn off the monitor and report the incident to a teacher or supervisor.
- Pupils will not be allowed to spend time on non-educational matters and will be allowed to use the Internet for educational purposes only.
- Pupils will not be allowed to upload, download or otherwise transmit material that is copyrighted.
- Pupils will not be allowed to disclose or publicise personal or confidential information; for example, classmates' home addresses, telephone numbers, the name and location of their school.
- Pupils will not be allowed to examine, change or use another person's files, user name or passwords.
- Pupils will be required to be aware that any usage, including distributing or receiving of any information, school-related or personal, may be monitored for unusual activity, security, and/ or network management reasons.

### **E-mail (if and when we decide the children may have it)**

- Pupils will only be allowed to use approved class e-mail accounts under supervision or permission of a teacher.
- Pupils will not be allowed to send or receive any material that is illegal, obscene, defamatory, or that is intended to annoy or intimidate another person.
- Pupils will be required to refrain from sending on chain letters or forward messages without the permission of the sender.
- Pupils will not be allowed to reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Pupils will not be allowed to arrange or meet someone outside school via school e-mail.
- Pupils will be required to note that sending and receiving e-mail attachments is subject to permission from their teacher.

### **Internet Chat**

- Pupils will only be allowed access to moderated chat rooms or discussion forums such as those found on the Scoilnet website.
- Moderated chat rooms, discussion forums and newsgroups will only be used for educational purposes and will always be supervised.
- User names will be required to avoid disclosure of identity.
- Face to face meetings with someone organised via Internet will be forbidden.

### **School Website**

- Pupils will be given the opportunity to publish projects, artwork or school work on the World Wide Web.
- A teacher will co-ordinate the publication of pupil work.
- Pupil's work will appear in an educational context on web pages with a copyright notice prohibiting the copying of such work without written permission.
- Photographs of individual pupils will not be published on the school website. Photographs will focus on group activities.
- Personal pupil information including home addresses and contact details will be omitted from the school web page.
- The pupil will continue to own copyright on any work published.

### **Data Protection Act**

The Data Protection Act 1998 was passed to deal with privacy issues arising from the increasing amount of personal information on computers. In accordance with

the Act, the school will only publish pupil information that is relevant to the context of the web page. Parents will be informed about pupil information on the school website.

### **Sanctions**

Misuse of the Internet WILL result in disciplinary action, including written warnings. The school's Board of Management also reserves the right to report any illegal activities to the appropriate authorities.

### **SUMMARY OBJECTIVES: ANTI-BULLYING STRATEGY, HEALTH AND SAFETY ISSUES**

---

1. The school places a great emphasis on the importance of children receiving encouragement to develop good patterns of behaviour.
2. To function properly and to create a pleasant learning environment, a school community needs clearly stated rules and regulations wisely and consistently applied.
3. The Board of Management, the Principal and Staff may have to apply suitable sanctions to ensure that good order is promoted and maintained.
4. The Behaviour Policy encourages co-operation, respect and tolerance through an emphasis on self-discipline. The Stay Safe Programme is presented throughout the school.
5. The Policy is designed to ensure the safety of our pupils and our staff, individually and collectively.

### **THE REWARD SYSTEM**

---

In order to encourage and reinforce good behaviour teaching staff use a number of methods:

1. The first is acknowledging and praising the pupil. Each pupil, in our care, is special with individual strengths and interests.  
Individual or collective praise encourages and motivates the child. A written note to a parent or a phone call to highlight the excellent work or behaviour is often the result.  
"Mol an oige" sums up our philosophy.
2. A prize from the Principal or a mention at general assembly in the halla provides another occasion to thank and reinforce the effort.
3. Individual privileges, class privileges, treats etc. are often employed to reward consistency and application, suitable for the age and maturity of the pupil/ class.

