Borrisokane Community College

School Plan

September 2019

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Part 1 – Relatively Permanent Features

Section 1

Mission Statement

*We seek to promote a caring and committed school community
which will facilitate the education of our students
and where each individual is valued as a unique human being.*

"Is ar scáth a chéile a mhairimid"

Section 2

School Profile

Introduction

Borrisokane Community College has been at the centre of life in our community for more than half a century. We aim to provide a high quality comprehensive education which caters for the diverse skills and aptitudes of our school community.

We are committed to the care and development of each individual in a happy school atmosphere which offers children and young adults opportunities to develop as good citizens, proud of their inherited values and beliefs. Our school operates on the premise of due respect for the beliefs of all.

Our School is a community where students, staff and parents support each other; an effective school results from productive teamwork; Ni neart go chur le cheile. In that context Borrisokane Community College is an effective school and, on behalf of our Board of Management, I wish to state that we will continue to commit ourselves to providing a College where the education of children takes pride of place and where the highest standards and aspirations will continue to be our challenge.

The new building project was completed during the summer of 2013 and as a result state of the art facilities are available in all subject areas.

Matthew Carr.
Principal.

Section 3

School Structures and Resources

Staff

Principal:	Matthew Carr
Deputy Principal:	Suzanne McMahon
School Chaplains:	Rev Terry Mitchell, Fr. M. Cooney, Sr. N. Hartigan.
Religion:	Clare O'Brien, Eimear Cahalan, Ceire Hogan, Cornelia Walsh.
Languages:	Orla Cunningham, Noel Cronin, Eimear Lyons, Aoife Forde, Marie D'Arcy, Maeve O'Grady, Ramona Morgan, Lisa Doolan, Darren O'Connell, Davina Fogarty, Mairead Maxwell, Lisa Doolan, Cait Ryan, Hannah Costello, Lisa Duffy, Elaine Linehan, Orlagh Heavey, Laura Mahoney, Aoife Minogue.
Technology:	Macdara MacLochlainn, Mark McGinn, Peter Dillon, Sean Ryan.
Maths:	Paula Molloy, Eileen Kenny, Davina Fogarty, Denise Lally, James McEvoy, Deirdre Kyne, Ruth Kilkenny.
Science:	Niamh O'Sullivan, Mary Brady, Cathy Keogh, Laura Walshe, Rachel Ahern,
Business Studies:	Martin Hanrahan, Tomas Maher, Elaine Dunne, Deirdre Kyne, Louise Ryan.
History & Geography:	Aoife Forde, Maeve O'Grady, Paula Molloy, Ramona Morgan, Eimear McGrath, Catriona Maher, Darren O'Connell, Mairead Maxwell, Cait Ryan, James McEvoy.
Home Economics:	Marianne Bergin, Cornelia Walsh, Eimear Cahalan, Ceire Hogan.
Information Technology:	Martin Hanrahan, Tomas Maher, Elaine Dunne, Deirdre Kyne, Sean Ryan, Davina Fogarty.
Art:	Eileen Forde.
Physical Education:	Orla Cunningham, Eileen Kenny, Eimear McGrath, Ruth Kilkenny.
Music:	Noel Cronin, Lisa Duffy.
Career Guidance:	Annette Tierney, Trudy Carroll.
Autism Centre:	Jackie Hayes, Louise Ryan, Aine Shanahan, Eimear Cahalan.
Resource:	Angela Butler, Jackie Hayes, Elaine Dunne, Ramona Morgan, Louise Ryan, Niamh O'Sullivan, Aine Shanahan, Trudy Carroll.
Secretary:	Evanna Morrissey.
Caretaker:	Eamon Brophy.
Special Needs Assistants:	Ann Ryan, Mary Brooks, Margaret Connolly, Antoinette McLoughlin.

In School Management Structures

Post Holders and their Roles and Responsibilities

School Name:	Borrisokane Community College
Date of posting:	12th April 2019

Post Holder:	Level of Post (API or APII)	Associated Role:	Summary of Responsibilities:
Marianne Bergin	API	• Leader Teaching & Learning • Coordinator	• Leader Teaching & Learning focus on 1st Year. • Students Support Team. • Extra Curricular Activities.
Noel Cronin	API	• Leader Teaching & Learning • Coordinator	• Leader Teaching & Learning focus on 6th year • Christmas Concert. • Extra Curricular Activities
Eimear Lyons	API (Act)	• Leader Teaching & Learning • Coordinator	• Year Head 2nd year. • Junior Cycle Coordinator • Extra Curricular Activities
Tomas Maher	API	• Leader Teaching & Learning • Coordinator	• Leader Teaching & Learning focus on 5th year • Student Lockers • Extra Curricular Activities
Elaine Shanahan Dunne	API	• Leader Teaching & Learning • Coordinator	• Leader Teaching & Learning focus on 3rd year • Wellbeing • Extra Curricular Activities
Caitriona Maher	API	• Leader Teaching & Learning • Coordinator	• Leader Teaching & Learning focus on Transition Year • SSE/SDP • Extra Curricular Activities
Ramona Morgan	API	• Leader Teaching & Learning • Coordinator	• SEN Coordinator • Student Support Files Setup • Extra Curricular Activities
Orla Cunningham	P. Cord.	• Leader Teaching & Learning • Coordinator	• TY/LCA Coordinator • Support TY/LCA Students • Extra Curricular Activities

Meta Darcy	APII	• Leader Teaching & Learning • Coordinator	• Examination Secretary • ETB Awards • Extra Curricular Activities
Annette Tierney	APII	• Leader Teaching & Learning • Coordinator	• Student Options • Careers Exhibition • Extra Curricular Activities
Mark McGinn	APII	• Leader Teaching & Learning • Coordinator	• Digital Technologies • Health & Safety • Extra Curricular Activities
Louise Ryan	APII	• Leader Teaching & Learning • Coordinator	• SEN – ASD Centre • Foreign Tour • Extra Curricular Activities
Marie D'Arcy	APII	• Leader Teaching & Learning • Coordinator	• Supervised Study • Library • Extra Curricular Activities
Eileen Kenny	APII	• Leader Teaching & Learning • Coordinator	• Staff Induction/ School Placement Coordinator • Student Council • Extra Curricular Activities
Eileen Forde	APII	• Leader Teaching & Learning • Coordinator	• Christmas Concert • Promotion of School • Extra Curricular Activities
Ceire Hogan	APII	• Leader Teaching & Learning • Coordinator	• Stock Taking • Mentoring • Extra Curricular Activities

Signed by the Principal: *Matthew Carr.*	Date: 12th April 2019

- As a member of the Middle Management Team all Assistant Principal I post holders have a role in Leading Teaching and Learning in school and supporting the Senior Management Team in developing and implementing the School Development Plan.
- An AP1 and an AP2 will liaise together to encourage a supportive and collaborative approach to leadership.

AP1 – AP2 Links

Marianne Bergin	Mark McGinn
Eimear Lyons	Meta Darcy
Elaine Dunne	Ceire Hogan
Caitriona Maher	Marie D'Arcy
Orla Cunningham	Eileen Kenny
Tomas Maher	Annette Tierney
Noel Cronin	Eileen Forde
Ramona Morgan	Louise Ryan

Management Structures

Tipperary Education & Training Board is responsible for the management of eleven schools throughout Tipperary including Borrisokane Community College. This places extra resources at our disposal, enabling us to offer a wider curriculum than if we were on our own. The College also has a Board of Management, composed of representatives of parents, ETB members and teachers. The Board of Management meet to discuss the school's programme, facilities, etc.

Board of Management Members:

Mr. Chris Young	Parents' Representative
Mr. Mark McGinn,	Teachers' Representative
Mr. Joe Murphy,	TETB Representative
Ms. Margaret Mary Dwyer	TETB Representative
Ms. Caitriona Maher,	Teacher Representative
Ms Deirdre O'Brolchain,	Parents' Representative
Ms. Maura Kennedy,	Community Representative
Mr. Tony McKenna	Community Representative
Mr. John O'Farrell	Community Representative
Ms. Lisa Mulvihill	Community Representative
Mr. Matthew Carr,	Secretary
Ms Paula Molloy	Recording Secretary

Parents' Association

The College has a very active Parents' Association with representatives from each part of the catchment area. Various fund raising events are organised throughout the year and the funds raised are used to update facilities at the school. From April to December 2013 the Parents Association raised over €100,000 to equip the Autism Centre to a high standard and to provide activities for students outside of the centre e.g. horse riding, swimming, outdoor education centre, etc.

In addition to these formal structures, parents are always welcome to call to the school to view our facilities or discuss the progress of their children. In addition each year, we have Parent/Teacher meetings when parents are invited to the school to meet all teachers. Meetings for parents of first years are organised in early October to give them an idea of what new subjects involve and ideas on how parents can help with their child's education. Meetings also take place when students are making important decisions such as choosing subjects for the Junior and Leaving Certificate.

The aims of the Parents' Association are:
- to represent the views of parents.
- to inform parents of developments in education and in the school.
- to foster co-operation between parents, teachers and school management.

Borrisokane Community College
Teacher Induction Process

*We seek to promote a caring and committed school community
which will facilitate the education of our students
and where each individual is valued as a unique human being.*

"Is ar scáth a chéile a mhairimid"

Welcome to Borrisokane Community College.

The aims of the induction process are to ensure that new staff:

- Feel supported and confident in taking up their new position
- Can build on their strengths and abilities and contribute their new unique skills to the school
- Feel empowered through an understanding and appreciation of the values and vision of Borrisokane Community College.
- Contribute to both the school and their role quickly and effectively

The Induction Process at Borrisokane Community College:

- Induction will be provided for all new staff
- Induction is a two-way process & new staff will be encouraged to contribute to the induction process and bring their ideas to improve the process.
- Induction will make use of relevant data gathered during the selection process - e.g. interests expressed in application form, at interview, etc. so that the needs and strengths of new staff are identified.
- All staff are involved in and contribute to the development of induction.
- Attendance at ETB (Education & Training Board) induction programmes.
- Probation management will form part of the process of induction for new staff (Probation will be carried out by the Principal)

Induction Sessions:
Please note: Induction is ongoing during the year, through liaison with Principal, Deputy Principal, Mentor and other staff.
During Induction Sessions New Staff are:

- provided with up-to-date school policies and procedures and other relevant documentation
- given clarification on the expectations of staff and students
- provided with information on the school community, available resources, mentor meeting times and any other areas which may arise.
- invited to reflect and contribute to the induction process and any other areas for improvement in Borrisokane Community College.

Session 1
In-School Meeting: New staff meet the Principal, Deputy Principal & Mentor at the end of August prior to the commencement of the school year or if the new staff member is commencing during the school year then prior to commencing.

Session Outline:

- Powerpoint Presentation about Borrisokane Community College
- School Mission Statement & Ethos
- College Prospectus & School Calendar
- School Plan including all policies
- Charters for staff and students
- Outline of Code of Behaviour & Ladder of Intervention.
- Student Journal
- School Website

Day-to-Day School Activities:

- Timetable
- Tour of the school
- School Map
- Keys
- Record Keeping
- List of teaching and non-teaching staff and subject areas
- List of Year Heads/Class Tutors
- Eportal:
    - Username and Password
- Eportal Scenario: roll call, registration, amending roll call adding student events; entering student results & other information e.g. class lists, staff etc.
- Email & Sharepoint: Username & Password
- ICT – Computers, Interactive Data Projectors, IPads
- Subject Plans and Resources (further link between new staff and subject coordinator facilitated by Mentor)
- Lunch-time supervision & details of areas to be covered
- Extra & Co-curricular Activities including Leadership teams/School Focus Groups, School Newsletter, procedure for school trips and events.
- Procedure for photocopying etc.
- Staffroom facilities - staff pigeon hole, lockers, tea/coffee payment etc.
- Procedure for Staff Illness & Special Leave
- Health & Safety Statement
- Fire drill
- Dress Code

Other Information:

- Probation Process
- NQT Courses
- Tipperary Education and Training Board.
- Details on Local Education Centre's and Professional Development Opportunities-noticeboard.
- PDST Website & other relevant websites

The Role of the Mentor **in the Induction Process – NIPT (National Induction Programme for Teachers**
A *mentor is defined as the facilitator of the induction process in a school.*

- To provide support for the NQT
- To co-ordinate the induction plan and induction activities in collaboration with the principal & the NQT

- To attend mentor professional development, particularly mentors who are in their first two years of mentoring
- To liaise with the principal in providing short updates at staff meetings on the induction of NQTs
- To liaise with other staff members in relation to opportunities for the newly qualified teacher to visit their classrooms and work alongside the class teachers
- To liaise with other schools in the area for the purpose of observing and sharing practice
- To consult with the principal regarding the release days for the mentor and NQT in order to make the necessary substitution arrangements in a timely manner
- To enable and empower the NQT to seek/source answers to questions
- To establish clear boundaries for the mentor-NQT relationship
- To familiarise the NQT with school policies and procedures
- To work collaboratively with the NQT in the classroom e.g. observing and giving feedback
- To accept and give feedback in a constructive, open and professional manner
- To engage in action planning with the NQT
- To adopt a professional approach at all times

Note: Meetings of the Mentor and new staff take place regularly and may be formal or informal and additional meetings may take place if necessary.

Session 2 (August/September):
- Mentor meets with new staff and facilitates meeting with Subject Department Coordinator.
- Mentor supports any queries new staff may have and promotes staff involvement in focus groups/extra/co-curricular activities in the school.

Session 3
(September/October)
- Mentor meets with new staff and briefs staff on procedures to be followed during House Exams (3rd & 6th Years-October) and any other on-going activities in the school/matters arising.
- Mentor supports staff subject department involvement and any queries they may have and promotes staff involvement in focus groups/extra/co-curricular activities in the school.

