

Taunagh National School

Riverstown, Co. Sligo



School Booklet



2024-2025



Nurturing a love of learning



Taunagh N.S., Riverstown, Co. Sligo.
071-9165605 office@taunaghns.ie
Uimhir Rolla: 13196R



Introduction

Taunagh National School is located in the heart of Riverstown, Co. Sligo. It is a two-teacher school which is fortunate to have small class sizes. We promote a caring and supportive learning environment where children are encouraged to think independently, respect one another and value diversity. Our aim is to provide an environment in which each child is encouraged to develop his/her capabilities to the fullest extent. We envisage to help each child achieve high standards of work and behaviour. We also aim to nurture a love of learning which we hope the children will carry with them throughout their lives.

“Every child is one of a kind and special. Effort rather than performance will be encouraged. Every effort is an attainment.”

Dr. Tony Humphries

Website: www.taunaghns.ie



About the School

Taunagh National School is a two-teacher national school under the patronage of the Church of Ireland (The Bishop of Kilmore, Elphin & Ardagh). It is managed by a Board of Management representative of the patron, parents, community and teaching staff. The school is a two-storey building, which was extended and renovated in 2009 to accommodate new facilities.

Classes are divided as follows:

Ms. Crummy: Junior Infants - 2nd Class

Ms. McGoldrick (Principal): 3rd - 6th Class

We also have a Special Education Teacher, Ms. Reynolds, who supports children individually, in groups and through the use of station teaching.

School opens at **9.00am** and starts at **9.10am**

Infants finish school at **1.40p.m.** *

All other classes finish at **2.40p.m.**

* During the first week of the Autumn term Junior Infants finish at 12 noon.
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Curriculum

The school follows the curricular programmes prescribed by the Department of Education and Skills. The curriculum is child centred, integrated and activity based. It covers the following subjects: English, Gaeilge, Mathematics, History, Geography, Science, Visual Arts, Music, Drama, Physical Education, SPHE and PE.

The creative and artistic talents of the pupils are nurtured through the curriculum and through the use of visiting experts, class trips and competitions. All classes use digital technology to access the curriculum and improve their problem-solving skills. The school has seven laptops and eight iPads and is fully set up for remote teaching and learning using Microsoft Teams. Each classroom is equipped with an interactive panel and computers. We also have a set of six Lego WeDo kits. In addition, both teachers have a laptop computer.

Ethos

The School has a Christian ethos reflecting the tradition and teaching of the Church of Ireland. Christian values are promoted within the school with an emphasis on individual responsibility, forgiveness, reconciliation, new beginnings and hope. Pupils are encouraged:

*to learn to think independently,
to tolerate and value diversity,
to respect ourselves and each other, and
to be responsible for; ourselves and to society. "*

Other Activities

- Each year children take part in a series of workshops with Sligo Sports Partnership. In the Spring term a G.A.A. coach comes to the school each week for football coaching.
- We also participate in art competitions as well as taking part in initiatives in conjunction with Peace IV and Sligo Education Centre.
- Pupils also take part in the following: Green Schools, Active Schools, the Curious Minds Award (STEM), BLAST Artist in Residence Programme, Shared Education and much more.

Uniform

All pupils wear the following uniform in school and on occasions when they are representing the school.

- **Girls:** Grey skirt/pinafore or grey trousers, red V-neck jumper, white polo shirt, grey socks or tights and black shoes.
- **Boys:** Grey trousers, red V-neck jumper, white polo shirt and black shoes.
- **Tracksuit:** Plain navy bottoms, round necked navy sweatshirt (no hoodies), white polo shirt and runners.

Items of uniform may be purchased in Moffitts of Sligo, O'Connell Street, Sligo. The tracksuit bottoms, sweatshirts and polo shirts are widely available. The school crest can be purchased from the school.

Parents/Guardians

The welfare and progress of your child in Taunagh N.S. is our primary concern. With that in mind we have an open policy with regard to parents/guardians and home links are strongly encouraged in the following ways:

- The very active and supportive Parent Association helps to organise and fund certain activities within the school
- Parents/Guardians are frequently informed of activities in the school by newsletters, texts, the school website and Facebook page
- Formal parent/teacher meetings take place in the first term
- Parents/Guardians often help out with certain school activities (Sports Days, fund-raising activities, craftwork, etc.)
- Two parent nominees are members of the Board of Management
- Notes may be written in ‘homework journals’
- Visits of parents/guardians – by all means make an appointment to see the class teacher or principal
- Reports are sent home at the end of the school year

Homework

Homework enables children to

- Revise what is learned during the day
- Carry out further research for projects etc.
- Study on their own.