4. Certificates for behaviour and application to schoolwork are awarded to individual class members. These are presented at a ceremony in the halla.
5. Suitable positions of responsibility are awarded as privileges to our senior pupils. These include:  
going on important messages, assisting at cake sales, table quizzes, drama productions, choir work, concerts etc.  
Healthy Lunch Awards encourage maximum pupil participation.
6. Teacher comments in a Journal, weekly test scores are other systems of encouragement.
7. No Uniform Days, Green School Activity Rewards etc.
8. Parent Teacher Association Treats for individual classes.
9. Special Toys days for the infant classes.
10. Special Pet Days for some classes. Pupils will bring in their pet for a morning.

## **MISDEMEANORS**

---

Rudeness

Regularly late for school

Homework concerns

Misbehaviour at assembly, on the stairs, in the lift, yard or toilet

Persistently not wearing correct full uniform

Entering or leaving the school before the official starting or finishing time

## **MAJOR MISDEMEANORS**

---

Fighting

Stealing, dishonesty

Damage to personal, school or pupil property

Blatant disobedience, disrespect to members of staff or visitors

Bullying of any kind, including by the use of a mobile phone, bebo, internet etc

Leaving the school without permission

Misbehaviour on school trips

Continual breaches of discipline

Inappropriate mobile phone usage

Inappropriate internet usage on Bebo, Facebook, etc.

Inappropriate laptop, P.C., digital camera or interactive whiteboard usage

## MOBILE PHONE POLICY

---

- a) Where a pupil brings a mobile phone to school, the phone must be switched off and kept out of sight during the school day. The phone may not be used for any purpose on the school premises or grounds. If parents need to contact their children urgently in the course of the school day, they should ring the office at 283 3961

Phones must be switched off on school trips. In some instances pupils may be forbidden to bring their phones on school tours.

- b) A pupil found in breach of the above rules will have his/her phone confiscated. The phone will be returned to the pupil at the end of the school day. If a pupil's phone is confiscated a second time, appropriate sanctions as outlined in the Code of Behaviour may be applied.
- c) The use of camera phones is strictly prohibited. No photographs can be taken or recordings, video or audio, made with mobile phones. Using phones in such a way can seriously infringe a person's rights and appropriate sanctions as outlined in the Code of Behaviour may be applied.

Where a pupil is suspected of using the phone inappropriately it will be confiscated and will be returned to his/her parents only when any inappropriate material has been deleted.

- d) Incidents where pupils use mobile phones to bully other pupils or send offensive messages or calls will be investigated under the Anti-Bullying policy.
- e) The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. The safety and security of mobile phones is a matter for the pupils and their parents. Pupils should have their names written on their mobile phones. Pupils should also have a code to access their mobile phones so they cannot be misused by others.

## STRATEGIES USED TO SHOW DISAPPROVAL OF UNACCEPTABLE BEHAVIOUR

---

1. Reasoning with the pupil
2. Reprimand (advice)
3. Temporary separation from peers
4. Loss of privileges
5. Extra work
6. Communication with parents

7. Referral to Behaviour Support Team  
i.e. Class Teacher, Assistant, Deputy Principal, Principal
8. Card System                      White                      Consult Parent  
Card System                      Red                      Inform Chairman of Board

## **CORRECTION SYSTEM AND ANTI-BULLYING POLICY PROCESS**

---

This aspect of the system relies heavily on the understanding and co-operation of parents and is designed to establish good home/ school communication.

It is based on a two card system to inform parents of misbehaviour, etc.

|            |  |
|------------|--|
| White Card | For 3 Misdemeanours<br>3 White Cards will result in a Red Card |
| Red Card   | For 1 Major Misdemeanour                                       |

On receipt of a White Card it must be signed by a parent/guardian and returned the following day. (A phone call to the office to acknowledge receipt of the card is requested).

The incident is recorded by the class teacher.

On receipt of a Red Card for a major offence, parents are invited to meet the School Principal and the School Board of Management is informed and consulted.

The pupil fills out a daily Self-Assessment Sheet for the following week or for longer if necessary.

Parents are consulted at every stage.

Discipline is everyone's responsibility. Everyone succeeds.

We strive to create an environment where all our pupils feel confident, happy and secure.