Session 4
(October/November/
December)
- Mentor meets with new staff and briefs staff on Christmas Concert and reminds of procedures to be followed during House Exams (1st 2nd & 5th years December) and any other on-going activities in the school/matters arising.
- Mentor supports queries
- Reflection (two-way) on the Induction process to date

Session 5
(January/February)
- Mentor meets with new staff and briefs staff on procedure for Mock Exams and any other on-going activities in the school/matters arising.
- Mentor supports any queries

Session 6
(March/April)
- Mentor meets with new staff and briefs staff on procedures for coursework, orals etc. and any other on-going activities in the school/matters arising.
- Mentor supports any queries

Session 7
(May/June)
- Mentor meets with new staff re Blocks, house exams & any other matters arising.
- Reflect on the year, to identify areas for improvement for Induction in the future.

Roll Call/Exam Results/Breaktime-Lunchtime Supervision/Photocopying/Computer Facilities

Roll Call

The roll is called at the beginning of each class by the teacher on EPortal. Roll Call at first class becomes the registration for the day.

Students are given an opportunity on a regular basis to write a confidential note at roll call, on those mornings, an envelope will be provided, notes should be placed in the envelope which is then sealed and handed into the Deputy Principal or Principal's office. Students should be encouraged to use the notes as an opportunity to make constructive suggestions for the improvement of College life and also to bring cases of bullying etc. to our notice.

The following guidelines should be used when completing the Roll:

(a) Students should be assigned seats
(b) Check that each student is present.
(c) If a student is not present choose from the following options
- Absent
- Illness
- Other
- School Activity
- Suspended
- Unexplained absence
- Urgent family reason
- Late
  Click on the appropriate option and double click adjacent to the students name under the column entitled "AM"
(d) Ask students for a note for absences if there is an "A" under previous dates.
(e) Click into the date which the note is for and chose one of the following to explain the absence
- Illness
- Urgent Family Reasons
- Suspended
- Other
- Unexplained
- Transferred to another School.
Receiving this information is important as it is requested by the Education Welfare Board.
(f) If student has not furnished a note, ask for student diary and fill in absence details on the page provided and ask student to have note signed by Parent/Guardian.

Exam results: All house exam results and comments by Year Heads are submitted through Eportal**.**

Break time and Lunchtime Supervision

Staff involved in supervision will be advised regarding the area to be covered. There are five main areas to be supervised. If you are assigned to Area two, initially the queue in the sports hall corridor will need to be supervised until all students have been served food. Students are advised to queue at the left hand side of the corridor, in two's, no pushing or queue jumping should be tolerated, students engaging in such behaviour should be placed at the rear of the queue. It is also advisable to check the toilets on a regular basis. Students should not be allowed to bring food into toilet area or to eat anywhere other than seated in the Canteen. Please ensure students follow the procedures outlined in the policy. Students who wish to remain indoors during lunchtime should use the Canteen. If you are supervising in the Canteen encourage students to use

bins provided for litter, students should be discouraged from sitting on tables. Each year group is designated an area to sit in the canteen. Whilst eating students must be sitting facing into the table. When finished eating they may sit and chat to their friends in their designated areas but are not permitted to walk around the canteen. The teacher supervising in the canteen must also supervise the queue for the cold food counter.

At the end of lunchtime ensure that all students return to class on time by blowing whistle seven minutes before the recommencement of class. The school bell will also ring at this time.

Photocopying:
Photocopiers are available in the following locations – Staffroom, Staff Work area, DCG Room 109, Art Room 210. All staff are assigned a code for the copier. Codes are available from the Principal. Please copy on both sides of the page. Please keep copying to a minimum. A system called Papercut is used to monitor photocopying usage.

Computer facilities:
The computers in the staff work area are available to all staff, (Talk to the I.T. dept. about e-mail, passwords, etc.)

Tea/coffee facilities:
Tea and coffee making facilities are available at all times in the staff room, a small fee is collected each term to purchase the necessities.

A microwave is also available for use, Canteen facilities are provided for staff and students and a wide variety of food may be purchased there.

Staff should make every effort to keep the staffroom clean and tidy.

Courses and Subjects

Junior Cycle

At Borrisokane Community College we allow each student an opportunity to get a taste of our full range of subjects during his/her first term. At the end of the first term the students decide on the subjects they wish to take at Certificate examination level. The class teachers, and Careers Guidance Counsellor advise students on making the best choice. Parents are also consulted at this stage through a meeting that takes place in November.

Junior Cycle Subjects

Core Examination subjects studied by all students:
Irish, English, Maths, Science, History, Geography, Civic, Social and Political Education.

Option subjects - students study three for the Junior Cert:
Art, Business Studies, French, German, Home Economics, Technical Graphics, Materials Technology (Wood), Materials Technology (Metal), Music.

Non-examination subjects:
Religion, Social Personal and Health Education, Physical Education, Information Technology

Transition Year

Following from the more structured and prescriptive learning experiences of the Junior Cycle, the Transition Year is an opportunity to take stock, to explore new and different ways of learning, to expand the learning environment beyond the college into the wider community and the world of work and to lay a secure foundation for more mature decision-making with regard to Leaving Certificate and all that is to follow in the future. In Borrisokane Community College Transition Year is optional.

Curriculum for Transition Year

Core Subjects

Maths, English, Irish, French, German, Geography, History, Physical Education, Drama, Career Guidance.

Modules

Biology, Chemistry, Agricultural Science, Physics, Construction Studies, Engineering, Design and Communication Graphics, Art, Information Technology, Business.

Additional Courses
Religious Education: An introduction to World Religions. A Module of Relationships and Sexuality Education is delivered.
Coaching Course: Soccer and GAA coaching courses are delivered with certificates on completion.
Money Advice and Budgeting Service (MABS): This programme encourages students to budget and save for the future.
First Aid: As part of our Heart Safe School Initiative all students are trained in the life saving skills of CPR.
S.P.H.E.: Topics covered include Mental Health Awareness, Gender Issues and Relationships.
Debating and Public Speaking in both English and Irish.
Community Education: Students interact with the older people of the area in their own homes, in the community centre and the nursing home. They also visit the primary school.
Work Experience: Two periods of two weeks work experience are provided each year. A variety of work situations is available to the college. Students are closely monitored by the college while on work experience.
Other educational activities are organized for students throughout the year. One such example is Law Day.
Education Trips: A wide variety of Educational Trips are organised during the year including:
- Outdoor Education Centre trip for three days during September.

- Trips to the Theatre.
- Media Training Day in Kairos Studios, Maynooth, Co. Kildare.
- Optional Trip to Paris.
- One Day Personal Development Training

Assessment: Continuous Assessment takes place throughout the year with projects and portfolios in many subjects. Students are interviewed at the end of the year. School Reports are issued to parents three times during the year when credits are awarded to students in all subjects. At the end of the year a display night takes place where parents are invited to see the wide range of projects completed by students during the year. Certificates are presented on the display night.

Senior Cycle

All Leaving Certificate Subjects are offered at Higher and Ordinary Levels. The following is our list of Leaving Certificate Examination Subjects.

Irish, English, Mathematics, Biology, Physics, Chemistry, Home Economics, Engineering, Construction Studies, Art, Geography, French, German, History, Business, Design & Communication Graphics, Agricultural Science, Music.

The following non-examination subjects are also offered:
Religion, Career Guidance.

Leaving Cert. Vocational Programme

Students taking part in the traditional Leaving Certificate will also be offered two link modules to give a more vocationally oriented curriculum. The two link modules are:
Preparation for the World of Work, Enterprise Education.
Work Experience will also be completed as part of the Leaving Certificate Vocational Programme. Students will be awarded points on the successful completion of the link modules which can be used to increase their Leaving Certificate points for entry to colleges.

Leaving Certificate Applied Programme

The Leaving Certificate Applied Programme is a distinct self-contained two year Leaving Certificate programme aimed at preparing students for adult and working life.
Two year programme consists of four half year blocks called sessions and achievements are credited in each of these sessions.
Subjects covered:
Preparation for Work, Work Experience, Hotel, Catering & Tourism, Art, Enterprise, Communications Irish, Social Education, French, Agriculture/Horticulture, Maths, Information Technology, Craft and Design, Engineering, Science, Construction and Manufacturing.

On completion of the Leaving Certificate Applied, our students have progressed to work and further education in the Post Leaving Certificate area.

Second Year Youth Programme

This Personal Development Programme is targeted at second year students and students from the Autism Centre.
Purpose of the Programme:
- enhance college participation
- develop self-confidence and decision making ability.
- introduce students to a wide range of outdoor pursuits and team building exercises.
- raise drug awareness.

In-College Activities:

- Decision-making
- Drug awareness,
- Team building
- Confidence building,
- Community development and personal development.

Out of College Activities

• Rock-climbing	• Horse-riding
• Canoeing	• Orienteering
• Swimming	• Video making
• Pottery	• Sports

Learning Support
The college has in place a policy for assisting students with Special Educational Needs (available on request).

- Consultation takes place with parents and primary schools to establish if students have special needs.
- Psychological Assessments obtained where available.
- Resource hours sought to assist students
- Early in first year all students are assessed
- Psychological Assessment may be carried out if necessary
- Individual support programmes are put in place for students where necessary
- The college has at present on staff four Resource/Learning Support Teachers and three Special Needs Assistants
- Parents should inform the college if students have an exemption from Irish and supply supporting documentation on enrolling.

At Senior Cycle level the LCA Programme caters for students who require learning support with its in-built continuous assessment approach.

School Uniform

All students are expected to wear the school uniform at all times in school and when representing the school.

Girls: Blackwatch tartan skirt or navy uniform trousers – Hunter brand sold by shop below or equivalent uniform trousers. Fashion navy trousers will not be acceptable. (Further details available by checking the sample at the school).
Bottle green v-neck jumper with college crest.
White shirt (2).
Navy School Jacket with Crest.

Boys: Navy trousers.
Bottle green v-neck jumper with college crest.
White shirt (2).
Navy School Jacket with Crest.

Footwear: Black, Brown, Navy Shoes.
Black, Brown and Navy Decks are allowed.
The only runners that can form part of the school uniform are complete black runners.

Canvas, Uggs, Vans or similar footwear are not allowed.

School Jacket: The school jacket is available from Slaterys Nenagh only and is a navy jacket with the school crest. This is the only jacket that students will be allowed wear on school grounds. Other jackets will have to be taken off on arrival at the school and cannot be worn during the school day.

Students are also expected to have gear suitable for games - togs, jerseys, boots, tracksuit and runners. Runners for PE should be non-marking. Light runners such as Converse or Canvas shoes are not suitable as they are unsafe.

The school uniform is available from Slaterys 68/70 Pearse Street Nenagh, Co. Tipperary.

Facilities and Activities

Students' Council

Two representatives from each year group form the students' council. They meet on a regular basis with their staff liaison person where they discuss issues of concern to students. The students' council has being involved in fundraising activities to improve life for the whole college community.

Prefects

The prefects are a group of Leaving Certificate students who take on responsibilities in the college by supervising students in the dining hall and other areas designated in the school.

Cairde

This is a group of Transition Year students who volunteer to work with our new First Years each year. This group of about twenty students assist with First Year Induction Day and act as mentors and friends to First Years as they settle into the routine of Borrisokane Community College. They also organise and participate in activities for First Year students e.g. a retreat during the first term.

Other Opportunities

Scholarships, Gaisce Awards , Green Schools, VEC Awards, Awards Ceremony, Christmas Concert, Supervised Study, Third Level Scholarships, Homework Club, Big Brother Big Sister

Language Scholarships: A number of scholarships to the Gaeltacht are awarded annually to students from the college. This is an excellent opportunity for the students who receive the scholarships to improve their standard of Irish, as well as having a very educational and enjoyable holiday.

Scholarships are also awarded to students in the French and German areas each year. The students attend residential summer courses in colleges in Ireland. These courses give students the opportunity of actually living a foreign language for three weeks in their own country without having to contend with the extra expenses, worry and anxiety involved in going abroad.

Gaisce Awards: Gaisce is the National Challenge Award from the President of Ireland to the young people of Ireland between 15 and 25 years of age. There are three awards reflecting different levels of time commitment: Bronze (9 months), Silver (15 months), Gold (2 years).

Green Schools: This group endeavours to increase the awareness of recycling and waste management within the college community. Its aim is to get the Green Flag for the college.

Christmas Concerts: The annual Christmas Concert is held in December and is a very important part of the college year. A large number of students participate in the concert showing their abilities in Music, Song, Dance and Drama. Due to its popularity in recent years the number of performances had to be increased to two evening concerts.

Supervised Study: Supervised study is available to students from 4.20p.m. to 6.30 p.m. Monday to Thursday. It is very popular and has aided students in their high achievement in examinations. The Parents Association subsidies the cost of study.

Third Level Scholarships: Third Level Universities offer scholarships to students based on the points achieved in the Leaving Certificate results. Each year a number of our students receive these prestigious scholarships which give financial support towards their studies.

Homework Club: Staff volunteer their time to support students in completing their homework. Students are very positive towards this support finding huge benefit from their involvement in the programme.

Extra Curricular Activities

A wide range of extra curricular activities is offered to boys and girls in the sporting and non sporting areas. Camogie, Football, Soccer, Hurling, Ladies' Football, Ladies' Soccer, Rugby, Basketball, Athletics, Drama, Debating, Public Speaking, Draughts, Chess, Home Garden, Concerts, Boxercise, Dance, Aerobics, Yoga.

Facilities
The College has undergone a complete refurbishment which provides us with state of the art facilities for all subjects.
The new school buildings include the following:
Home Economics Kitchen, Dress Design, 3 Science Laboratories, Demonstration Room, Art & Craft Room, Music & Drama Room, Engineering Room, 2 Construction Studies Rooms, Design & Communication Graphics Room, Multimedia Learning Laboratory, Information Technology Room, 2 Lecture Rooms, Library, Mathematics Room, Guidance Suite, Adult Education Room, Learning Support Room, 2 Social Studies Rooms, 7 General Classrooms, Reception & Administration Suite of Offices, 6 Pastoral Offices, Meeting Room, 5 toilet blocks, Sports Hall, Dressing Rooms, First Aid Room, Staffroom, Fitness Suite, Dining Hall, Lift access for students or staff with disabilities, 4 Outdoor Basketball Courts, GAA and Soccer Playing Fields.

