

Polasaí Cumarsáide idir tuismitheoirí agus múinteoirí



Parent/Staff Communication Policy

(Athbhreithniú déanta In Aibreán 2014)

Réamhráiteas

Cuireadh an plean seo le chéile ag foireann, Bord Bainistíochta agus I gcomhpháirt le tuismitheoirí nGaele Scoil Dr. Uí Shúilleabháin I Mí Aibreán 2014.

Tugann an polasaí seo eolas agus treoirlínte do thuismitheoirí agus múinteoirí faoi cruinnithe tuismitheoirí/múinteoirí agus cumarsáide idir tuismitheoirí agus múinteoirí I nGaele Scoil Dr. Uí Shúilleabháin. Tá ról lárnach ag baile agus clann an pháiste in a f(h)orbairt socialta agus intleachtúil agus ag cothú luachanna maithe mórálta. Déantar gach iarracht ag an scoil agus an baile comhoibriú le chéile ar son leasa an pháiste. Tá tacaíocht agus meas le leiriú eatarthu.

Spreagtar tuismitheoirí:

- Dlúth-naisc a dhéanamh leis an scoil.
- A bheith páirteach I gcruinnithe I slí dearfach agus meas a bheith acu ar an ról proifisiúnta atá ag foireann na scoile.
- Comhoibriú leis an scoil I gcumas a bpáiste a fhorbairt.
- Luach agus meas a bheith acu d' éiteas na scoile.
- A bheith gníomhach ar Choiste na dTuismitheoirí.
- A bheith gníomhach I bpolasaithe agus pleananna na scoile a bhaineann leo.

Cothaítear cumarsáid oscailte le tuismitheoirí tré:

- Cruinnithe tuismitheoirí/múinteoirí foirmiúil I Mí na Samhna.
- Tuairisc scoile ag deireadh gach scoilbhliain.
- Cruinnithe le tuismitheoirí páistí le riachtanais speisialta.
- Comhairliú I rith na bliana.
- Cumarsáid scríofa.
- Tugtar cuireadh do thuismitheoirí ar choiste na dtuismitheoirí a bheith páirteach I bpolasaithe na scoile a phlé, a dhreachtú agus athbhreithniú a

dhéanamh orthu. Cuirtear tuismitheoirí eile sa scoil ar an eolas faoi polasaithe nua tríd an nuachtlitir.

- Cuirtear ar a laghad nuachtlitir amháin in aghaidh na seachtaine abhaile tríd an ríomhphost chun tuismitheoirí a choimeád ar an eolas faoi imeachtaí scoile.
- Usáidtear an dialann scoile (Rang 1-6) chun teachtaireachtaí ginearálta a scríobh idir na tuismitheoirí agus na múinteoirí. Caithfidh gach tuismitheoir an dialann scoile a shiniú gach oíche chun a thaispeáint go bhfuil an obair bhaile déanta.
- Tugtar cuireadh do thuismitheoirí teacht chuig imeachtaí scoile I rith na bliaina mar sh. Lá sport, drama srl.
- Páirt a ghlacadh sna ceachtanna curaclam ó ám go chéile mar sh. Paired reading, ealaín ag an gclub puipéid, ranganna ceoil, an coir scoile, an clár "lé chéile"

Má tá tuismitheoir ag iarraidh dul I dteangmháil le múinteoir, is féidir am oiriúnach a eagrú tríd an rúnaí scoile.

Tá sé an-thábhachtach an scoil a chur ar an eolas faoi imeachtaí/cúrsaí sa bhaile a chuireann buairt/inní ar do pháiste agus ar fhoghlaim/iompar an pháiste ar scoil. Ní thugtar aon eolas faoi páiste d'éinne ach amháin do na tuismitheoirí/caomhnóirí atá scríofa ar an fhoirm iontrála.

Cruinnithe tuismitheoirí/múinteoirí

Bíonn cruinnithe tuismitheoirí/múinteoirí ar siúl do gach rang uair amháin sa bhlian (Imlitir 14/04). Bíonn na cruinnithe seo ar siúl ag deireadh Mí na Samhna de ghnáth. Faigheann gach tuismitheoir nóta le am cuí. Déanfar gach iarracht amanta oiriúnach a thabhairt do thuismitheoirí le níos mó ná páiste amháin sa scoil. Bíonn na cruinnithe ar siúl sna seomraí ranga. Bíonn an múinteoir tacaíocht/foghlama, an múinteoir acmhainne agus ceannairí eile (clár le chéile) le fail do chruinnithe tuismitheoirí/múinteoirí chomh maith. Tugtar deis do thuismitheoirí atá scartha óna chéile teacht chuig na cruinnithe seo ag amanta difriúla.