While positive encouragement is regarded as a fundamental principle of school policy, repeated disregard for the school's Code of Behaviour cannot be ignored.

## SCHOOL POLICY ON SUSPENSION

---

Suspension is defined as requiring the pupil to absent himself/herself from the school for a specified, limited period of school days. During the period of suspension the pupil retains his/her place in the school.

Normally, other interventions will have been tried before suspension. However, a single incident of serious misbehaviour may be grounds for suspension.

(Examples of serious misbehaviour are to be found in the list of Major Misdemeanours. N.B. This list is not exhaustive.)

### **a) The Grounds for Suspension**

The following are circumstances in which suspension will be considered:

The pupil's behaviour has had a seriously detrimental effect on the education of other pupils;

The pupil's continued presence in the school at this time constitutes a threat to safety;

The pupil is responsible for serious damage to property.

The pupil's behaviour has a negative impact on the work of the school.

### **b) Fair Procedures**

The pupil and parents will be informed about the complaint.

The pupil and parents will have an opportunity to respond.

### **c) The Period of Suspension**

The Principal has the right to suspend a pupil for a period of up to three days.

The Principal, with the approval of the Chairperson of the Board of Management, has the right to suspend a pupil for a period of up to five days.

The Board of Management has the right to suspend a pupil for a period longer than five days. Normally there will be a ceiling of ten days on any one period of suspension.

The Board of Management will review any proposal to suspend a pupil, where the

suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more.

#### **d) Immediate Suspension**

In exceptional circumstances the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the pupil's own safety, the safety of pupils or staff of the school, or any other person.

In such a case the parents will be notified and arrangements made to collect the pupil from school.

#### **e) Implementation**

The Principal will write to the parents to confirm:

- i) the period of the suspension and the dates on which the suspension will begin and end;
- ii) the reason/s for the suspension;
- iii) any study programme to be followed;
- iv) the arrangements for returning to school and any commitment to be entered into by the pupil and the parents;
- v) the provision for an appeal to the Board of Management;
- vi) the right to appeal to the Secretary General of the Department of Education and Science (section 29 of the Education Act 1998) where the total number of days on which the pupil has been suspended in the current year reaches 20.

#### **f) National Educational Welfare Board**

The principal is required to report suspensions to the National Educational Welfare Board if the pupil is suspended for six school days or more.

#### **g) Records and Reports**

A written record of the investigation and decision-making vis-a-vis the pupil concerned, as well as any relevant reports, will be kept by the school.

#### **h) Review of the Use of Suspension**

The Board of Management will review suspension procedure in the school at regular intervals.



## SCHOOL POLICY ON EXPULSION

---

### **a) Authority to Expel**

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

### **b) Expulsion**

Expulsion of a pupil is a very serious step and is taken by the Board of Management only in extreme cases of unacceptable behaviour. Prior to that the school will have taken significant steps to address the misbehaviour in order to avoid expelling the pupil. Such steps include:

- i) meeting the parents and pupil to try to help the pupil change the behaviour
- ii) making sure the pupil and parents understand the consequences of that behaviour
- iii) exhausting all other possible options
- iv) seeking the help of support agencies i.e. National Educational Psychological Services (NEPS), Health Service Executive (HSE), National Council for Special Education (NCSE), National Behaviour Support Service (NBSS).

### **c) Grounds for Expulsion**

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

### **d) Expulsion for a First Offence**

In exceptional circumstances the Board of Management may decide that a pupil should be expelled for a first offence. These circumstances include:

- i) a serious threat of violence against another pupil or member of staff
- ii) actual violence or physical assault
- iii) supplying illegal drugs to other pupils in the school
- iv) sexual assault

### **e) Procedures in Respect of Expulsion**

*Step 1: A detailed investigation is carried out under the direction of the Principal.*

- i) The Principal informs the pupil and his/her parents in writing about the

details of the alleged misbehaviour and how it will be investigated and that it could result in expulsion.