Autism Centre
The aim of the Autism Centre is to provide an integrated education for students diagnosed with Autistic Spectrum Disorders in their own locality, removing the necessity for them to travel long distances for education, as was historically the case.
The Autism Unit includes the following:
2 Classrooms, Multi Sensory Room, Daily Living Skills Room, Practical Activities Room, Activities Room, Office, Meeting Room, Toilets, Storage, Linen/Sluice Room, Outdoor Play area, Sensory Garden.

Career Guidance
The career guidance office has a comprehensive library of careers information. It has a computer and a range of Vocational Interest and Aptitude Tests enabling us to offer a comprehensive Careers and Counselling service. The Career Guidance teacher meets students on an individual basis to assist them in making decisions on courses and careers. Provision is also available for parents to meet the Career Guidance Teacher. Information Nights are organised for parents in relation to choosing subjects and the C.A.O. System.

Religious Education
Each class group has an allocation of class periods for religious education per week. The programme studies the Christian Church's creed/beliefs, code/moral laws and worship. We promote an experiential approach to religious education. Classes are supplemented by the work of the Church of Ireland Chaplain Canon Stephen Neill and the Catholic Chaplain Fr. Michael Cooney. Religious Ecumenical services take place throughout the year to celebrate special occasions in the Church and College. The Oratory as a Sacred Place enhances the provision of this area.

If it is a parent's wish that a student does not participate in religion class please send this request in writing to the school Principal. For supervision purposes the student will remain in the class but can work individually on homework or study.

Counsellor
A Counsellor is currently employed as a result of funding received from the Health Service Executive and Proctor & Gamble, Nenagh. Students are referred to the Counsellor by the Principal, Chaplain and Pastoral Team. All students before attending the Counsellor must have parental consent. This is a confidential service where only issues where a person is in danger or reports of abuse are referred to the School Principal. The Counsellor as part of the service may involve parents if necessary. In some circumstances students may be referred to outside agencies for additional or specialised support. Parents will be informed if students are to be referred to an outside agency unless it would put the student in danger.
The Chaplain coordinates the system of students meeting the Counsellor.

Life Long Learning

We provide a comprehensive range of Adult & Community Education Courses.

We provide opportunities for adults who would like to return to education and want to brush up on skills or would like to acquire new skills. We offer a variety of hobby courses. A free and confidential literacy and numeracy service is available here too. For more information about the service available and for giving ideas about how we could benefit the community through education, please contact: 067-27268.

College Chaplain:

An important aspect of our Pastoral Care Programme. The Chaplain provides a listening ear in a safe confidential environment. Students are free to visit the Chaplain on request. Sr. Nora, our on site College Chaplain, provides this service assisted by Rev. Stephen Neill and Fr. Michael Cooney.

Sr. Nora a past teacher of the college knows many parents as well as students.

Rainbows:

In response to the need for bereavement support among the student population, the Rainbows programme is available. Rainbows offers peer support to young people aged 6-18 years who have suffered loss in their lives, through bereavement or separation.

A team of trained adults act as faciliators for the programme. Three to five young people take part in the programme over a twelve week period one evening per week.

This is a confidential service, and further information can be had by contacting the College.

Section 4
School Policies

The school community (parents, teachers, students, board of management) have developed policy in a number of areas. These policy documents are available in the school and copies of policies which apply to students and/or parents/guardians are circulated to them.

Policy has been developed in the following areas:

- School Charters
- Code of Behaviour
- School Visits, Meeting with Teachers
- Anti Bullying Policy
- Child Protection Policy
- Substance Use Policy
- Social, Personal & Health Education
- Admissions Policy
- Student Teacher Policy
- Smoke Free Policy
- Special Educational Needs Policy
- Healthy Eating & Healthy Living Policy
- School Attendance Strategy
- Policy for dealing with students who present with illness or injury during school
- Crisis Response Policy
- Book Scheme Policy
- Pastoral Care Policy
- Finance Policy
- Homework Policy
- Fundraising Policy
- Exemption from Irish Policy
- Complaints Policy
- Data Protection Policy
- iPads Acceptable Usage Policy
- Internet Acceptable Use Policy
- Social Media Policy
- Policy on Staff travelling on School Trips
- House Exams/State Exams
- One to One Teaching and Counselling
- First Aid
- Administration of Medicines
- Work Experience
- External Speakers and Coaches
- Digital Learning Plan
- Reporting and Assessment
- Wellbeing
- School Calendar

School Charters

Mission Statement:

We seek to promote a caring and committed school community
*which will facilitate the education of our students
and where each individual is valued as a unique human being.*
"Is ar scáth a chéile a mhairimid"

Charter for Parents/Guardian's

Rights
- To have access to the schools policies and guidelines
- To have access to information about their child
- To feel confident in sharing issues or concerns
- To have your child spoken to in a professional and controlled manner
- To ensure your child will have access to all areas of the curriculum subject to available resources
- To participate in the Parents Association

Responsibilities
- To encourage and support their children by showing interest in their work and school life
- To praise their child's efforts
- To provide space and time for your child to do their homework
- To support the wearing of the school uniform
- To keep up to date with the school journal
- To monitor the use of mobile phones and the internet
- To ensure your child attends regularly and punctually
- To ensure that your child does not leave school early unless in exceptional circumstances
- To attend meetings organised by the school
- To support your child by attending concerts/activities etc
- To listen to both school and child when a problem occurs
- To inform the school of any change of circumstances
- To support the school positively

Charter for Staff

Rights
- To work in a clean, attractive and safe environment free from verbal, physical abuse/intimidation
- To be allowed teach without interruption or disruption
- To be kept up to date about changes and developments as they occur
- To have fair and equal access to staff development
- To be treated in a professional manner by all colleagues
- To be supported by management whilst carrying out our duties
- To be supported in the delivery of the curriculum
- To have adequate resources to deliver curriculum effectively
- To have adequate time to carry out professional duties
- To have personal welfare issues dealt with in a sensitive and confidential manner

Responsibilities
- To prepare effective teaching resources
- To manage time effectively
- To be punctual and attend in accordance with timetable
- To keep up to date with changes and developments
- To incorporate learning opportunities into the curriculum
- To treat all pupils, staff and parents/guardian's in a professional manner
- To help provide a caring environment for all
- To support management in the implementation of decisions
- To help maintain a clean, safe and attractive work environment

Charter for Students

Rights
- To the highest standard of education to meet the individual needs of students
- To be safe and secure in a non-bullying environment
- To be treated with respect
- To be taught in a clean and orderly environment
- To have access to all areas of the curriculum subject to available resources
- To have classes start punctually and have lessons that are well prepared
- To be assessed regularly (homework-testing)
- To have access to extra-curricular activities
- To have property treated with respect

Responsibilities
- To be well behaved both inside and outside the school and obey school rules
- To work hard in class and cooperate with teacher
- To arrive punctually, be prepared for class and do nothing to interrupt the teaching of the lesson
- To leave school early with permission only in exceptional circumstances
- To work to the best of ability at all homework and assessments
- To treat everyone with respect
- To wear the correct uniform and take care of property
- To aim to take part in extra curricular activities
- To not bully others through verbal, text, internet and exclusion
- To use language and materials that are appropriate and inoffensive
- To support the school in implementing the Code of Behaviour

Code of Behaviour and Discipline

The Code of Behaviour was reviewed by all partners – students, staff, parents and the board of management during the school year 2010/2011. The Board of Management will review the Code of Behaviour on an annual basis.

The aim of Borrisokane Community College is to provide a comprehensive system of Post-Primary education open to all the children of the community and to develop each student's intellectual, human and spiritual potential to the maximum. To achieve this there is a need for close co-operation between parents, teachers and pupils.

The school has a student population of over six hundred pupils and a staff of over fifty. This is equivalent in terms of administration, organisation, endeavour and human relationships to a large industrial or commercial concern. Discipline and rules are necessary in order to function effectively and provide a pleasant atmosphere in which students can learn and teachers can teach and deal with the needs of pupils. Rules, however well conceived, are only effective if understood and supported, and for this reason, they are reproduced here for the information of parents and pupils. Sanctions, which are intended to be beneficial, are included and it is hoped that this code of behaviour will develop the student into a positive and constructive individual, well able to take his/her place in an organised and disciplined society.

Parents have the right to make representation to the college on behalf of their children. However, this places the obligation on them to be supportive of the college when it is pursuing a course for the general good. Adults should at all times give young people positive advice and in no way encourage negativism. To have a positive attitude is to be well equipped for life. Students who have reached the age of 18 years are adults and must take personal responsibility for abiding by the Code of Behaviour.

CODE OF BEHAVIOUR FOR STUDENTS

College regulations fall into three categories and should be seen by students as positive and constructive. They should be interpreted as follows:

A.   **Respect for People**

1. Each student has the right to learn, therefore I don't disturb the class and deprive my fellow students of their rights.
2. I must not engage in any form of bullying or fighting. Bullying is dealt with in the schools Anti Bullying Policy and refers to all people in the school, students and staff.
3. Teachers: Teachers have the right to teach without having to constantly correct me for inattention, lack of co-operation or disruptive behaviour.
4. Prefects: Prefects have the right to complete their duties and be respected in the role that they undertake.
5. Parents/Guardians: My parents/guardians have the right to expect from me that I perform to the best of my ability. I recognise that study will secure my livelihood, develop my talents and skills and help me to enjoy rest and recreation.
6. I understand that I must not use inappropriate language.

B.   **Respect for Property.**

1. I must respect what belongs to me and what belongs to others. Consequently, I should not damage, take, mark, break or write on college property, or another person's property.
Damage must be paid for by the student concerned. We are very fortunate to have modern new school buildings and I have a duty to ensure that I do not damage the building fabric, furniture and equipment.
2. Smoking adversely affects the health of smokers and those in close proximity. In everyone's interest smoking (including tobacco, non-tobacco products and electronic cigarettes) is not permitted in or around the college or while attending college organised activities. Please refer to the School's Smoke Free Policy.
3. I acknowledge that chewing gum may be used to vandalise clothes and property and that I must not have possession of it within the college or its grounds.
4. Littering seriously demeans the college environment. I have a duty to use the bins provided. Food served on plates must be eaten in the canteen. Wrappers etc should be disposed in the canteen bins before leaving the area.

5. Throwing of objects is immature behaviour and is highly dangerous to person and property. I must not do so.

6. Gates are provided for my convenience and I should not climb over the fencing.

7. I accept that others are entitled to their privacy and that certain areas are out -of-bounds to students. These include the caretaker's residence and turf-shed. The walkway is the boundary for students in the sports field. Trespassing on adjoining property is not permitted as we must be courteous to our neighbours.

8. I accept that my property is my own responsibility and should bear my name. Any money or valuables should be carried on my person.

9. My locker should be always clean and tidy and not used to store anything objectionable. Management has the right to inspect the lockers at any time.

(Management accepts no responsibility for lost, stolen or damage to student's property).

10. I accept that in order to keep the college building clean I have a duty to ensure that my uniform is kept clean during games at lunchtime.

11. I accept that I must not climb onto the school roof as it is dangerous. If a ball needs to be retrieved the Caretaker will do so.

C. School Duties

1. I acknowledge that once I arrive at the college grounds I am subject to the discipline of the college and may remain only as long as I behave myself. I understand that the same rules apply when taking part in college-organised activities.

2. I understand that in order to achieve to the best of my ability my attendance must be regular and I should only be absent from school or leave early in exceptional circumstances. I have a duty to be punctual for school and classes. Rollbooks/Eportal is the official record of my attendance at school and will be checked when I need a reference. I will require a note from my parents in my journal explaining absence, which must be produced on my first day returning to school. I understand that prolonged absence will be notified to the Education Welfare Officer/Tusla. A medical certificate should be furnished for illness where possible.

3. I have a duty not to leave the college or its grounds without the permission of the Year Head, Deputy Principal or Principal and if I wish to go home for my lunch I must complete the form in my journal which must be signed by the Principal/Deputy Principal. If leaving the school for whatever reason during school hours a note must be produced from my parents with a contact number in my school journal which must be signed by the Principal/Deputy Principal/Year Head. Note: A text message from parents is not sufficient. I should be collected from the school grounds by my parent/guardian or an adult designated by my parents/guardian. The name of the person collecting me must be specified on the note in the journal. This person must sign the register in the office before I have permission to leave. I accept that mitching will be immediately notified to my parents. I understand that the school cannot accept responsibility for me if I decide to absent myself from the school grounds without prior permission of the Year Head, Principal or Deputy Principal. **I understand that I should only leave school early in exceptional circumstances such as for appointments etc. that cannot take place outside of school hours. I understand that the school can decline permission to leave if it is felt that leaving school early is not in the best interest of my education. Evidence to support the reason for leaving the school early may be requested. Note:** For the purpose of this policy the footpaths and roadway that passes through the school site (i.e. from the walkway entrance on the town end to the entrance gate of the Borrisokane Community Sports Field) will be considered part of the School Grounds for pedestrians. I understand that I must be careful in these areas in order to protect myself from other road users.

4. I understand that I cannot enter the main school building within ten minutes of the official school start time and I must leave the main school building at the beginning of breaktime and lunchtime. I can re-enter the main school building seven minutes before the end of break/lunch to allow time to use my locker and the toilet facilities if required. If I have a meeting with a member of staff during break/lunch I must meet the staff member at the student entrance at the appointed time. The canteen building is available for students from 8am in the morning and at break and lunchtime.

5. I have a duty to wear my uniform to college and for college related activities and be in possession of the correct gear and footwear for P.E. and Activities. If I cannot comply with these rules I must have a letter of explanation from my parents. I must not wear any form of jewellery when playing games. Note: Full school

uniform must be worn during state examinations. If I am wearing incorrect jackets, scarfs etc. they will be confiscated. I understand that it is my duty to collect the item at the appointed time. Items not collected by the appointed time will be placed in the Lost/Found box and disposed to recycling if not collected.

6. In line with the dress code and for personal safety I understand that I am not allowed wear body rings/studs with one exception - single pair of ear studs worn one on the lobe of the ear.

7. I have a duty to be polite and courteous to others. I have a duty to move quietly and in an orderly manner within the college. I am to queue outside classrooms until the teacher bids me enter.