Homework is given to all classes from Monday to Thursday. The time spent on homework varies but the following is a good guideline to the maximum time necessary per evening, however on occasion the time required may exceed these times:

- Infants 5-10 minutes
- First/Second 15-20 minutes
- Third/Fourth 25-30 minutes
- Fifth/Sixth 35-40 minutes

Rules

The school recognises the variety of differences which exist between children, and the need to accommodate these differences. School rules are kept to a minimum, and are devised with regard for the health, safety and welfare of all members of the school community. The Department of Education and Skills requires the school to have certain policy documents. The policy documents in relation to behaviour and anti-bullying are included for the information of parents/guardians.

Code of Behaviour

Introduction

This policy was updated in October 2010, by staff and parents, in light of the NEWB Guidelines for Code of Behaviour. It was reviewed last in March 2018 and is now revised on annual basis. Overall, the pupils in Taunagh N.S. are polite and well-mannered children who show a great deal of respect for staff members and their peers.

School Vision

Taunagh N.S. is a parish school reflecting and promoting the ethos and characteristic spirit of the Church of Ireland. Through our Code of Behaviour we hope to reflect this ethos and promote respect for staff and pupils and school property. We aim to provide a stable and secure learning environment for all students in the school to allow them work their full potential. Effective discipline helps promote this environment.

Principles underlining an effective code:

- This code outlines the school's expectations for behaviour in the school. We hope to create a climate that encourages and reinforces good behaviour.
- We hope to create a positive and safe environment for teaching and learning.

- We hope to develop self-discipline in pupils based on consideration, respect and tolerance for others.
- We outline the efficient operation of the school and the structuring of in-class discipline so that there exists an effective and stimulating learning environment.
- The school code places a greater emphasis on rewards than on sanctions. There are times when it may be necessary to impose sanctions in order to maintain good order and discourage offenders.
- We recognise the importance of the school community and a high level of cooperation is needed between all parties to maintain a positive working environment.

Expectation for pupils

The following standards of behaviour reflect our values:

- Respect for themselves and others
- Kindness and willingness to help others – peers and staff
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving conflict
- Forgiveness

Expectations of Parents

- Pupils and staff need working environment which is conducive to learning and teaching. Parents can support the school by reading the Code of Behaviour and supporting the staff by discussing the Code with their children.
- Parents are asked to model the behaviour children are asked to respect.
- The way in which parents and teachers interact will provide students with a model of good working relationships.

Parental Complaints Procedure

Formal Stage 1: Discussion

1.1 Parent/Guardian meets teacher

A parent/guardian who wishes to make a complaint, in respect of their own child, should, seek an appointment with the teacher concerned with a view to resolving the complaint. Further meetings with the teacher can be convened as appropriate.

1.2 Parent/Guardian meets Principal

Where the parent/guardian is unable to resolve the complaint with the teacher they should seek an appointment with the Principal with a view to resolving the complaint. Further meetings with the Principal can be convened as appropriate.

1.3 Parent/Guardian meets Chairperson

Where the complaint remains unresolved the parent/guardian should seek an appointment with the Chairperson of the Board of Management with a view to resolving the complaint. Further meetings with the Chairperson can be convened as appropriate. Complaint may be resolved at this stage.

Formal Stage 2: Written

2.1 Written complaint sent to Chairperson

If the complaint has not been resolved at stage 1, the parent/guardian who wishes to pursue the matter further should submit the complaint in writing with the Chairperson of the Board of Management. This commences stage 2.

2.2 Chairperson provides a copy to the teacher

The chairperson should provide a copy of the written complaint to the teacher against whom the complaint has been made, without delay.

2.3 Chairperson convenes meeting(s)

The Chairperson should seek to resolve the complaint between the teacher and the parent/ legal guardian within 10 school days of the commencement of stage 2.1. This may require one or more meetings to be convened by the Chairperson with the teacher/

parent/legal guardian and other school personnel as deemed appropriate by the Chairperson

Formal Stage 3 Board of Management

3.1 Chairperson makes a formal report to the Board

If the complaint remains unresolved following stage 2 and the parent/ legal guardian wishes to pursue the matter, they should inform the Chairperson in writing of this fact. The Chairperson should make a formal report to the Board of Management

within 10 days of receipt of this written statement. At this meeting, the Board can decide to proceed to either stage 3.2 or 3.3.

3.2 Complaint concluded

Where the Board considers the complaint, the process may be concluded at this stage, if the board considers that:

- a) The complaint is frivolous/vexatious;
 - b) The complaint has already been investigated by the board;
 - c) The complaint is more appropriately dealt with through a more relevant DE circular,
- or;
- d) where recourse to law has been initiated.

Where the Board determines the complaint is concluded at this stage, the parent/legal guardian should be so informed within five days of the Board meeting.