- ii) The pupil and parents have every opportunity to respond to the complaint before the Principal makes a decision.

***Step 2: A recommendation to the Board of Management by the Principal.***

The Principal:

- i) informs the pupil and parents that the Board of Management is being asked to consider expulsion
- ii) ensures the parents have records of: the allegations against the pupil; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii) provides the Board of Management with the same comprehensive records which are given to the parents
- iv) notifies the parents of the date of the hearing and invites them to it
- v) advises the parents that they can make a written and oral submission to the Board of Management
- vi) ensures that the parents have enough time to prepare for the hearing.

***Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.***

The Board of Management reviews the initial investigation to satisfy itself that the investigation was properly conducted in line with fair procedures. The Board of Management also reviews all the documentation and the circumstances of the case.

Where the Board of Management decides to consider expelling a pupil, it must hold a hearing.

- i) At the hearing the Principal and the parents put their case to the Board of Management in each other's presence.
- ii) Each party is allowed to question the evidence of the other party directly.
- iii) The meeting may also be an opportunity for parents to make their case for lessening the sanction.
- vi) Parents may wish to be accompanied at the hearing and the Board of Management should facilitate this, in line with good practice and Board of Management procedures.

After both sides have been heard, the Board of Management should ensure that neither the Principal nor the parents are present for the Board's deliberations.

***Step 4: Board of Management's deliberations, and actions following the hearing***

Having heard from all parties, it is the responsibility of the Board of Management to decide whether or not the allegation has been substantiated, and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management decides that the pupil should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion and the reasons for it.

The pupil cannot be expelled before the passage of twenty school days from the date on which the Education Welfare Officer receives this written notification.

A Board may consider it appropriate to suspend a pupil during this time.

The Board of Management will inform the parents in writing of its conclusions and the next steps in the process.

***Step 5: Consultations arranged by the Educational Welfare Officer.***

Within twenty days of receipt of a notification from the Board of Management of its opinion that a pupil should be expelled, the Educational Welfare Officer must:

- i) make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance
- ii) convene a meeting of those parties who agree to attend.

The purpose of these consultations and the meeting is to ensure that arrangements are made for the pupil to continue in education.

Where the possibility of continuing in the school is not an option, the consultation should focus on alternative educational possibilities.

***Step 6: Confirmation of the decision to expel.***

When the twenty-day period following notification to the Education Welfare Officer has expired and where the Board of Management remains of the view that the pupil should be expelled, the Board of Management will formally confirm the decision to expel. (This task may be delegated to the Chairperson and the Principal). Parents will be notified without delay that the expulsion will now proceed and that the pupil is now excluded from the school with immediate effect.

Parents will be told about their right to appeal to the Department of Education and Science and will be supplied with the standard form on which to lodge an appeal.

#### **f) Review of Use of Expulsion**

The Board of Management will review at regular intervals the use of expulsion in the school to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.

#### **AIMS OF RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)**

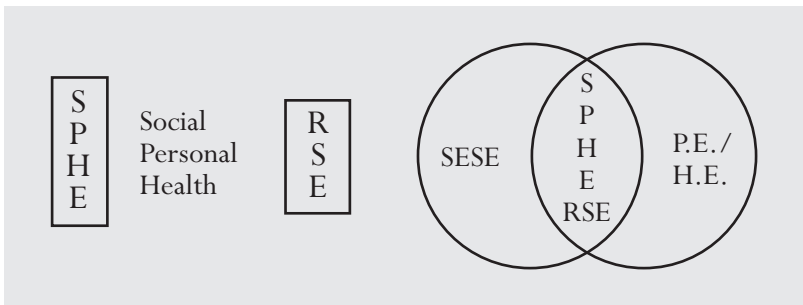
---

- To enable young people to develop Christian attitudes and values towards their sexuality in a moral, spiritual and social framework.
- To create an atmosphere where dignified discussion regarding human sexuality can take place.
- To assist the parents in their role as primary educators.
- To give information and provide skills that will help the child
  - Develop self-esteem
  - Manage emotions
  - Cope with peer pressure
  - Cope with sexual stimuli contained in advertisements and in the media.
- To give information that will protect the child against possible abuse or exploitation.
- To develop a fuller understanding and appreciation of relationships, marriage and the responsibility of love, parenthood and family life.
- To increase knowledge of and respect for reproduction and explain the basis for the feelings that accompany growing up and the period of adolescence.