8. I understand that sports equipment (e.g. footballs, soccer balls, rugby balls and sliothars, etc.) are not permitted on the school corridors. They should be kept in my school bag or in my locker. I am not permitted to play games inside or outside the school between classes. Playing of field games such as hurling, football etc. are only permitted on the sports field. For safety reason I need to be aware of other students and staff in the vicinity when playing hurling.

9. I have a duty not to disrupt class and allow those students who are anxious to work and study the opportunity to do so.

10. I have a duty not to be in possession of or distribute any substance or literature injurious to moral or physical well being. Drug related issues will be dealt with in accordance with the college's Substance Use Policy.

11. I understand that the sharing of explicit content including texts, video, photographic or other materials is an unacceptable and absolutely prohibited behaviour and is a major offence. Please note that all incidents involving creating, storing, or sharing of explicit content of children under the age of 17 will be reported to the Gardai and Tusla. Sanctions for students involved in this area will be as outlined for a Major Offence in the Code of Behaviour.

12. I have a duty not to loiter in the toilet areas

13. I understand that I may only use my locker before school, at break, lunch and after school. I must not go to my locker between classes unless I have permission from a teacher.

14. I understand that I may only use the water fountain before school, at break lunch and after school. I must not go to the water fountain between classes unless I have permission from a teacher.

15. I understand that I may only use the lifts with the permission of the Principal, Deputy Principal or Year Head.

16. I have a duty to possess a school journal and daily enter homework assigned to me. I also have a duty to complete all homework to the best of my ability. I am aware that homework includes revision. I must also have the necessary books with me. All communication between home and school must be in my school journal. Notes not in the school journal may not be accepted as valid. If I lose my journal or if my journal is in an unacceptable condition I will have to purchase a new one from the school costing €10.

17. I understand that I must travel to school activities by the transport provided by the college and if using any other means of travel a note from my parents must be produced.

18. If I have a mobile communications device I have a duty to have it switched off and out of sight during class time and on the corridors when moving from one class to the next. I understand that if my mobile phone is visible or switched on during class time it may be confiscated and may not be returned for at least one week. I understand that cameras (e.g. phones, Ipads, etc.) cannot be used on the school premises to record pictures, videos etc. unless students are making videos or taking photos in class for educational purposes or on fieldtrips for educational purposes and then only with the permission of a teacher. I understand that music devices such as walkman, MP3 Player, or Ipod, etc., cannot be used during class time. These may also be confiscated and may not be returned for a period. Failure to hand up mobile phones and music devices when asked is a major offence. **Note**: Class time includes while changing from one class to another. I understand that I must not have any inappropriate or offensive material on my phone or music device. If I receive any such material I should report it to my parents or school authorities and have it deleted. If using a Tablet/Laptop/ Computer or any other electronic device I understand that I must follow the ICT Acceptable Use Policy, Ipad Acceptable Use Policy and Social Media Policy. Inappropriate use of Social Media/Internet sites such as uploading material of an offensive nature in relation to any member of the school community – students, staff, parents/guardians will be regarded as gross misconduct and will be referred to the board of management.

19. I have a duty not to be in possession of or consume alcoholic drink while attending school or while involved in school activities. Also I understand that in order to function to the best of my ability I must not be under the influence of alcohol.

20. I understand that contact or conduct deemed inappropriate by College authorities is not allowed between students.

21. The school reserves the right to search any part of school property (including lockers) and any bags, vehicles or other belongings on college property or at college events.

Where there is a reasonable cause to believe that a person on school property or at a school event has on their person (which includes clothes etc. actually being worn) any stolen property, offensive weapon or dangerous thing (including a drug within the meaning of the drugs policy of the school), that person may be asked to volunteer the property weapon or thing.   If they fail to do so the Gardai may be called in to conduct a search.   Two staff members must be present during any form of search.   An attempt will be made to notify a minor students parent/guardian prior to the Garda search.   If a medical emergency arises, medical/emergency services will be sought.

22. For Health & Safety I understand that students who drive to school cannot access the vehicle during the school day from the time they arrive in school until the time they are leaving to go home unless with the prior permission of a teacher. For Health & Safety students are only allowed park in designated areas which excludes the staff/visitors carpark.

23. I understand that all school rules apply during state examinations with one exception. Students are allowed leave the college grounds outside of the time they are completing their examination. Junior Cycle students must remain in their examination centre for the duration of their examination.

24. I understand that interfering with the fire safety and other safety systems is dangerous and I must not cause false alarms.

25. I understand that the emergency exit doors are only to be used in an emergency situation e.g. to leave the school building when the fire alarm sounds or during an emergency evacuation event. This is to prevent unauthorised access to the school buildings.

26. Students are encouraged to only use deodorants of the non aerosol type and if using aerosol type deodorants students must be aware of the dangers associated with their use in enclosed areas. Please observe the safety notices printed on the deodorant container.

27. After school study begins at 4.15pm and finishes at 6.30pm. I have a duty to arrive on time and I understand that school rules apply while attending study and I accept that any misbehaviour will be notified to my parents. If leaving afterschool study early I must present the supervisor with a note signed by my parent or guardian.

28. When I reach the age of 18 as an adult, I understand that I have the right to be treated as an adult. I understand that I must also take on the responsibilities of an adult. If an issue of vital interest to students arise the school in line with legislation may contact parents.

29. I understand that I must not adjust classroom blinds or windows unless I have permission from a teacher.

30. I have a duty to comply with any further regulations which may be introduced for my own good and the good of the college.

Promoting Positive Behaviour

A whole school strategy approach to inappropriate behaviour exists which is taught to students as a visual "Ladder of Intervention". This system is a school wide response from staff to assist students in learning by helping them change their behaviour. Promoting positive behaviour is central to our code of behaviour and hence our responses to inappropriate behaviour foster support and guidance to students.

All teachers' use their Positive Intervention Strategies to counteract inappropriate behaviours. The rationale for this is:

- To give students responsibility in the development of school and classroom rules
- To develop positive everyday interactions between teachers and students
- To give students options
- Give students a chance to change their behaviour

Positive Strategies

Positive Comments: Eportal has a section for recording positive comments. Teachers give positive comments to students as a means of encouraging effort and good behavior as well as commending good deeds done for any member of the school community.

Annual Awards Ceremony: A major event at the end of the school year is the Awards Ceremony where students are presented with awards in various areas such as sporting, attendance, music, drama, debates, Subject Awards, Student of the Year, Gaeltacht Scholarships etc. Trophies and certificates are presented in the various categories to commend positive involvement in school life.

We also recognise the importance of motivating students, encouraging them to channel their energy to developing key skills and participation in areas of responsibility throughout the school.

Prefects: Senior Cycle students are chosen to act as Prefects for the school year. Their duties include supervising the queue in the canteen and supervising in the sports complex corridor. Prefects also supervise in the canteen encouraging students to use bins and consume food in the canteen.

Cairde: Cairde are a group of Transition Year students selected each year to Mentor the first year students. The Cairde are invited to apply for the role. The core duty of the Cairde is to make the transition from Primary to Post Primary school as easy as possible. They meet with first year students on the first year induction day and thereafter engage with the first year students through activities and keeping a watchful eye on them during breaks.

Students Council: The main aims of the council are to act as a representative body for the students of the College and to help with the maintenance of a genuine school spirit.

Responding to Inappropriate Behaviour

Teachers differentiate between levels of behaviour: **(a)** Minor Offences **(b)** Major Offences

   (A) **Minor offences**: Minor offences are split into behavioural and organisational offences to ensure that the student receives the most appropriate intervention or sanction

Behavioural	Organisational
(a) Disrupting Class	(a) No Journal/diary when asked for
(b) Disturbing other classes	(b) No books/Materials
(c) Talking in class	(c) Not doing homework
(d) Throwing (anything) in the classroom	(d) Late for class
(e) Low order defiance	(e) Not wearing uniform correctly
(f) Other	(f) Other

(B) Major Offences:

1. Abusive to staff
2. Abusive to students
3. Absent from a whole class without permission.
4. Damage to school property
5. Smoking or taking alcoholic drink.
6. Stealing
7. Leaving school grounds without permission
8. Creating false alarms
9. Possession of substance, literature or objects injurious to the moral or physical well being of individuals.
10. Bullying or Harassment
11. Failure to hand up mobile phone etc. when requested.
12. Inappropriate use of the Internet and Social Media.
13. Sharing of Explicit Content.

Record Keeping: All strategies to prevent and respond to inappropriate behaviour are recorded and filed

- Class teacher – keep record of dates of interventions, targets, offences of misbehaviour, sanctions – upload behavioural issues as events on eportal, informs the Year Head when two incidents are recorded and emails the Year Head with referrals
- Year Head –Keep record of all issues involving students – reports received, meetings with student, teachers, parents or other personnel, interventions, targets, behavioural plans, contracts. To be stored in students file in Year Heads office.
- Deputy Principal and Principal – Keep record of all interventions, sanctions, referrals and inform Year Head. All records to be kept in students file – Year Heads Principal, Deputy Principal Offices.

Whole School Responses/Positive Interventions to Inappropriate Behaviour
(Minor Offences)

Support Level	Who is Supported	Type of Support
Level 1	Whole school support: The school continually develops consistency around clear rules and routines in the class and throughout the school environment.	COB Reminders: In September all students are re-taught the code of behavior. Lesson plans are prepared in advance. Throughout the school year regular reminders are given to students and planned lessons are taught when the need arises. First Year Induction: Students are introduced to the schools Code of Behaviour by the Year Head. Year Head: The Year head meets with students regularly reminding students of rules and routines and promoting our use of positive rewards. Class Tutor: As students regular point of contact class tutors are important in promoting positive behaviour and Code of Behaviour reminders. Classroom supports: Classroom teachers deal with minor offences. Teachers use their Teacher Strategy Card to prevent inappropriate behaviour by using positive strategies and respond to inappropriate behaviour by implementing suitable sanctions. Rule reminders in the classroom - Mobile phone rules, posters reminding students of the importance of listening in class and punctuality.
Level 2	Level 2 supports are offered to students who require additional support to level one. Support is offered at step 3 of our Ladder of Intervention.	This is additional help to support the student managing their behaviour. Level 2 support is put in action at Step 3 of our Ladder of Intervention. Level 2 support is organised by the Year Head and Pastoral Care Team. The Year Head and Pastoral team work together to support the student. The support centers on skills development for the students and survival in the classroom. A resource folder is available for supporting teachers in this role. A student is referred to the Year Head after 3 misdemeanors.
Level 3	Level 3 supports are available for students that present with challenging behaviour. These students have not responded to lower level interventions.	Level 3 support is organised by the Deputy Principal at Step 4 of our Ladder of Intervention. The deputy principal collaborates with relevant supports – resource/learning support teachers, Pastoral Care Team, classroom teachers, Year Head, parents, and outside agencies where necessary. The support is personalised to meet the needs of the student.

Responding to Inappropriate Behaviour Using Sanctions
Sanctions
In applying sanctions the following should be remembered:
- Allow time before giving sanction
- Proportionate
- Preserve dignity of all parties
- Be applied fairly and consistently
- Be timely
- Take account of frequency, duration, persistence of misbehaviour
- Take account of Special Needs of child
- Detention – parents should have adequate notice.
- Duty of Care – student is appropriately supervised at all times while at school

The purpose of sanctions is to bring about a change in behaviour by:
- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students to understand they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- reinforcing the boundaries set out in the code of behaviour
- signalling to other students and to staff that their wellbeing is being protected

Sanctions may be needed to:
- prevent serious disruption of teaching and learning
- keep the student, or other students or adults safe

Examples of sanctions
1. File entry.
2. Reprimand (including advice on how to improve).
3. Temporary separation from peers.
4. Additional work.
5. Apologise to teacher and students.
6. Detention at lunchtime/breaktime.
7. Written report to Parents/Guardian's
8. Parents called in for consultation.
9. Students put on daily report.
10. Detention outside school hours.
11. Confined to a designated area of the school.
12. Not taken on tours or outings.
13. Paying for damage.
14. Attend meeting of Year Head and Principal/Deputy Principal.
15. Suspension.
16. Expulsion.

Note: It is the misconduct that is penalised and not the individual.

Whole School Responses/Positive Interventions to Inappropriate Behaviour (Major Offences)

Major Offences

Staff member involved makes a report on offence and uploads the offence to eportal which may include witness statements

– Pass to Year Head
– Year Head deals with the offence
– Refer to Deputy Principal if matter considered to be very serious.
– Refer to Principal if sanction of Suspension to be considered
– Principal refer to Board of Management if sanction of Expulsion to be considered

In the case of Major Offences parents/guardians will be informed.

Appeals

Parents/Guardian's have a right to appeal on behalf of their child in line with the school's complaints procedures and under Section 29 **of** the Education Act 1998.

Student's over eighteen have a right to appeal decisions made by the school authorities in line with the complaints procedures and under Section 29 of the Education Act 1998.

Note:

Borrisokane Community College reserves the right to disclose information regarding a third party.

Restorative Practices

In the case of some major offences Restorative Conferences may be organised. This will involve arranging a meeting of the students involved in an incident (person(s) who has caused harm and person(s) who have being affected). Depending on the seriousness of the incident parents of students involved and staff involved may be invited/requested to attend the conference. The conference will be chaired by school personnel who have received training in restorative practices.

In relation to minor incidents restorative practices are also used. Students are brought together to resolve issues in a collaborative manner. The emphasis is on maintaining relationships rather than assigning blame.

Uniform:

- Students are expected to have full uniform every day
- The only jacket allowed to be worn on school grounds is the School Uniform Jacket.
- Class teachers to check uniform at first class each morning
- Class Teachers/Tutors to record on eportal if students do not have full uniform and what is not correct.
- Class tutors and class teachers confiscate scarf's, hoddies, earrings, jackets and t-shirts that are not part of the school uniform and pass onto the year head. It is the students responsibility to collect their possessions from the Year Head.
- Year Head to be informed if incorrect uniform consistently
- Year Head to contact parents
- If uniform is not corrected then discuss with Deputy Principal.
- Deputy Principal contact parents and if situation not resolved then discuss with Principal.
- Class Teachers keep a check on uniform in all classes
- Runners which are coloured black ONLY can be worn as part of the school uniform
- Jackets should not be worn in class. Students should not have other coloured runners on view in the school building
- Lockers are available for runners.
- Other coloured runners should only be worn when playing sports – P.E. or games on courts at lunchtime

Suspension Policy

Definition of Suspension:
Suspension is requiring the student to absent himself/herself from the school for a specified, limited period of school days.