Is iad spriocanna na cruinnithe tuismitheoirí/múinteoirí ná chun:

- Cumarsáid a chothú idir an scoil agus na tuismitheoirí.
- Eolas a thabhairt do thuismitheoirí faoi conas tá ag éirí lena p(h)áiste ar scoil.
- Cabhair a thabhairt do thuismitheoirí/múinteoirí aithne níos fear a chur ar na páistí.
- Go bhfeiceann na páistí go bhfuil an scoil agus an baile ag comh-oibriú le chéile.
- Deacrachtaí agus fadhbanna atá ag páistí a roinnt le chéile.
- Athbreithniú a dhéanamh ar thaithí an pháistí ar scoil.
- Níos mó faoin bpáiste a fhoghlam ón dtuismitheoir.
- Tuairimí an thuismitheora a fháil amach.
- Áiteanna easaontais a aithint.
- Eolas a thabhairt do thuismitheoirí faoi conas tacaíocht/cabhair a thabhairt don páiste.

- Cinní a dhéanamh le chéile faoi oideachas an pháiste.
- Torthaí na scrúdaithe caighdeánacha a thabhairt do thuismitheoirí.

Tá *Circular 56/2011 Initial Steps in the implementation of the national literacy and numeracy Strategy* glactha ag an Bord Bainistíochta. Is iad seo a leanas na tagairtí atá ann do cumarsáid idir thuismitheoirí/múinteoirí.

Tuairisciú do thuismitheoirí

Is ar na thuismitheoirí atá an príomh-dhualgas I Leith foghlaim agus forbairt an pháiste. Tugann an scoil tacaíocht do thuismitheoirí tré eolas oiriúnach cuí a roinnt faoi forbairt oideachasúil an pháiste. Bailíonn múinteoirí eolas ó áiteanna éagsúla mar sh. scrúduithe ranga, scrúdaithe caighdeánacha, dírbhreathnú an mhúinteora srl. Chomh maith le sin, tugann thuismitheoirí léargas do mhúinteoirí faoi foghlaim an pháiste sa bhaile.

Tuairiscí scoile

Táispeántar foghaim an pháiste agus torthaí na scrúdaithe caighdeánacha sna tuairiscí scoile. Tá teimpléid ag an NCCA agus úsáideann Gaelscoil Dr. Uí Shúilleabháin ceann acu.

Tá cúntas de na ceithre snáithe seo sa tuairisc scoile:

- Mar a d'fhoghlaim do pháiste I gcaitheamh na bliana
- Do pháiste mar fhoghlaim
- Forás sóisialta agus pearsanta do pháiste.
- Conas tacaíocht a thabhairt do do pháiste ina c(h)uid foghlama.

Cruinnithe Foirmiúil - IEP's

Bíonn na cruinnithe foirmiúil idir thuismitheoirí/foireann na scoile maidir le IEP's ar siúl ag deireadh Mí Méan Fómhair/tús Mí Dheireadh Fómhair gach bliain. Beidh an múinteoir tacaíocht foghlama/acmhainne, an múinteoir ranga, an príomhoide, thuismitheoirí agus saineolaithe eile páirteach sa phróiseas seo. Más mian le thuismitheoir coinne a dhéanamh leis an múinteoir acmhainne/tacaíocht foghlama, is féidir leo am a eagrú roimh ré.

Cruinnithe neamhfhoirmiúil idir thuismitheoirí agus foireann na scoile.

1. Cothaítear cumarsáid idir thuismitheoirí agus foireann na scoile.
2. Níl cruinnithe idir an múinteoir ranga agus thuismitheoir atá ag iarraidh labhairt faoi dul chun cinn a p(h)áiste, ag doras an seomra ranga ceadaithe mar:
 - a. Ní féidir leis an múinteoir ranga feighlíocht a dhéanamh ar na páistí sa rang agus é/í ag caint le thuismitheoir.
 - b. Tá sé fíor-dheacair a bheith discrétiveach agus páistí eile timpeall.
 - c. Cuireann sé náire ar an bpáiste nuair atá a dtuismitheoir ag caint leis an múinteoir ag an doras.