3.3 Proceed to a hearing

Where the Board decides to proceed to a hearing, it should proceed as follows:

- a) the teacher should be informed that the complaint is proceeding to a full hearing and the Chairperson must ensure the teacher has been supplied with all documents which are being considered by the Board.
- b) the Board should arrange a meeting with the parent/legal guardian if it considers such to be required. The parent/ legal

guardian is entitled to be accompanied and assisted by a friend at any such meeting.

c) the teacher should be afforded an opportunity to make a presentation of their case to the Board. The teacher is entitled to be represented by a friend or a union representative, who may be accompanied for the purpose of assistance and note taking.

d) the teacher should be requested to supply a written statement to the board as the employer in response to the complaint. This written statement will be confidential to the employer and will not be shared with any third party.

e) the meeting of the Board of Management referred to in 3(b),

(c) and (d) will take place within 10 days of the meeting referred to in 3.1. in so far as possible.

Formal Stage 4 Decision

4.1 Written decision from Chairperson

The Board will consider the complaint and the response provided and will adjudicate on the matter. The Chairperson should convey the decision

of the Board in writing to the teacher and the parent/legal guardian(s) within five days of the meeting held at stage 3.3.

4.2 Complaint concluded

The decision of the Board shall be final.

The procedure is a staged procedure where every effort is made to resolve matters at the earliest possible stage. In most cases, concerns will be dealt with either informally or formally at the earlier stages of the procedure. Where it has not been possible to agree a resolution at the earlier stages, the procedure does allow for the escalation of the matter to the Board of Management. This procedure sets out, in four stages, the process to be followed in progressing a complaint and the specific timescale to be followed. It is expected the parties will follow each stage in sequence.

The following are the rules for pupils:

- No illegal substances, cigarettes or alcohol are allowed on school premises, on outings or on tours
- Mobile phones, cameras and any other personal electronic devices are not permitted on school premises, on outings or on tours

Rules for inside school:

Everyone must be able to work in a positive working environment

- Respect all pupils, staff and visitors to the school.
- Use respectful language.
- Show consideration and be helpful to other pupils and adults
- Be a good worker and work to your potential.
- Concentrate on your work and complete it to the best of your ability.
- Respect the teaching time given to other classes in a multi-grade setting.
- Have all the materials you need for school.
- Complete homework fully and neatly.
- Be willing to tidy up and be responsible for your own and the school equipment.
- Walk carefully and quietly in the school.
- When going to another room remember to knock, enter and wait.
- Lunches should be healthy. Friday is a treat day.

Rules for break times and outside:

- Stay in the playground unless you have permission to leave.
- Include others in your play.
- Line up carefully at the end of playtime.
- Use play equipment properly and safely
- Return play equipment to storage at the end of break.
- Play suitable games – don't fight, tease or bully.

- Nobody should be frightened by silly behaviour likely to hurt or annoy others.
- Keep the school grounds clean and tidy.

Teachers and pupils will work together to discuss these rules and may further develop them through class rules.

School Absences

Attendance at school is important for every child. If your child is unable to attend school for any reason you are required to inform the school in writing when your child(ren) return to school. Under the Education Welfare Act 2000 schools are legally obliged to report any absences of 20 days or more to the NEWB.

Promoting positive behaviour:

The emphasis in our school is on promoting good behaviour. A variety of strategies will be used in each class. Some examples are:

- Verbal praise
- Written comments in copies and diaries
- Positive comment to parents
- Displaying of pupils work in school and on the school website.
- Stickers, stars, etc.
- Treats for good behaviour.
- Extra privileges – no homework.
- Special prizes for topics, projects.

Sanctions

Sometimes despite promoting positive behaviour children may break the rules.

Strategies are put in place to discourage bad behaviour:

- Verbal reprimand
- Removal from group (within the classroom)

- Communications with parents
- Recording incidents of bad behaviour
- Withdrawal of privileges
- Withdrawal from classroom
- Not being allowed to go on a school trip
- Report to the principal
- Report to the BOM
- Communication with BOM
- Suspension
- Expulsion

Suspension

We have adopted the NEWB Guidelines for suspension and expulsion. Full information is available in chapters 10 – 12 of Developing a Code of Behaviour, Guidelines for Schools. The following is a summary of procedures.

Suspension is defined as

“Requiring the student to absent himself/herself from the school for a specified, limited period of school days.”

Suspension should be a proportionate response to the behaviour which is causing concern.

The decision to suspend requires serious grounds such as:

- Student’s behaviour has had a seriously detrimental effect on the education of other students
- The student’s continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Procedures:

We use **fair procedures** when proposing to suspend a student

- Inform the parents
- Give the parents and student a chance to respond

If suspension is still decided upon, the Principal notifies parent 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 provision for appeal to the Board of management or secretary general of the DES (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
- Where the cumulative total of days reached is 6, the NEWB will be notified.