Authority to suspend
The Board of Management has the authority to suspend a student. The Board of Management of Borrisokane Community College has delegated to the Principal, the authority to suspend a student for up to three days. For very serious offences which will be reported to the Board of Management the authority to suspend may be increased to up to five days. This decision was made at a Board of Management meeting on 27th April 2009. The decision was again adopted by the Board of Management on October 13th 2015. The Principal is accountable to the Board of Management for the use of suspension.

If **Health & Safety issues** arise and cannot be dealt with within the school the Gardai may be called. If possible parents should be informed if Gardai are to be involved.

Automatic suspension:
All offences will be looked at on an individual basis.

Suspension will be considered for very serious breaches of the code of behaviour. Immediate suspension will be considered if health & safety of staff and or students is an issue.

The following factors will be considered before suspending a student:
The nature and seriousness of the behaviour
• What is the precise description of the behaviour?
• How persistent has the unacceptable behaviour been?
• Has the problem behaviour escalated, in spite of the interventions tried?
The context of the behaviour
• What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
• What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
• What is the age, stage of development and cognitive ability of the student?
• Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?
The impact of the behaviour
• How are other students and staff affected by the student's behaviour?
• What is the impact of the behaviour on the teaching and learning of the class?
• Does the behaviour have a particular or greater impact on some students or teachers?
• Does the student understand the impact of their behaviour on others?
The interventions tried to date
• What interventions have been tried? Over what period?
• How have the interventions been recorded and monitored?
• What has been the result of those interventions?
• Have the parents been involved in finding a solution to the problem behaviour?
• Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
• Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
• Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?

• Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?

Whether suspension is a proportionate response

• Does the student's behaviour warrant suspension?
• Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension

• Will suspension allow additional or alternative interventions to be made?
• Will suspension help the student to change the inappropriate behaviour?
• How will suspension help teachers or other students affected by the behaviour?
• Will suspension exacerbate any educational vulnerability of the student?

Before returning to school after a suspension a meeting will take place with the Principal or his/her representative. At the meeting the student and parent/guardian must sign an agreed behaviour contract before the student returns to class.

Suspension during a state examination:

Suspension will be considered if any of the following circumstances arise:

• A threat to good order in the conduct of the examination
• A threat to the safety of other students and personnel
• A threat to the right of other students to do their examination in a calm atmosphere

Procedures in respect of suspension

Fair procedures in line with natural justice will be applied in all cases where suspension is considered. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension has occurred the school will observe the following procedures:

• Investigate the matter
• Inform the student and parents about the situation
• Give parents and students an opportunity to respond
• Impose the sanction – parents will receive written notification of the suspension period, the arrangements for returning to school and the appeals procedures.
• Reintegrate the student

Procedures in relation to immediate suspension

Immediate suspension will be considered if health & safety of staff and or students is an issue.
In the case of an immediate suspension parents/guardians will be notified and requested to arrange collection of the student from the school. The matter will then be investigated as for any other suspension.

Period of suspension:

The Board of Management has authorised the Principal to suspend students for periods up to three days. This may be increased to five days when the issue causing concern needs to be referred to the Board of Management. The Board of Management may impose a suspension of up to ten days.

Reintegrating the student:

The school will have a plan to help the student reintegrate on returning to school following a suspension. This plan will involve the Year Head meeting with the student and monitoring behaviour etc. To assist with monitoring behaviour the student may be placed on a White Report Card.

While a record will be kept of the incidents that caused the suspension the student will be given the opportunity of a fresh start when returning to school after a suspension.

Appeals
The Board of Management will offer an opportunity to appeal the Principal's decision to suspend a student. If the Board of Management imposes a suspension this can be appealed to Tipperary Education & Training Board.

Section 29 Appeal
Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education Miscellaneous Provisions) Act 2007.
At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and will be given information about how to appeal. As Borrisokane Community College is under the management of Tipperary Education & Training Board, the appeal must be made in the first instance to Tipperary Education & Training Board. Where an appeal to the ETB is concluded, parents, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Skills.

Records and reports
Records of investigation and decision-making
Formal written records will be kept of:
• the investigation (including notes of all interviews held)
• the decision-making process
• the decision and the rationale for the decision
• the duration of the suspension and any conditions attached to
the suspension.
Report to the Board of Management. The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to Tusla. The Principal is required to report suspensions in accordance with the Tusla reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Review of use of suspension
The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion Policy

Definition:
A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

Authority to Expel:
The Board of Management of Borrisokane Community College has the authority to expel a student.

Grounds for Expulsion:
Expulsion will be considered in the following cases:
- The students is involved in extreme cases of unacceptable behaviour
- The student persistently refuses to abide by the Code of Behaviour
- the student's behaviour is a persistent cause of significant disruption in the school
- 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
- serious breach of substance use policy.

The following factors will be considered before expelling a student:
The nature and seriousness of the behaviour
• What is the precise description of the behaviour?
• How persistent has the unacceptable behaviour been and over what period of time?
• Has the problem behaviour escalated, in spite of the interventions tried?
The context of the behaviour
• What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
• What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
• Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?
The impact of the behaviour
• How are other students and staff affected by the student's behaviour?
• What is the impact of the behaviour on the teaching and learning of the class?
The interventions tried to date
• What interventions have been tried? Over what period?
• How have the interventions been recorded and monitored?
• What has been the result of these interventions?
• Have the parents been involved in finding a solution to the problem behaviour?
• Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
• Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
• Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
• Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?
Whether expulsion is a proportionate response
• Is the student's behaviour sufficiently serious to warrant expulsion?
• Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
The possible impact of expulsion
• To what extent may expulsion exacerbate any social or educational vulnerability of the student?
• Will the student be able to take part in, and benefit from, education with their peers?

• In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

Procedures in respect of Expulsion:
Borrisokane Community College is committed to following fair procedures as well as procedures under the Education (Welfare) Act 2000, when proposing to expel a student.
When a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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

In line with fair procedures, the Principal will:
• inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
• give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
Parents will be informed in writing of the alleged misbehaviour and the proposed investigation.

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

The Principal will:
• inform the parents and the student that the Board of Management is being asked to consider expulsion
• ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
• provide the Board of Management with the same comprehensive records as are given to parents
• notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
• advise the parents that they can make a written and oral submission to the Board of Management

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

The Board will review the initial investigation, all documentation and circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations. Where the Board of Management decides to consider expelling a student, it will hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.
After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

4. *Board of Management deliberations and actions following the hearing.*

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).
The Board will inform the parents in writing about its conclusions and the next steps in the process.

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

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:
• make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
• convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).
Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act

2000, s24(5)). A Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

6. *Confirmation of the decision to expel.*

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by the Educational Welfare Board on behalf of a student.

As Borrisokane Community College is a school under Tipperary Education & Training Board, the appeal must be made in the first instance to Tipperary Education & Training Board, Church Road, Nenagh, Co. Tipperary. Telephone 067-31250. Where an appeal to the ETB has been concluded, parents, or a student aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Skills.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of expulsion is appropriate and effective.

Code of Behaviour Review:

Reviewed 4th October 2010.
Reviewed 2nd June 2011.
Reviewed 20th June 2013.
Reviewed 17th June 2014.
Reviewed 10th June 2015
Reviewed 16th Jun 2016.
Reviewed 15th June 2017
Reviewed 14th June 2018
Reviewed 10th June 2019

SCHOOL POLICY CONCERNING SCHOOL VISITS AND MEETINGS WITH TEACHERS.

This policy will make for good communications procedures between home and school and will result in a positive school environment where incidents when they do occur will be dealt with speedily and effectively. This policy will ensure that teachers and students are not disturbed during formal classes.

School Visits.

All visitors to the school must report to the Secretary's Office and sign the visitors' book. The visitor will wait until a member of staff accompanies them to the appropriate part of the school or until the person they wish to meet is available.

Visitors wearing identifiable company uniforms may carry out their duties after reporting to the Secretary's office.

Meetings with Teachers

If a parent/guardian wishes to discuss any matter in relation to a student's progress in the classroom:
1. Ring the Secretary and seek an appointment to meet the teacher. The Secretary will find out when the teacher is available and ring the parent and agree a time. The Principal or Deputy Principal may sit in on this meeting if required by either party.
2. If further discussion is necessary the parent can make an appointment to see the Principal.
3. If the matter has still not been resolved the parent can write to the Secretary of the Board of Management and ask to have the matter discussed there.

If a Parent/Guardian wishes to discuss any other matter in relation to a student's well being in the School they should -
1. Make an appointment to see the Principal.
2. If further discussion is necessary write to the Secretary of the Board of Management and have the matter discussed there.

Child Safeguarding Statement

Borrisokane Community College is a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Borrisokane Community College has agreed the Child Safeguarding Statement set out in this document.

The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement

The Designated Liaison Person (DLP) is   Matthew Carr

The Deputy Designated Liaison Person (Deputy DLP is Paula Molloy

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:
recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
develop a practice of openness with parents and encourage parental involvement in the education of their children; and
fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability. The following procedures/measures are in place:

In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.

In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.

In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-

has provided each member of staff with a copy of the school's Child Safeguarding Statement

ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
encourages staff to avail of relevant training
encourages Board of Management members to avail of relevant training
Board of Management maintains records of all staff and Board member training

In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

In this school the Board has appointed the abovenamed DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.

All registered teachers employed by the school are mandated persons under the Children First Act 2015.

In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is attached as an appendix to these procedures.

The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on February 20th 2018.

Signed: _____   Signed: _____
Chairperson of Board of Management   Principal/Secretary to the Board of Management

Date: _____   Date: _____

Borrisokane Community College
Checklist for Review of the Child Safeguarding Statement June 2018

The Child Protection Procedures for Primary and Post-Primary Schools 2017 require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017.*

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017''?	Yes
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	Yes
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Yes
5. Has the DLP attended available child protection training?	Yes
6. Has the Deputy DLP attended available child protection training?	Yes
7. Have any members of the Board attended child protection training?	Yes
8. Are there both a DLP and a Deputy DLP currently appointed?	Yes
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Yes
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Yes
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	Yes
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	Yes
13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	No
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	No
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	No
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	N/A
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	N/A
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an	N/A

	Yes/No
allegation of abuse or neglect has been made?*	
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	Yes
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	Yes
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	No
22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	N/A
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	Yes
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	Yes
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	Yes
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	N/A
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	Yes
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Yes
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Yes by ETB
30. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	Yes by ETB
31. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	Yes by ETB
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	Yes
33. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	Yes
34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	No
35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	Yes
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	No
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	N/A
38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	Yes

*In schools where the ETB is the employer the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management.

Borrisokane Community College
Child Safeguarding Risk Assessment

Written Assessment of Risk of Borrisokane Community College

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Borrisokane Community College.

1. **List of school activities**

   - Daily arrival and dismissal of pupils

   - Recreation breaks for pupils

   - Classroom teaching

   - One-to-one teaching

   - One-to-one counselling

   - Outdoor teaching activities

   - Sporting Activities

   - School outings

   - School trips involving overnight stay

   - School trips involving foreign travel

   - Use of toilet/changing/shower areas in schools

   - Annual Sports/Fun Day

   - Fundraising events involving pupils

   - Use of off-site facilities for school activities

   - School transport arrangements including use of bus escorts

   - Care of children with special educational needs, including intimate care where needed,

   - Management of challenging behaviour amongst pupils, including appropriate use of restraint where required

   - Administration of Medicine

   - Administration of First Aid

   - Curricular provision in respect of SPHE, RSE.

   - Prevention and dealing with bullying amongst pupils

   - Training of school personnel in child protection matters

   - Use of external personnel to supplement curriculum

   - Use of external personnel to support sports and other extra-curricular activities

   - Care of pupils with specific vulnerabilities/ needs such as

     - Pupils from ethnic minorities/migrants

     - Members of the Traveller community

     - Lesbian, gay, bisexual or transgender (LGBT) children

     - Pupils perceived to be LGBT

- Pupils of minority religious faiths
- Children in care
- Children on Child Protection Notification System (CPNS)
- Recruitment of school personnel including -
  - Teachers/SNA's
  - Caretaker/Secretary/Cleaners
  - Sports Coaches
  - External Tutors/Guest Speakers
  - Volunteers/Parents in school activities
  - Visitors/contractors present in school during school hours
  - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies.
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Homework Club/Evening Study

2. **The school has identified the following risk of harm in respect of its activities -**

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of child
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers,

social media, phones and other devices while at school

- Risk of harm to children with SEN who have particular vulnerabilities

- Risk of harm to child while a child is receiving intimate care

- Risk of harm due to inadequate code of behaviour

- Risk of harm in one-to-one teaching, counselling, coaching situation

- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner

- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

3. **The school has the following procedures in place to address the risks of harm identified in this assessment -**

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*

- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel

- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*

- The school implements in full the SPHE curriculum

- The school implements in full the Wellbeing Programme at Junior Cycle

- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*

- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.