Bíonn amanta ann uaireanta ina mbíonn cúis práinneach ag thuismitheoir labhairt leis an múinteoir ranga gan coinne a dhéanamh roimh ré. Déanfaidh an príomhoide gach iarracht

freastal ar an dtuismitheoir sa chás seo agus déanfaidh sí deimhin de nach gcaileann na páistí amach ar aon am foghlama/múineadh.

Más mian le tuismitheoirí boscaí lóin, éadaí spóirt srl. a thabhairt isteach agus an rang ar siúl, is féidir leo iad a fhágáil san oifig leis an rúnaí.

Nós imeachta le gearán a dhéanamh

Ní bhíonn gearáin ag tuismitheoirí ró-mhinic. Ba mhaith leis an scoil go deileáilfear leo go neamhfhoirmiúl, go cothrom agus go tapaidh. Seo a leanas an Próiséis na Scoile chun Déileáil le Gearáin (ag leanúint treoirlínte CMÉ)

<http://www.into.ie/ROI/LegalAndIndustrialRelations/ParentTeacherRelations/INTOManagement>

Sa chás go mbíonn gearán ag tuismitheoir/caomhnóir tá céimeanna i gceist:

Céim 1 (go neamhfhoirmiúl)

1. Coinne a dhéanamh chun labhairt leis an **múinteoir ranga**
2. Mura bhfuil réiteach sásúil is féidir coinne a dhéanamh chun labhairt leis an **bPríomhoide** chun teacht ar réiteach
3. Mura bhfuil réiteach sásúil tar éis an chruinnithe sin is féidir labhairt le **Cathaoirleach** an Bhoird Bainistíochta chun iarracht a dhéanamh teacht ar réiteach sásúil.

Céim 2 (go foirmiúl)

1. Mura bhfuil réiteach sásúil agus go dteastaíonn ón tuismitheoir/caomhnóir dul ar aghaidh leis an ngearán ba chóir gearán i scríbhinn a chuir go Cathaoirleach an Bhoird Bainistíochta.
2. Ba chóir don Chathaoirleach an múinteoir a chur ar an eolas faoin ngearán agus cad go díreach atá ag déanamh tinnis don tuismitheoir/caomhnóir. Ba chóir go ndéanfaidh an Cathaoirleach iarracht teacht ar réiteach sásúil leis na páirtithe laistigh de 5 lá ó theacht an gearán scríofa.

Céim 3

1. Mura féidir leis na páirtithe teacht ar réiteach sásúil go neamhfhoirmiúl, ba chóir don chathaoirleach, le cead an Bhoird;
 - Cóip den ghearán scríofa a thabhairt don mhúinteoir agus,
 - Cruinniú a reachtáil leis an múinteoir, agus más gá Príomhoide na Scoile, chun teacht ar réiteach sásúil. Ba chóir don chruinniú seo tarlú laistigh de 10 lá ó theacht an gearán scríofa.

Céim 4

1. Má tá an gearán fós gan réiteach ba chóir don Chathaoirleach tuairisc oifigiúil a dhéanamh don Bhoird Bainistíochta laistigh de 10 lá ón gcruinniú (3b)
2. Más é tuairim an Bhoird nach bhfuil bunús leis an ngearán cuirfear an múinteoir agus an gearánaí ar an eolas laistigh de 3 lá ón gcruinniú Bhoird .

3. Más é tuairim an Bhoird go bhfuil bunús leis an ngearán nó gur gá a thuilleadh iniúchadh a dhéanamh, is mar seo a théann sé .

- Ba chóir an múinteoir a chur ar an eolas go bhfuil an tiniúchadh ag dul ar aghaidh go dtí an chéad chéim eile
- Ba chóir aon fhianaise scríofa a thacaíonn leis an ngearán a thabhairt don mhúinteoir
- Iarrtar ar an múinteoir cuntas scríofa a thabhairt don Bhord mar fhreagairt ar an ngearán
- Ba chóir deis a thabhairt don mhúinteoir cur i láthair den chás a chur faoi bhráid an Bhoird.

Tá sé de cheart ag an múinteoir cara a thabhairt mar chabhair ag an gcruinniú seo

Tá sé de cheart ag an mBord cruinniú leis an ngearánaí a reachtáil, sa chás gurb é tuairim an Bhoird go bhfuil gá leis. Tá sé de cheart ag an ngearánaí cara a thabhairt mar chabhair ag an gcruinniú seo

- Tarlóidh na cruinnithe i (d) agus (e) thuas laistigh de 10 lá ón gcruinniú a luadh i 3 (b).