## RSE WITHIN THE CURRICULUM

---

As illustrated below, RSE forms part of the area of study in the curriculum known as Social, Personal and Health Education (SPHE). This area in turn incorporates aspects of both SESE (Social, environmental and Scientific Education) and PE/HE (Physical Education and Health Education).



The teaching sequence for RSE will be divided into two main strands, Myself and Myself and Others, and will comprise the following strand units:

- Self-esteem
- Feelings
- Health and Safety
- My body
- Growing and changing
- New life
- Decisions
- My family
- My friends

It is the policy of this school to nurture Catholic values in relation to love, marriage and family life.

The school's policy on RSE recognises the rights of both parents and teachers who may object to the inclusion of such programmes in the curriculum.

Children whose parents or guardians do not wish them to participate in the RSE programmes will be supervised in a similar way to the children who do not take part in the Stay Safe programme. Where children are withdrawn from the RSE programmes provided by the school, the provision of information on these topics will be the responsibility of their parents and guardians.

## A TEACHING SEQUENCE FOR THE PRIMARY SCHOOL

These themes will be taught in the context of the moral and spiritual framework consistent with the values and ethos of the school, as reflected in the Mission Statement.

| THEMES                         | JUNIOR AND SENIOR INFANTS  |
|--------------------------------|--|
| Human Growth and Development   | <ul style="list-style-type: none"> <li>• People who help me grow and care for myself</li> <li>• I'm growing: physical and emotional growth</li> <li>• Things I can do: development of language and interests</li> <li>• Language of growth: name the external parts of the body</li> <li>• The beginning of life- me, animals, plants</li> </ul> |
| Human Sexuality                | <ul style="list-style-type: none"> <li>• I am unique</li> <li>• Myself/ my body</li> <li>• We are different</li> <li>• People in my life: what I do for them, and they for me</li> <li>• The wonder of my world</li> </ul>   |
| Parenting                      | <ul style="list-style-type: none"> <li>• My parents</li> <li>• How parents take care of me</li> <li>• Getting ready for a new baby</li> <li>• All the things parents have to do</li> </ul>   |
| Personal and Social Skills     | <ul style="list-style-type: none"> <li>• Getting on with people: listening and sharing</li> <li>• Simple ways to keep safe and find help</li> <li>• Naming my feelings</li> <li>• I have a choice</li> <li>• Managing new situations</li> </ul>  |
| Relationships responsibilities | <ul style="list-style-type: none"> <li>• Myself and my family; different roles</li> <li>• My friends</li> <li>• Special people in my life</li> <li>• Co-operation at play</li> <li>• Creating space in my life</li> </ul>  |

| THEMES                       | FIRST AND SECOND CLASSES  |
|------------------------------|---|
| Human Growth and Development | <ul style="list-style-type: none"> <li>• Factors which help me grow and take care of myself</li> <li>• I'm growing: new skills and abilities</li> <li>• Size me up: physical growth, individual difference</li> <li>• My body parts: functions of different internal parts</li> <li>• New life</li> </ul>   |
| Human Sexuality              | <ul style="list-style-type: none"> <li>• Self-image: How I see myself</li> <li>• Ideals and role models: people I look up to</li> <li>• What I like/ don't like about other people</li> <li>• Appreciation of other people and their gifts</li> <li>• The wonder of human life</li> </ul>   |
| Parenting                    | <ul style="list-style-type: none"> <li>• Parents are not all the same</li> <li>• Caring for young children</li> <li>• Welcoming the new arrival</li> <li>• Parents are busy people</li> <li>• Being loved is...</li> </ul>  |
| Personal and Social Skills   | <ul style="list-style-type: none"> <li>• Getting on with people – listening, discussing, sharing</li> <li>• Keeping safe</li> <li>• Naming and expressing my feelings</li> <li>• Making choices</li> <li>• Coping with changes</li> </ul>   |
| Relationships                | <ul style="list-style-type: none"> <li>• Feelings in families e.g. jealousy, love etc.</li> <li>• Friendships: who our friends are, making and losing friends</li> <li>• Conflicts e.g. bullying, teasing</li> <li>• Relating to others</li> <li>• A right to privacy</li> <li>• Friendship e.g. love, trust, loyalty</li> <li>• Personal boundaries</li> </ul> |