- The school has in place a policy and clear procedures in respect of school outings

- The school has a Health and Safety Policy

- The school adheres to the requirements of the Garda Vetting legislation and relevant DES circulars in relation to recruitment and Garda Vetting

- The school has a code of conduct for school personnel (teaching and non-teaching staff)

- The school complies with the agreed disciplinary procedures for teaching staff

- The school has a Special Educational Needs policy

- The school –

  o Has provided each member of school staff with a copy of the school's Child Safeguarding Statement

- o Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
- o Encourages staff to avail of relevant training
- o Encourages board of management members to avail of relevant training
- o Maintains records of all staff and board member training
- The school has in place a code of behaviour for pupils
- The school has in place an ICT policy in respect of usage of ICT by pupils
- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
- The school has in place a Critical Incident Management Plan
- The school has in place a policy and procedures in respect of student teacher placements
- The school will put an intimate care policy/plan in place in respect of students who require such care as the need arises.
- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place a policy and procedures for the use of external sports coaches
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures for one-to-one counselling
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has in place a policy and procedures in respect of pupils of the school undertaking work experience in external organisations
- The school has in place a policy and procedures for the administration of medication to pupils
- The school has in place a policy and procedures for the administration of First Aid

Important Note: It should be noted that risk in the context of this risk assessment is the risk of
"harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition
of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post Primary*
Schools 2017

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on February 20th 2018 and reviewed at the Board of Management meeting on June 14th 2018. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date_____

Principal/Secretary to the Board of Management

Social Personal and Health Education Policy
Mission Statement:

We seek to promote a caring and committed school community
which will facilitate the education of our students
and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

(a) *School Background*

Name and address of school: Borrisokane Community College
                                        Borrisokane
Description of School: Borrisokane Community College is a co-educational School under the
                                        management of North Tipperary ETB.
Mission Statement of School: We seek to promote a caring and committed school community which will
                                        facilitate the education of our students and where each individual is
                                        valued as a unique human being.

(b)   **Definition of S.P.H.E.**

S.P.H.E. is a programme which provides students with the unique opportunity to develop the skills and competence to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

SPHE provides learning opportunities and experiences which help students' social, moral, cultural and personal development. It helps students grow and develop as individual people, and in their relationship to others as a family member, friend or citizen.

Aims of S.P.H.E.
- *To enable students to develop skills for self-fulfillment and living in communities*
- *To promote self-esteem and self-confidence*
- *To enable students to develop a framework for responsible decision making*
- *To provide opportunities for reflection and discussion*
- *To promote physical, mental and emotional health and well-being*

These aims are consistent with the mission statement of Borrisokane Community College in that they foster the personal development of the individual by preparing the student for a meaningful and fulfilled life within the community.

(c)   **Outline of Programme, content and teaching methods.**
The curriculum for S.P.H.E. is presented in ten modules, each of which appears in each year of the three year junior cycle as outlined in Appendix A and A1. The emphasis will be on developing skills, understanding, attitudes and values important to these areas. The ten modules are
- *Belonging and Integrating*
- *Self-management-a sense of purpose*
- *Communication Skills*
- *Physical health*
- *Friendship*
- *Relationships and Sexuality*
- *Emotional Health*
- *Influences and decisions*

- *Substance Use*
- *Personal Safety*

A First Year Transition Programme called Plain Sailing is incorporated into the First Year SPHE Programme.

SPHE is delivered in the TY programme.
The Department of Education and Skills recognises that each school has flexibility within this framework to plan the S.P.H.E. programme in harmony with the students' needs and the school's resources

Because the programme is primarily skills-based, teaching methods must be of an experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be student centered and appropriate to the age and stage of development of the student. A team approach is implemented in the planning and delivery of the programme. Folders are compiled of resources for all year groups which are shared. Additional resources are available in an SPHE lockers and SharePoint, an electronic storage of resources.

The class atmosphere must be one of respect for the privacy of the individual, student and teacher, and hallmarked by sensitivity and care. S.P.H.E. is allocated one class period per week for 1st years before Christmas and two periods after Christmas. One class is allocated for 2nd and 3rd years, two class periods for transition years and is offered in 5th year and 6th year. S.P.H.E is always taught in the context of the mission statement of the school.

(d)   ***Whole school commitment to the holistic development of students.***

Borrisokane Community College recognises that the primary responsibility for the moral, spiritual, social and personal development of children lies with their parents. However, this school has a long tradition of supporting parents in this role.

A summary of what the school provides both formally and informally to promote the holistic development of our students is included in Appendix C. S.P.H.E. is seen as building on this.

(e)   ***Responding to student anxieties***
Friends for Life Programme is a school-based positive mental health programme. Each programme is similar in theoretical principles. However, each programme is age appropriate and had additional techniques for each stage of development. The programme we deliver is "My Friends Youth; skills for life" with first year students and "Ways to Well-being" with Transition Year students. The programme helps students to develop effective strategies to deal with worry, stress and change and to teach the skills required to reduce anxiety and promote resilience. It is beneficial for all students, irrespective of their anxiety level.

(f)   ***Staff development, training and resource issues***.

School Management will encourage and facilitate teachers to attend relevant in service and training for the continued development of the SPHE programme in Borrisokane Community College As is the practice S.P.H.E. will have a budgetary allocation in line with its strategies of development, its teaching methodologies and time-tabled allocation.

(g)   ***Participation, sensitive issues, confidentiality and referral***.

S.P.H.E. is a core curricular subject on the junior cycle curriculum and in transition year. It is also included in the 5th and 6th year in the Religion programme and SPHE class. Relationships and Sexuality Education(R.S.E.) is one module of the programme. Each parent has the right to withdraw their child

from some or all R.S.E. classes but are encouraged to provide alternative R.S.E. at home. It will be necessary for parents of any student opting out of R.S.E. to contact the school principal prior to the beginning of delivering the programme.

Where students are withdrawn from R.S.E. the school cannot take responsibility for any versions of class content passed onto them by other students.

Class discussion will not be personally directed and will be of a general nature, in accordance with the previously agreed ground rules.

If a student feels unable to ask a question in a classroom situation they will be allowed to hand in a written question. The teacher will use his/her professional judgement to determine whether the question will be dealt with in a classroom situation or privately with a student afterwards.

While an atmosphere of trust is a pre-requisite of S.P.H.E. class, the following limits of confidentiality must always be observed. The limits are outlined in Children First: National Guidance for the Protection and Welfare of Children and DES Child Protection Procedures.

- Child Abuse- physical, emotional, sexual and neglect
- Intention to harm self or others
- Substance Use
- Underage sexual intercourse

Where possible students should be informed of these limits before making a disclosure. The SPHE teacher should outline the limits to the class at the beginning of the school year.

While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E. course content, the needs of our students will be addressed in a caring and supportive manner. Where it is appropriate, the teacher may refer students to other supportive links within the school. As far as possible this should be done in negotiation with the student. The teacher may inform the class of external support services relevant to the subject matter. This should be done within the context of the school ethos. SPHE teachers, where in doubt as to a certain course of action, are encouraged to discuss the issue with a relevant member of staff. Information revealed about a student should be on a need to know basis.

(h)   *The Role of Visitors.*

Visiting speakers are seen as complimenting and supporting the S.P.H.E. programme in the school. Teachers inviting speakers must:

1. Inform the principal in advance
2. Make the speaker aware of the ethos and S.P.H.E. policy of the school
3. Agree the content of the presentation in advance
4. Do preparatory and follow up where possible
5. Where possible a teacher ideally the SPHE teacher will remain with the class group during the visit.

(I)   *How parents and students will be informed.*

Present Junior and Senior cycle students will be informed of the policy through their SPHE class. All full and complete syllabus, core resource materials and policy documents will be available in the school and on SharePoint if parents/guardians wish to view them. Parents are informed through the student's journal prior to the teaching of the RSE programme.

(j)   *How staff will be informed*

This policy will be available for all staff in the school by its inclusion with the Policy Documents and on SharePoint.

(k)   *How the S.P.H.E. programme and policy will be reviewed and evaluated*.

The S.P.H.E. programme and policy will be reviewed and evaluated every year or as appropriate by members of the S.P.H.E. team. The S.P.H.E. policy will be reviewed in line with the schools' programme of School Development Planning.

(l)   **Wellbeing**

The Junior Cycle provides for a new area of learning called Wellbeing. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. S.P.H.E gives students the opportunities to learn about health and wellbeing through group work. S.P.H.E aims to promote positive self-esteem and the physical, social, emotional and spiritual wellbeing of a student. It will develop their ability to develop and maintain good relationships. Students will develop many skills including self-management, communication, coping and problem solving skill. RSE is an integral part of SPHE and Wellbeing.
Schools are required to teach 70 hours of SPHE across three years as part of Wellbeing. Also they are required to teach RSE as part of SPHE in each year.

Ratified by the Board of Management on 27th April 2006. Effective from Sept 2006.
Reviewed May 2013 and June 2017

Module	Year One	Year Two	Year Three
Belonging and Integrating	Coping with Change. Joining a new group. Appreciating Difference. Bullying is everyone's business. Coping with Loss	Looking back, Looking Forward Group work. Family ties.	Goal Setting for Third Year. Contract.
Self Management	Organising Myself. Organising my work at home and at school. Balance in my life.	What motivates me? Study Skills.	Organising my time. Planning for effective study. Coping with examinations.
Communication Skills	Express yourself Learn to listen. Passive, Assertive and aggressive communications.	Assertive Communications.	Learning to communicate. Communication in situations of conflict.
Physical Health	Body Care. Healthy Eating. Exercise.	Body Care. Feeling Unwell.	Physical Exercise. Relaxation. Diet..
Friendship	Making New Friends. A Good Friend.	The Changing Nature of Friendship.	Boyfriends and Girlfriends.
Emotional Health	Recognising Feelings. Respecting my Feelings and the Feelings of Others.	Self Confidence. Body Image.	Stress. Feelings and Moods.
Influences and Decisions	My Heroes.	Positive and Negative Influences. Making Decisions.	Making a good Decision.
Substance Use	Why use drugs? Alcohol: the facts. Smoking and its effects. Smoking: Why? Why not?	The effects of drugs. Alcohol and its effects. Alcohol? Why?, Why not? Cannabis and its effects. Cannabis: Why?, Why not?	Ecstacy: the realities. Heroine: the realities.
Personal Safety	Looking after myself. Internet Safety	Accidents at home, school and farm/water. Feeling threatened. Internet Safety	Recognising unsafe situations. Violence. Help Agencies. Internet Safety

The Department of Education & Skills recognises that each school has the flexibility within this framework to plan the S.P.H.E. Programme most suitable for the student's needs and the school's resources.

R.S.E. CURRICULUM CONTENT

Development of themes at Junior Cycle.

Human Growth and Development
- Awareness of changes in the human cycle.
- An understanding of the physical and emotional changes that take place in males and females at puberty and appreciation of variation
- Knowledge of sexual organs and their function
- An appreciation of hygiene associated with puberty
- An awareness of the sometimes conflicting feelings, moods and emotions characteristic of adolescence
- Development of a language for the expression of emotions
- An understanding of fertility, conception, pregnancy and birth
- Awareness of implications of sexual activity
- Understanding of sexually transmitted diseases, with particular reference to HIV/AIDS

Human Sexuality
- An awareness of what it is to be female and male.
- An awareness of stereotyping and its influence on attitudes and behaviour
- An appreciation of equality and difference
- Information on and sensitivity to sexual orientation
- Awareness of discrimination
- Respect for sexuality
- Developing skills for personal safety
- Awareness of sexual abuse and rape including identification of help agencies within and outside the school.

Human Relationships
- Developing skills for self awareness
- Developing skills for building and maintaining self esteem
- Awareness of the qualities valued in friendships and how friendship patterns change
- Developing skills for establishing and maintaining relationships
- Awareness of roles and responsibilities in relationships and families
- Identifying groups students belong to, behaviour in these groups and response to peer pressure.

Development of themes at Senior Cycle.

Human Growth and Development
- Understanding the structure and function of sex organs
- Awareness of fertility
- Awareness of the importance and methods of family planning
- Understanding of pregnancy and the development of the foetus
- Appreciation of the importance of health care during pregnancy
- Recognizing the range of human emotions and ways to deal with these
- An understanding of the relationships between safe sexual practice and sexually transmitted diseases with particular reference to HIV/AIDS

Human Sexuality

- Understanding of what it means to be male or female
- Exploration of some of the issues pertaining to equality
- Understanding the concept of sexual harassment and its different forms
- Awareness of sexual abuse and rape, including legal issues and the identification of help agencies in these areas
- Skills for making choices about sexual activity
- Laws in relation to sexual activity
- Exploration of the range of attitudes, values and beliefs regarding sexual behaviour in modern society
- Understanding the nature of peer pressure
- Developing skills for resolving conflict
- Development of an awareness of the complex nature of love and loving relationships
- Understanding marriage as a loving commitment
- Understanding of marriage in various cultures
- Deeper awareness of the importance of family life

Transition Year Programme

Title of Subject or Module: Social Personal and Health Education – Mental Health Matters
Approximate Duration of Module: 2 periods (35 mins) over eight weeks or 1 period over 16 weeks.
Aim: That students develop an understanding of Mental Health and Mental Ill-Health.
Objectives/Desired Learning Outcomes: • That students can distinguish between physical and mental health   • That students are aware of factors contributing to mental ill-health   • That students investigate and discuss various Mental Health Case Studies   • That students understand types of treatments and how to access them   • That students are aware of ways to protect Mental Health.
Teaching and Learning Strategies: • Worksheets   • Discussion   • Video   • Group Work   • Pair Work   • Formal input by teacher   • Mind gym activities
Content: • Physical and Mental Health   • Mental Ill-Health and Contributory Factors   • Qualities of a Mentally Healthy Person   • Mental Illness   • Treatment and Care   • Mental Health and You

Assessment:
 • 5 Credits awarded
     ▪ 3 credits for participation
     ▪ 2 credits for portfolio – diary format

Resources: • Mental Health Awareness Pack   • Mental Health Video
Links with other Subjects: Science – linked with adrenaline usage   Link with Home Economics – fitness and diet   P.E. – Exercising to prevent Mental Illness
Evaluation: • Discussion with students during and at the end of module   • Diary/Journal Feedback.

Appendix C

Provision for holistic development of students in Borrisokane Community College (formal and informal).