Céim 5

1. Nuair atá iniúchadh an Bhoird críochnaithe, ba chóir do Chathaoirleach an Bhoird cinneadh an Bhoird a chur in iúl i scríbhinn don mhúinteoir agus don ghearánaí laistigh de 5 lá ó chruinniú an Bhoird
2. Is cinneadh deiridh críochnaitheach cinneadh an Bhoird
3. Déanfar athbhreithniú ar an bpróiseis chun gearán a dhéanamh tar éis tréimhse 3 bhliana
4. Is féidir leis an CPSMA nó an INTO tarraingt as an aontú seo ach fógra 3 mhí a thabhairt don pháirtí eile

Iompar na páirtaithe leasmhara sa scoil

Tá cumarsáid dearfach agus cóimheasa fíor-thábhachtach dúinn sa scoil seo. Baineann sé seo, ní hamháin le na páistí agus le gach éinne sa scoil mar shampla, foireann na scoile, tuismitheoirí agus an mhórphobal. Bá cheart go mbraitheann gach duine slán sábhailta agus iad ag teacht isteach sa scoil. Cé go bhfuil iompar na bpáistí an-tábhachtach, tá iompar daoine fásta an-tábhachtach chomh maith mar bíonn páistí ag déanamh aithris orthu.

Tá gach duine freagrach as a niompar féin.

Mar shampla:

- Caithfidh na páirtaithe leasmhara labhairt lena chéile le meas. Níl cead ag éinne a bheith ag béiceadh nó tóin ionsaitheach a úsáid riamh. Má thaispeántear aon ionsaitheacht nó fearg ó éinne, iarrfar orthu an scoil a fhágáil. I gcásanna áirithe cuirfear gloch ar na gardaí.
- Taispeáinfaidh na páirtaithe leasmhara meas dos na páistí I gcónaí.
- Níor choir d'aon thuismitheoir eolas a long faoi páiste eile sa scoil.
- Nuair a bhuaileann na páirtaithe leasmhara le chéile, ba coir go mbeadh na cruinnithe gearr agus cruinn. Socraítear am dos na cruinnithe seo roimh ré.

- Dé ghnáth bíonn foireann na scoile saor chun éisteacht le tuismitheoirí le saincheist tapaidh ar maidin nó tar éis am scoile. Ach, má bhíonn cruinniú ag teastáil ó thuismitheoir le múinteoir eagraítear am atá oiriúnach do gach duine. Tosnaíonn an scoil ag a 9.20 r.n agus críochnaíonn an scoil ag a 3.00 i.n. Níor choir cur isteach ar an am seo.

Sábhailteacht, sláinte agus leas ag an obair.

Tá an tAcht um Shábhailteacht, Sláinte agus Leas ag an Obair I bhfeidhm ó Mí na Samhna 1989. Is caipéis tábhachtach é don Bord Bainistíochta agus gach duine a oibríonn I scoileanna.

Tá sé aitheanta anseo go bhféadfadh le ball foirne a bheith I mbaol ó dhrochíde ó bhéal, bagairt, ionsaí nó imeaglú. D'fhéadfadh sé teacht ó dhaltaí, tuismitheoirí, caomhnóirí, baill foirne eile nó ionróir.

De bharr sin, ba choir go mbeadh gach ball foirne ar an eolas faoi **ROS Imlitir 40/97**. San imlitir seo, tá nós imeachta ann, má bhraitheann siad gur tharla aon rud thuas.

Daingniú:

- Dainginíodh an polasaí seo ag an gcruinniú boird

Ar _____

Siniú an Chathaoirligh _____

Athbhreithniú:

- Déanfar athbhreithniú ar an bplean seo i Mí Bealtaine 2016.

Polasaí Cumarsáide idir tuismitheoirí agus múinteoirí



Parent/Staff Communication Policy

(Athbhreithniú déanta In Aibreán 2014)

Introductory statement

This policy was developed by the staff of Gaelscoil Dr. Uí Shúilleabháin, the Board of Management, in conjunction with school parents in the school year 2014.

Its purpose is to provide information and guidelines to parents and staff on parent/staff meetings and parent/staff communication in Gaelscoil Dr. Uí Shúilleabháin. The family and home are central to the social and intellectual development of the child and the nurturing of good, moral values. The school and the family strive to be mutually supportive and respectful of each other so that the child's education can be effective. All the stakeholders aim to work for the benefit of the child and their learning.