Expulsion

The BOM of a recognised school has the authority to expel a student. As a matter of practise that authority should be reserved to the BOM and not delegated.

Expulsion should be a proportionate response to student's behaviour – should only be taken in extreme cases of unacceptable behaviour.

Grounds include:

- Student's behaviour is persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.
- A single serious incident.

Procedures: (Fair procedures/right to be heard)

- Detailed investigation carried put under the direction of the principal (includes contacting parents re behaviour as with suspension)

- Recommendation to the BOM of the principal's recommendation/ and the holding of a hearing
- BOM deliberation and actions following the hearing (incl. informing NEWB. The student cannot be expelled before the passage of 20 school days from the date the EWO receives the written notification)
- Consultations arranged by the EWO (BOM may consider suspending the student during this period if good order/Healthy and Safety is threatened by the presence of the student)
- Confirmation of decision to expel – letter to parents, info on right to appeal (Section 29)

Parents may appeal an expulsion or a cumulative suspension of 20 days under Section 29 of the Education Act. The Section 29 form is available in the school or on the DES website.

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Taunagh N.S. has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in **September 2013 and Circular 20/90 from the DES.**

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

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;

At Taunagh N.S. we consider the following to be key elements of a Positive School Culture:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and their worth as a human being
- We promote positive habits of self- respect, self -discipline and responsibility among all its members.
- We actively prohibits vulgar, offensive, sectarian or other aggressive behaviour by any of its members
- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning
- We have the capacity to change in response to its pupils needs
- We identify aspects of its curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values
- We take particular care of ‘at risk’ pupils and uses its systems to identify needs and facilitate early intervention where necessary –thus responding to the needs, fears & anxieties of individual members in a sensitive manner
- *Taunagh N.S. recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community*
- *We recognise the right of parents to share in the task of equipping pupils with a range of life skills.*

- We recognise the role of other community agencies in preventing and dealing with bullying
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities
- We promote qualities of social responsibility, tolerance and understanding among its members both in school and outside of school
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

(b) Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- ISM Team have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- The Principal of *Taunagh N.S.* as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

(c) A school-wide approach

- A whole community approach to the problem of bullying is required and Taunagh National School community comprises of

management, teachers, non-teaching staff, pupils, parents/guardians

- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

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

- *Taunagh N.S.* endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (*Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools*)

(e) Implementation of education and prevention strategies see section 5 of this policy, (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils;

(f) Effective supervision and monitoring of pupils

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent

- Supervision in playground areas must be managed and conducted effectively, with particular attention given to ‘hot spots’ or ‘hot times’ eg arrival & dismissal
- Pupil Council are consulted and engaged in a supervisory role, suitable to their capacity and understanding of the issues involved both in class and in the playground

(g) Supports for staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff

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

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

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

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

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

- Deliberate exclusion, malicious gossip and other forms of relational bullying,
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

5. The following education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) will be used by Taunagh N.S. (Ref: Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies
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School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Buddies and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular (e.g. per year) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti bullying Week and parents/guardians seminars organised by P/A.; annual student surveys during Anti Bullying Week; regular school assemblies by principal or deputy principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school
 - Get a parent/guardian or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology

within the school is strictly monitored, as is the pupils' use of mobile phones.

- The listing of supports currently being used in the school and the identification of other supports available to the school.

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.

Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack)**Diversity and Inter-culturalism**, Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will consider the implement of advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Board of Management

The Board of Management is a corporate body that acts on behalf of the patron and in accordance with the regulations of the Department of Education and Skills. Boards of Management of primary schools are appointed for a four year term. The term of office for our current Board of Management is from 1 December 2019 to 30 November 2023.

Board Members:

- Ms. R. Crummy (Teacher)
- Ms. C. Mc Goldrick (Principal/Secretary)
- Ms. Jana Drese (Parent Nominee)
- Mr S. Cunnane (Parent Nominee/Treasurer)
- Dr. D. Swann (Community Nominee)
- Mrs. K. Barlow (Community Nominee)
- Mr D. Shorten (Patron's Nominee)
- Mrs H. Shaw (Patron's Nominee/Chairperson)

Parent Association

The Parent Association is the structure through which the parents/guardians in a school can work together for the best possible education for their children. All parents/guardians of children in the school are members of the association with a number of parents being elected to a committee. The Parent Association works with the Principal, staff and the Board of Management to build effective partnership between home and school. At the beginning of the school year, the Parent Association should meet with the Principal and/or members of the Board of Management and together they will decide what will be of most benefit to the school. The Principal may draw up a wish-list from which the parent association committee can choose. The approval of the board is needed prior to any funds being raised. The Parent association can suggest and/or organise extra-curricular activities with the agreement of the Board of Management, such as dancing classes, sports activities, social events etc. and invite speakers to address the parents on issues which are topical or relevant.