- Teachers
- Chaplain
- Students Council
- Cairdre
- Prefects
- Rainbows
- R.S.E. Programme
- S.P.H.E. Programme
- Morning Notes
- Class Tutors
- Year Heads
- Journal
- Career Guidance Counselor
- Awards Ceremony
- Co-curricular activities
- Christmas Concert
- First and Sixth year Retreat
- Peer Education
- Employers – Work Experience
- Bus Shelter
- Canteen
- Walkway
- Community Education Prog.
- Programmes to suit all levels
- Parent Teacher Meetings
- Induction Evening
- Assessments
- Enrolment
- Open Night
- Intercom
- Visits to Primary Schools
- Check and Connect
- Homework Club
- Credits System
- Parenting Programme
- CPR Training for Students
- Behavioural Support
- Debates
- Principal & Deputy Principal
- Oratory
- Friends
- Extra Curricular Activities
- Parent's Association
- Supervised Study
- Resource/Learning Support Teachers
- School Policies
- Talks – outside speakers
- School Tours
- Youth Group
- Mass & Services
- Religion Classes
- School Meal Vouchers
- School web site
- Book Scheme
- Coaching Skills training
- Positive Comments in Journal
- Special Needs Assistants
- Mentoring
- Team Teaching
- Cultural Activities
- Mixed Ability Teaching
- Study Skills Course
- Information Nights for Parents
- Leaving Certificate Applied
- LCVP
- School Magazine
- Local Paper Notes
- Parents Information Evenings
- Music
- Progress reports to Leaving Cert. students and parents
- TV Display in canteen
- Professional Counselling Support
- Friends for Life

Friends for Life Programme

The 'Friends for Life' programme is a school-based positive mental health programme. The programmes we deliver is "My Friends Youth" (12-16 years) with first year students.

The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004).

Borrisokane Community College was involved in a pilot programme in 2011/2012 with the National Behaviour Support Service. All first years were tested, a group of 8 students were found to have anxiety levels. The programme was delivered once a week over ten weeks by two teachers for a double period. Two booster sessions were delivered in September of the following year. Another first year class had the programme delivered, again by two teachers over the 10 weeks. They also got 2 booster sessions. The students with high anxiety levels were tested again and there levels had dropped significantly after implementing the programme.

There are three main components in 'Friends for Life" based on CBT principles; (1) Learning/ Behaviour, (2) Cognitive and (3) Physiological. The Learning/Behaviour component involves helping children and adolescents to problem solve, use coping skills, expose themselves gradually to feared situations, reward themselves for brave behaviour and to identify positive role models and support networks. The Cognitive component involves helping children and adolescents to use positive self-talk (green thoughts), challenge negative self-talk (red thoughts), evaluate themselves realistically and reward themselves. The Physiological component involves teaching children and adolescents to be aware of their body clues, to use relaxation techniques and to self-regulate.

The word 'FRIENDS for Life' is an acronym that helps children and adolescents to remember the coping steps to follow; F-Feeling Worried?, R-Relax and feel good, I – I can do it!, E- Explore solutions and coping step plans, N- Now reward yourself, D – Don't forget to practice and S- Stay cool!

Three teachers were trained in 2011 and they received three days training. Three teachers were trained in 2012 and they received two days training. The programme is delivered by two teachers to ensure that students receive the relevant attention to support their anxieties and fears. The groups meet once per week. Every student has a workbook which is kept in school and if written homework is required it is photocopied. Homework must be completed each week, family time together, healthy eating, going for a walk and relaxation.

A certificates and awards event is held at the end of the programme with refreshments provided.

Borrisokane Community College
ADMISSIONS POLICY

1.   **Aims.**

1.1   Parents / Guardians / Students / Staff will have all necessary information to ensure the student will have his/her needs met.

1.2   Admission is open to all who satisfy this policy. In relation to discrimination it is the policy of Borrisokane Community to comply with the Equality Act, 2000. This act prohibits discrimination on nine grounds as follows: Gender, Marital Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race and Membership of the Traveller Community.

2.   **Enrolling Procedures.**

2.1   All enrolment applications must in the first instance be made to the school Principal. The school principal may refer the enrolment to the Board of Management if he/she feels grounds may exist for refusing to admit the student. Enrolment forms are available from the school at 067-27268 or on the school website www.borrisokanecc.ie

2.2   Parents/Guardians/Students are informed of enrolment through
       (a) Prospectus
       (b) Visits to Primary Schools
       (c) Media
       (d) Church Announcements
       (e) Open Night
       (f) Appointment with School Principal.

2.3   Complete application form, provide a copy of applicants Birth Certificate.
2.4   Parents of a student who has an Educational/Behavioural/Medical or Psychological report(s) should furnish them on enrolling.
2.5   Parents/Guardians or applicants over the age of eighteen must undertake to read – sign and abide by the school's Code of Behaviour.
2.6   In the case of second level students they must have completed 6th class National School and be the required minimum age (12 on January 1st of school year they are proposing to commence i.e. 12 on January 1st 2020 for commencing September 2019). In the case of Further Education or Life Long Learning Courses satisfy any relevant entry requirements.
2.7   Exemption from study of Irish must be in accordance with Department of Education and Skills guidelines. Evidence of Exemption must be supplied with the enrolment form.
2.8   In the event of the college having more applications than places available, the following criteria will apply in the order shown:-

           a.   Reside in the Catchment Area of Borrisokane Community College.
           b.   Brothers / sisters of present students.
           c.   Students who live closest to Borrisokane Community College

If there are insufficient places available under a particular category it may be necessary to allocate those places on the basis of an open draw. Such a draw if required will take place at a Board of Management Meeting.

Note: For the school year 2019/2020 the maximum number of enrolments for first year will be 96 students. The closing date for enrolments for the school year 2019/2020 is Friday December 14th 2018.

3 Transfers

3.1   Applications from students transferring from other schools after 30th September of the school year will only be accepted if students are becoming new residents in the catchment area.

3.2   Applications for transfers to year groups other than first year for the school year 2019/2020 will be processed after May 1st 2019. The reason for this is to ensure that students currently attending Borrisokane Community College are catered for first in relation to Programmes and Subjects.

3.3   Students transferring from other Second Level schools must produce the following:

(a)   School reports from previous school/s
(b)   Details of attendance,
(c)   Behaviour records
(d)   Subject Choice
(e)   Reference from previous school/s
(f)   Application form
(g)   Any other relevant information

Note: Borrisokane Community College allocates students to classes based on their subject preference. If the number of students requesting a subject exceeds the number of places available, then a waiting list will be put in place. Students transferring to Borrisokane Community College must join the end of this list and will not be offered a place in the school until their position on the list is reached.

3.4 Students enrolling in second level in years other than 1st year:

(a)   All school policies to apply
(b)   A progress report will be sent to parents/guardians approximately four weeks after commencing at Borrisokane Community College. A meeting with parents/guardians will take place if necessary.
(c)   Each student will be mentioned at the weekly management meeting to monitor progress, mixing with others, behaviour etc.

4. Special Needs

The college will use the resources, both financial and personnel, provided by the Department of Education and Skills to make reasonable provision and accommodation for _students with disabilities or special educational needs._ These students are free to participate in the life of the school in so far as is reasonable practicable. While recognising and fully supporting parents' rights to have a school of their choice for their children, the school's ability to accept students with particular needs is dependent on the supply of resources, suitable to the needs of the individual student, being supplied by the Department of Education and Skills.

The Board of Management needs to be aware of any special needs as early as possible, so that these needs can be assessed and addressed if possible.

In making provision for special need students the following information is required.

Has the student had access to any of the following resources?

1. Special needs assistant or classroom assistant.
2. Special class.
3. Help, for specific needs, from any resource teacher.
4. Assistance with behavioural modification.

5. Psychological assessment. Report to be provided.
6. Any additional resources to help with their special needs.
7. Help in areas including, visual impairment, hearing impairment, general learning disability or emotional disturbance.
8. Any resource in relation to travel or mobility. etc.

If an expert report is provided, it should include a workable strategy for addressing the needs, allowing for the resources available.

The Board of Management, having gathered all relevant information and professional documentation, assesses how the needs of the special needs students can be fulfilled.

Final confirmation of a place, may, in exceptional cases be given when the Department of Education and Skills confirm that the necessary resources are in place.

N.B.: It may take some time for the Department of Education and Skills to process such applications. Parents are strongly advised to inform the school as early as possible and discuss their particular situation well in advance of making an application.

Note: Further information on this area is contained in the School's Policy on Special Needs

Students enrolling in the Centre for Young People with Autism (ASD Special Class):
Borrisokane Community College has in place a dedicated Centre for Young People with Autism (ASD Special Class). Applications for students to enroll in and be accommodated in the Centre will only be accepted if the parents/guardians can provide a specialist report diagnosing the child with Autism and recommending that the child's needs can be met by attendance at an ASD Special Class attached to a second level school. The report should state that the child has complex or severe learning needs that require the support of the ASD special class setting and the reasons why this is the case.

The Centre is designed to support a student with a diagnosis of Autism and who is functioning at a level that allows them to be integrated into mainstream classes for some subjects. The maximum number of students that can be accommodated in the Autism Centre is six per class. Borrisokane Community College currently has two ASD Special Classes. If the number of applications exceed the number of places the criteria in 2.8 above will be used to allocate places.

5. Grounds upon which Borrisokane Community College may refuse to admit a student are set out below:

5.1 If admitting the student to the school would:
    (a)   Make it necessary for the school to employ additional staff which are not funded by the Department of Education and Skills.
    (b)   Give rise to significant expenditure on extending or altering the accommodation or facilities at the school, which are not funded by the Department of Education and Skills.
    (c)   Be seriously detrimental to the continuity of the child's education
    (d)   Be likely to be seriously detrimental to order and discipline in the school
    (e)   Be likely to be seriously detrimental to the education wellbeing of students attending the school.

5.2 If the education normally provided at the school is not suited to the age, ability or aptitude of the child.

5.3 If the child was previously expelled from this school.

5.1 Suspension and Expulsion
Suspension and Expulsion of students are dealt with in the school's Code of Behaviour

5.2 Appeals

Parents/Guardians/Students that are over eighteen have a right to appeal against a decision of refusal to enroll in line with Circular Letter M48/01 – Appeals Procedures under Section 29 of The Education Act 1998.

School Policy concerning Student Teachers.

1. The student teacher should be supplied with the Teacher induction Pack during the pre-visit.
2. All teachers in a subject department should be offered the choice of working with the student.
3. It is strongly recommended that the student teacher should not be given a class for the full schedule of periods each week e.g. two or three classes out of five.
4. Examination classes should not be given to the student teacher.
5. Transition year classes are suitable for student teachers.
6. The student teacher must work closely with the class teacher outlining areas covered.
7. Discipline: The normal discipline system will be used. Again consultation with class teachers is essential. The class teacher may remove problem students if it is deemed necessary.
8. The student teacher is expected to remain in the school throughout the school day and is encouraged to get involved in extra curricular activities.
9. Class preparation is vital. All equipment, apparatus for experiments etc. should be organized prior to the commencement of class.
10. External examiners should consult with the class teacher at the end of the teaching practice session.
11. Students on work experience are welcome in the staffroom. Students must observe confidentiality in relation to any matters that are discussed there. Occasionally sensitive issues in relation to students are discussed. During such discussions students on work experience may be asked to absent themselves from the staffroom.
12. In all aspects of work within the school confidentiality must be observed.

Borrisokane Community College Policy on Science Teaching Practice Students from University of Limerick

Borrisokane Community College has always and will continue to welcome student teachers from the University of Limerick.
However because of time constraints with completion of course work assignments we feel it is important to highlight the following criteria for accepting student teachers in the future:

*   Many of the classes assigned to the student teacher will be part of the Transition Year Programme.
*   If assigning junior or fifth year classes it will be for a maximum of two class periods per week.
*   Student Teachers must complete the content assigned by Borrisokane Community College teachers over the period of teaching practice as per the Department of Education syllabi and in consultation with the class teacher.
*   All tutors visiting from the University of Limerick must communicate with the relevant science teacher after each visit.
*   A copy of the report given to the student by the tutor from the University of Limerick should be given to a Science teacher after the visit.

We hope that implementing the above policy will lead to benefits to both Borrisokane Community College students and the student teacher.

Borrisokane Community College
Smoke-Free Policy

Purpose

Exposure to second-hand smoke/Environmental Tobacco Smoke (ETS) also known as passive smoking is a cause of disease, including lung cancer and heart disease, in third parties. Neither the simple separation of smokers and non-smokers within the same airspace nor the provision of ventilation can eliminate exposure to ETS and the consequent health effects of such exposure. This policy has been developed to protect all staff, students, employees, service users, customers and visitors from exposure to ETS, to ensure compliance with legal obligations and to ensure a safe working environment.

Policy

It is the policy of Borrisokane Community College that all of its premises (both internal and external) are smoke-free and that all staff, students, and employees have a right to work and study in a smoke-free environment. Smoking is prohibited throughout the entire premises with no exceptions. This policy applies to all staff, students, employees, consultants, contractors, customers and visitors. This policy applies to all school vehicles and vehicles hired on behalf of the school.
Note: For the purpose of this policy the premises include the area within the site boundary of Borrisokane Community College and all buildings thereon under the control of Borrisokane Community College.

Application of Policy
No person shall distribute or use any tobacco product in any areas of the school or the school grounds. Individuals supervising students off school grounds are prohibited from distributing or using any tobacco product. No school property may be used for advertising of any tobacco product. Groups using the school or grounds must agree to comply with the policy and inform all persons that the policy remains in force on evenings, weekends and other times the school is not in session.

Implementation

Overall responsibility for policy implementation rests with the Principal or other person for the time being in charge of the college. All members, staff and students have an obligation to adhere to, and facilitate the implementation of this policy.
The Principal shall inform all staff, existing employees, consultants and contractors of the policy and their role in the implementation and monitoring of the policy. The Principal and staff shall inform all students of the policy and their role in the implementation and monitoring of the policy. All new and prospective staff, employees, consultants and contractors shall be given a copy of the policy on recruitment/induction by the person in charge.

Policy Infringements

Infringements by students will be dealt with through the schools Code of Behaviour. The punishment for smoking by students is suspension from school. Infringements by staff will be dealt with under local disciplinary procedures. Infringements by customers, clients etc., will be dealt with in accordance with the procedure set out below. Employees, consultants, contractors, customers and visitors who contravene legislation prohibiting smoking in the workplace are also liable to a criminal prosecution with an associated fine.