Parents are encouraged to:

- Develop close links with the school
- Participate in meetings in a positive and respectful manner, affirming the professional role of the staff and all staff members in the school
- Collaborate with the school in developing the full potential of their children
- Value and respect the school ethos.
- Become actively involved in the school/parent association
- Participate in policy and decision-making processes affecting them.

Structures in place to facilitate open communication & consultation with Parents

- Parent/teacher meetings one-to-one in November
- Parents receive school report of each pupil at the end of each school year
- Meetings with parents whose children have special needs
- Consultation throughout the year
- Written communication
- Through the parents' association, parents are invited to discuss and contribute to the drafting and review of all school policies. Decisions taken to change

current policies and procedures or to introduce new ones will be made known to all parents in written format via the school newsletter

- Regular newsletters keep parents up-to-date with school events, holidays and school concerns
- Home work diary 1st - 6th class, used to relay messages which are signed between parents and teachers. Parents requested to sign diary each night to certify that homework has been completed
- Parents are invited to events throughout the year e.g. Sports Day, school concerts
- Participating in curricular lessons from time to time eg. Paired reading, puppetry club, music lessons, school choir, "le chéile" programme.

If a parent wishes to consult with a teacher, he/she can contact the school secretary to arrange a suitable time.

It is vital that the school is immediately informed if family events/situations occur that cause anxiety to your child and therefore may adversely affect his/her education In all matters pertaining to the wellbeing and education of pupils, only the parents/legal guardians named on the enrolment form will be consulted by staff.

Parent/Teacher meetings

Formal Parent/Teacher meetings will be held once a year for all classes (Circular 14/04). Where possible, they will be held in the first term, towards the end of November for all classes. Each parent will receive a note with details regarding time, etc. The school will attempt to co-ordinate times where siblings are concerned. Meetings will take place in classrooms. The learning support teacher, resource teacher and other leaders (learn together programme) will also be available for formal parent/teacher meetings. In the case of separated parents, requests can be made by both parents to meet their child's teacher(s) individually for parent/teacher meetings.

The purpose of the Parent/Teacher meeting is:

- To establish and maintain good communication between the school and parents
- To let parents know how their children are progressing in school
- To help teachers/parents get to know the children better as individuals
- To help children realise that home and school are working together.
- To share the problems and difficulties the child may have in school
- To review with the parent the child's experience of schooling
- To learn more about the child from the parent's perspective
- To learn more about parental opinions on what the school is doing
- To identify areas of tension and disagreement
- To identify ways in which parents can help their children
- To negotiate jointly decisions about the child's education
- To inform the parents of standardised test results according to school policy.

Circular 56/2011 Initial Steps in the implementation of the national literacy and numeracy Strategy has been adopted by the Board of Management. References to parent/school communication are:

Reporting to parents

Parents have the primary responsibility for their children's learning and development. Schools can strengthen the capacity of parents to support their children in this way by sharing meaningful information with parents about the progress that children are achieving in the education system. This information needs to draw on the different sources of evidence that staffs use eg. Weekly tests, standardised test results, teacher observation etc. In turn, parents will often be able to enrich staffs knowledge of their students' progress through providing further information about the students' learning at home.

Report card templates

Schools should help parents to understand fully the evidence of learning that the school reports to them, especially information from any standardised tests. The NCCA has provided a range of standard report templates to assist schools in reporting information about the progress of primary pupils to parents, including information from standardised tests. The NCCA report card templates were developed through a process of consultation with schools and parents can take account of research commissioned by the NCCA. Gaelscoil Dr. Uí Shúilleabháin has adapted and uses one of these templates.

The report cards provide for reporting in four key areas:

- The child's learning and achievement across the curriculum
- The child's learning dispositions
- The child's social and personal development
- Ways in which parents can support their child's learning

Formal Meetings-IEPs

Formal timetabled parent/staff meetings on the subject of the **Individual Education Plan** will take place in September/October. The learning support/ resource teacher in consultation with the classroom teacher, principal, parents and relevant others will draw up the IEP. However, if a parent wishes to arrange a meeting with the learning support/resource teacher at any stage during the year to discuss their child, they may do so by prior appointment.

Informal Parent/Staff Meetings

1. The School encourages communication between parents and staffs.
2. Meetings with the classroom teachers at the class door to discuss a child's concern/progress are discouraged on a number of grounds:

1. Staff cannot adequately supervise his/her class while at the same time speaking to a parent
2. It is difficult to be discreet when so many children are standing close by
3. It can be embarrassing for a child when his/her parent is talking to staff at a classroom door.