| THEMES                       | THIRD AND FOURTH CLASSES   |
|------------------------------|--|
| Human Growth and Development | <ul style="list-style-type: none"> <li>• Keeping healthy: exercise, diet, immune system</li> <li>• Changes in my own and in others' bodies</li> <li>• Naming, grouping and functioning of body parts</li> <li>• Growing: new roles and responsibilities</li> <li>• How babies begin and are born</li> </ul>                                |
| Human Sexuality              | <ul style="list-style-type: none"> <li>• Accepting my body</li> <li>• Differences between boys and girls</li> <li>• Varied lifestyles in the class and in the community, and how we feel about the differences</li> <li>• Leisure time and how we spend it</li> <li>• Messages about sexuality from the world around me</li> </ul>         |
| Parenting                    | <ul style="list-style-type: none"> <li>• Many ways of being a parent</li> <li>• Providing for children – practical, emotional and psychological provision</li> <li>• How parents and families prepare for a new baby</li> <li>• Role of parents</li> <li>• Responsibilities of parents: to children, families and the community</li> </ul> |
| Personal and Social Skills   | <ul style="list-style-type: none"> <li>• Skills of communication</li> <li>• Ways to keep safe and find help for oneself and others</li> <li>• Making decisions; influences on me</li> <li>• Understanding and respecting my own feelings and those of others</li> <li>• Coping with new situations and new people</li> </ul>               |
| Relationships                | <ul style="list-style-type: none"> <li>• My role and responsibilities within my family</li> <li>• My concept of family</li> <li>• Conflict and resolution</li> <li>• The meaning of friendship</li> </ul>  |



## THEMES FIFTH AND SIXTH CLASSES

Human Growth and Development

- What helps and harms my body
- Body changes in me and in others, why they're happening
- Conception to birth and beyond
- Humans and how they reproduce
- Differences and similarities: rates of growth and development
- Qualified Nurses present talks.

Human Sexuality

- Self-concept and self-esteem: myself and others
- Male and female: what it is and what words describe it
- Images of sexuality from the media
- Differences in people and their lifestyles
- Accord facilitated talks.

Parenting

- Parents in different cultures
- Parenthood: what it means and how I understand it
- Taking care during pregnancy
- Media portrayals of parents
- Appropriate treatment of children

Personal and Social Skills

- Skills of communication: critical thinking/ analysis
- Taking risks and keeping safe
- Choice and consequences
- Strong feelings: learning to cope with strong feelings and their appropriate expression
- Changes in the future: how I feel and how I'll cope
- Asserting myself

Relationships

- Families and how they behave: what families expect of each other
- Discord and harmony within relationships
- Group affiliation and loyalty
- Changing relationships: growing towards intimacy
- Private and personal integrity

## ONGOING SUPPORT, DEVELOPMENT AND REVIEW

Recognising that the school has a complementary role to that of the home in fostering the personal growth and development of those in our care, the teachers continue to invite parental co-operation and participation.



## **Guardian Angels' National School**

---

### **Scoil Náisiúnta na nAingeal Coimhdeachta**

Newtownpark Avenue, Blackrock, Co. Dublin.

Telephone: 01-283 3961 Fax: 01-278 3227

Email: [info@guardianangels.ie](mailto:info@guardianangels.ie)

[www.guardianangels.ie](http://www.guardianangels.ie)