Occasions occur where a parent needs to speak to a staff member urgently. Sometimes these meetings need to take place without prior notice. The Principal will aim to facilitate such meetings making every effort to ensure that the children in the class do not lose out on any of the teaching/learning time.

If parents wish to drop in lunch boxes, sports gear etc, this can be done through the secretary's office as it is important to keep class interruptions to a minimum.

Complaints Procedure

Complaints are infrequent but the school would wish that these would be dealt with informally, fairly and quickly. The following is the agreed complaints procedure to be followed in primary schools.

Stage 1-informal stage

1. A parent/guardian who wishes to make a complaint should, firstly approach the **class staff** with a view to resolving the complaint
2. Where the parent/guardian is unable to resolve the complaint with the class staff he/she should approach the **Principal** with a view to resolving it
3. If the complaint is still unresolved, the parent/guardian should raise the matter with the **Chairperson** of the Board of Management with a view to resolving it.

Stage 2-formal stage

1. If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, he/she should lodge the complaint in writing with the Chairperson of the Board of Management
2. The Chairperson will bring the precise nature of the written complaint to the notice of the staff and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

1. If the complaint is not resolved informally, the Chairperson should, subject to the authorisation of the Board:
 - a. Supply the staff with a copy of the written complaint and
 - b. Arrange a meeting with the staff, and where applicable, the Principal with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

1. If the complaint is still not resolved, the Chairperson should make a formal report to the board within 10 days of the meeting

2. If the Board considers that the complaint is not substantiated, the staff and the complainant should be so informed within 3 days of the Board meeting
3. If the Board considers that the complaint is substantiated or that it warrants further investigation, the following steps should be followed:
 - a. The staff should be supplied with copies of any written evidence in support of the complaint
 - b. He/she should be requested to supply a written response to the complaint to the Board and should be afforded an opportunity to make a presentation to the Board and to be accompanied by another person to that meeting
 - c. The Board may arrange a meeting with the complainant, who may be accompanied by another person to this meeting.

Stage 5

1. Following the Boards investigations, the Chairperson shall convey the decision of the Board in writing to the staff and the complainant within 5 days of the meeting of the Board.
2. The decision of the Board shall be final.
3. This complaints procedure will be reviewed after 3 years.
4. The CPSMA or INTO may opt out with 3 months prior notice to the other party.

Behaviour of all Stakeholders in the School

Positive and respectful communication is of high importance to our school. This not only extends to the children but to all of the stakeholders e.g. the staff, parents and the wider community. Anyone entering our building should feel safe to do so. While the behaviour of children in our school is of vital importance, adults in the school community also have a responsibility to ensure their own behaviour models the types of behaviour expected of children.

It is important that all stakeholders are responsible for their own behaviours in the school. Examples include:

- All stakeholders are expected to speak to each other with respect. Shouting or other aggressive tones are not acceptable. If a stakeholder displays anger or aggression to another member of the school community, they may be asked to remove themselves from the building. In certain cases, the Gardaí must be called
- All stakeholders will treat our children with the utmost respect while on the premises
- Staff should not be asked to speak about another parent's child. The staff of the school will respect your child's right to privacy so it is asked that parents respect other children's rights to privacy

- When stakeholders meet, it is important to respect that the time of meetings should be kept to a reasonable amount of time. Times of meetings should be agreed beforehand and these should be respected
- Staffs are generally available to listen to a quick issue in the morning and after school. However, should a parent need to have a discussion or meeting, an appointment should be made at a convenient time for both parties. This ensures that issues can be resolved. Classes begin at 9:20 am and finish at 3:00pm and this time should not be interrupted.

Safety, Health and Welfare at Work

The Safety, Health and Welfare at Work Act became operative on 1 November 1989. It is an important piece of legislation for BoMs and for those who work in schools, as schools and colleges were brought under the scope of safety legislation for the first time.

It is recognised that school staff may be at risk from violence in the form of verbal abuse, threats, assaults or other forms of intimidation. This behaviour may come from pupils, parents, guardians, other staff members or intruders.

In this respect, all staff should be aware of **DES Circular 40/97** which deals with the procedures to follow if they feel they have been subjected to any of the above behaviours.

This plan will be implemented from May 2013.

Ratified by the Board of Management

Chairperson: _____

Date: _____

This policy will be reviewed again in May 2016 or sooner should the need arise.