Smoking Cessation

Information on how to obtain help quitting smoking is available from: The National Smokers Quitline (1850 201 203. 8am – 10 pm) or the Health Promotion Service of the local health board (067 42339).

Procedure if a person smokes in contravention of Section 47 of the Public Health (Tobacco) Acts that prohibits smoking in the workplace

1. Draw the person 's attention to the "No Smoking " signs and advise that he/she is committing an offence by smoking on the premises.

2. Advise the person that it is also an offence for the occupier, manager and any other person for the time being in charge of the premises to permit anyone to smoke in contravention of the law.

3. Advise the person that the business has a smoke-free policy to ensure a safe working environment for staff and customers. And that under the policy staff are obliged to refuse service to customers who persist in smoking.

4. If the person continues to smoke immediately request that he/she leaves the premises.

5. If the person refuses, implement normal procedure for antisocial/illegal behaviour in the premises.

6. Maintain an appropriate record of all such incidents and notify all staff of action taken.

7. In all cases where physical violence is threatened or encountered, notify and/or seek the assistance of the Gardaí.

Borrisokane Community College School Book Scheme 2019/2020.

- The Book Rental Scheme is open to all students in Fifth and Sixth Year.
- Before receiving books the full amount payable for the relevant year(s) must be lodged to the school
- Receipts will be issued for all money received
- Books will be given out at the end of August prior to school opening for fifth year students. All other year groups will receive their books when the school opens.
- Parents/Students must sign for books received
- Students must take care of books
- Books lost or destroyed will have to be replaced by parents/students
- In the majority of cases books given out will be covered
- Students who do not take care of books will be excluded from future years of the book scheme
- To prevent excessive wear of textbooks, copy books or any other materials should not be placed inside books
- Books should not be written on with pen and before returning books all pencil marks must be erased.
- All books not required for the next school year must be returned to the school by the end of the current school year. Junior & Leaving Certificate Students at the end of their exams
- Some books are applicable only to a particular year of an exam e.g. Leaving Certificate Poetry Books. These books will be given out as part of the Book Scheme but are not returnable and as a result the full price of the book will be used in calculating the fee for the year.
- Only books identified on the book list will be included in the scheme.
- The cost of the Brennan School Insurance is included in the Book Scheme Fee – currently €9 for 24 hour cover
- The cost of the School Journal is included in the Book Scheme Fee. – Currently €8.
- When returning books they should be given back in a bag/box with the name of the student printed clearly on the bag/box.
- Books can only be changed by teachers in exceptional circumstances. All changes of books will have to be approved by the Principal.
- Cost of the Book Scheme 2018-2019. This charge includes all text books, Brennan Personal Accident Insurance, Journal and Career Guidance Test.
  - Fifth & Sixth Year €260

Procedure for Book Scheme

Parents are informed of the book scheme in the spring time each year in preparation for the following September.

Payments for the scheme are made to the school secretary or Way2Pay Electronic Payment System. Receipts are issued for all payments made.

All monies received are now lodged to the ETB Accounts.

Books are ordered by the school from the company who was successful in the ETB Tendering Process.

Students receive books mainly at the beginning of the school year with some books given out during the year as required.

A record of books given out to students is kept by the post holder. All books are stamped and coded before students receive them.

Books are returned to the school when the student is finished using them and the books are repaired where necessary and handed out to other students if the book is still on the booklist.

Borrisokane Community College
Pastoral Care Policy

Mission Statement

We seek to promote a caring and committed school community
which will facilitate the education of our students
and where each individual is valued as a unique human being.
"Is ar scáth a chéile a mhairimid"

Statement

We understand Pastoral Care '*as an approach to education which endeavours to value and develop each member of the school community. It promotes learning at every level of the student*.' (**The Year Head**, Monahan 1998 IAPCE). This approach animates the nature of our pastoral care provision. All members of the school community – students, staff and parents have a role in implementing pastoral care in line with our mission statement. Each member of the school community has access to the relevant pastoral structures and procedures. More than anything else we seek to nurture positive relationships as the core resource in developing a pastoral approach. This policy endeavors to put in place the framework necessary to underpin and support this approach. The policy will address the following areas:

- ❖ Pastoral role: definitions and responsibilities
- ❖ Pastoral programmes
- ❖ Pastoral procedures
- ❖ Resources and professional development
- ❖ Monitoring and evaluation

Pastoral Roles
Year Head

- Monitor Academic Progress
- Setting up study plans for students
- Monitor Attendance
- Oversee in conjunction with Class Tutor – student lates and absences
- Get a copy of results of all exams and discuss with students
- Sign reports going home and put in a comment
- Regular contact with Parents – letter, phone and meetings.
- Student Personal Development
- Co-ordinate Parent/Teacher Meeting for year group
- Role in Implementing the Behaviour Code
- Involved in Positive Discipline
- Assemblies of year group important – motivation, reward system
- Track persistent offenders
- Time must be given to recognising the good student
- Monitor uniform and deal with offenders
- Year Head highlight issues in relation to year group to all staff at morning breaks
- Facilitating regular meetings of the team of tutors to review and plan
- Co-ordinating all information given to and received from year heads and tutors, and checking action has been taken
- Reporting to and liaising with, the Principal, Deputy Principal and pastoral team regarding the year group
- To know personally each student in the year group
- Keeping and overseeing records concerning students.
- Liaising with student representatives in the Year Group

- Assistant Principals supervise on corridors

Class Tutor

A Class Tutor is the teacher who, on behalf of the school community, undertakes the role of caring for a class group in order to promote learning at every level of the person.

- Builds a relationship with each student
- Explains the school behaviour code on a regular basis
- Encourages regular attendance and punctuality
- Has access to information on students
- Looks out for medical issues
- Encourages support of, and participation, in the ethos of the school
- Encourages development of study skills
- Promotes class spirit and cohesion – Trip, Talks.
- Encourages exam preparation
- Plays a part in induction
- Distributes school information to parents as necessary
- Collects funds and information from parents as necessary
- Meets monthly with year group of tutors and year heads
- Participates in annual review of pastoral care
- Passes information to subject teachers when necessary

Chaplain

The role of the Chaplain is to be a faith presence in the school community, available to all students and staff. The chaplain's non disciplinary role in the school enables her to develop a relationship of trust with the students, staff and parents. She works in conjunction with the staff within the mission statement of the school. The school has a holistic approach, promoting the moral, spiritual social and personal development of students. The Chaplain participates in activities which relate to the well-being and development of the school community e.g. Pastoral Care meetings, Crisis Response Group.

The School Chaplain exercises her role by

1. personal contact with individual students
2. access to class and small groups
3. helping with liturgical functions
4. maintaining a lively interest in recreational, cultural and outreach activities
5. responding to day – to – day pastoral needs of students

The Chaplain is qualified to work with students and young people as part of the Rainbows Loss and Bereavement Group.

Counsellor

A Counsellor is currently employed as a result of funding received from the Health Service Executive and Proctor & Gamble, Nenagh. Students are referred to the Counsellor by the principal, chaplain and pastoral team. All students before attending the Counsellor must have parental consent. This is a confidential service where only issues where a person is in danger or reports of abuse are referred to the School Principal. The Counsellor as part of the service may involve parents if necessary. In some circumstances students may be referred to outside agencies for additional or specialised support. Parents will be informed if students are to be referred to an outside agency unless it would put the student in danger.

The Chaplain coordinates the system of students meeting the Counsellor.

Guidance Councillor

The role of the Guidance Counsellor is to help students with decision making, problem solving and behavioural change in relation to their personal, social and career development. This includes classroom guidance activities and one to one meetings with students. The Guidance Counsellor is also available to meet parents if required.

The guidance teacher for year groups attends Year Head Class tutor meetings to get and give feedback on students.

Pastoral Care Team
The Pastoral Care team meets on a weekly basis to review students who have care needs and put in place a programme of care for these students. Year Heads will complete a form to refer students to the Pastoral Care Team. Any staff who have concerns about students should refer them to the relevant Year Head. The Pastoral Care team discuss student's issues and may refer students to internal school personnel – Guidance Counsellor, Teachers with Guidance hours, Chaplain, Home School Liaison Teacher. Students may also be referred to the Counsellor who is employed on a temporary basis as a result of funding received from the HSE and other sources. In some cases students are referred to outside agencies such as the H.S.E. The Pastoral Care team also forms the Crisis Response Team and has a role in ensuring a process is in place to bring the school through a crisis situation and in the event of a crisis, to coordinate the process.

Rainbows
Rainbows is a Peer Support Programme for children aged 6 – 18 years, who are grieving loss in their lives usually as a result of bereavement or separation. Groups of three to five children of the same age group take part in the programme. The sessions are run by trained, caring adult facilitators. The sessions are usually held once a week over a number of weeks and on the final night a prayer service or mass is held for the children in the group and their families and friends. This is a confidential service and further information is available from Mrs Duggan or Sr. Nora at the Community College.

Cairde
Cairde are a group of Transition Year students selected every year to Mentor the first year students. The Cairde are invited to apply for the role. The core duty of the Cairde is to make the transition from Primary to Post Primary school as easy as possible. This is carried out by arranging a Cairde to be in charge of a small group of first years. The Cairde then help the first years by getting to know them, help them with any issues that arise by guiding them towards help and they monitor bullying.

Pastoral Programmes
SPHE
The SPHE policy should be referred to for the content and implementation of the SPHE Programme.

Religion
Each class group from first year to fifth year has an allocation of two class periods of religious education per week. Sixth year students have an allocation of one class period per week. The programme studies the Christian Church's, creeds/beliefs, code/moral laws and worship. An experiential approach to religious education is promoted. The aim is to develop the spiritual dimension of the individual and of the school itself. Classes are supplemented by the school retreat and the work of the Church of Ireland and Catholic Chaplains. Religious services take place throughout the year to celebrate special occasions in the church and school.
Aims of Religious Education
- to provide the opportunity for students to worship God
- to consider spiritual and moral issues
- to explore their own beliefs
- to encourage participation in services
- to develop community spirit
- to promote a common ethos and shared values
- to reinforce positive attitudes

Youth Group

Sixteen students are selected to take part in the Youth Group. These students selected are second year students and students from the Autism Centre. One component of this is a personal development programme which aims to develop self-esteem, leadership, team building and assertiveness skills. The students also take part in extra curricular activities to enhance self-esteem and to give new experiences. Students receive two certificates of achievement – one for personal development and another for achievement on extra curricular activities.

Pastoral Procedures

Record Keeping

A file is kept on all students. This contains information on the students – personal details, Psychological Reports, Discipline Reports, Doctors notes, Attendance, etc. The Class Tutor, Year Head, Deputy Principal and Principal have access to this file. Year Heads also have details on student's achievements in examinations. Special Needs information is stored by the Special Needs coordinator in a confidential file and relevant information is made available to teachers as necessary. Parents may request access to information held in the school on their child.

Crisis Response – A policy has being developed in this area.
Summary Checklist
1. Gather the facts – Who? What? When? Where?
2. Contact appropriate agencies
3. Convene the Crisis Response Team
4. Organise for supervision of students
5. Inform Staff
6. Agree on a statement of facts
7. Identify high risk students
8. Appoint someone to deal with phone enquiries
9. Organise timetable for the day
10. Inform parents/guardians
11. Inform students
12. Make contact with the bereaved family
13. Organise support
14. Respond to the media.

Linking with parents

The Year Head is the formal link between the school and parents. Parents are encouraged to contact the Year Head in relation to any issues concerning their child. The school journal is used as a link between home and school. Parents and staff should use the relevant pages in the journal for two way communication. Parents are welcome to contact the school to discuss with school personnel issues in relation to their child. If parents wish to arrange a meeting with school staff they should refer to the school policy on Meetings with Teachers. A copy of this is available in the students journal.

Linking with students council

The student's council were consulted in relation to drawing up this policy and will be encouraged to give feed back on any issues affecting students. A useful tool for feedback from students is the morning notes system. Students are regularly asked to write a note at roll call primarily in relation to bullying issues and also any other issues they may wish to highlight. These notes are treated in confidence and are read only by the Principal or Deputy Principal. Any issues highlighted in the notes are investigated.

Resources and professional development

The school is committed to providing the necessary resources to underpin this pastoral policy. In particular we are committed to providing where possible tailored professional development programmes for Class

Tutors and Year Heads and other roles mentioned in the policy. There will also be annual opportunities for the full staff to review the effectiveness of these roles and other pastoral issues.

Monitoring and evaluation

This policy was drawn up during the school year 2007/2008. It was reviewed by the staff, parents association, students council and adopted by the Board of Management on 18th February 2008.   The policy will be reviewed annually by the Pastoral Care Team and all the partners will be consulted in relation to any changes to the policy.

Borrisokane Community College

Policy on Finance

November 2007. Revised December 4th 2007.
Approved by Board of Management – 28th April 2008.
Reviewed January 2012.
Reviewed January 2013.

Purpose:

- To comply with Tipperary ETB procedures
- Safe custody of Money
- Protection of Employees who handle money

Accounts:

The school currently has two accounts as follows

1. Administration Account – used for some school activities
2. Parents Association Account – used for the Family Levy and all activities of the Parents Association.

All accounts require two signatures of which one must be the Principal.

Money is lodged directly to the ETB Account for school activities, use of school premises and where staff are paid.

The ETB office will check the Administration Account on a regular basis. This check will be carried out by submitting accounts to the ETB Office four times per year, and by ETB staff visiting the school and monitoring accounts.

An income and expenditure analysis will be available for all accounts.

All payments to staff must be processed through the ETB payroll system.

The ETB account will be used to make payments for which invoices must be submitted to the Staff Office at Borrisokane Community College. In exceptional circumstances payments will be made from the school account. The ETB will reimburse the school account for such payments.

Lodgements must be made regularly and the minimum cash should be held on the premises in the school safe. To help with this all staff should submit money for lodgement before 12noon each day.

Collecting money from students:

Money is collected from students and families for various reasons/activities e.g. tours, buses to games and other activities, Parents Association Levy and Study.

Tours: A list of students should be drawn up using the Record Template.

The cost of the tour per student must be recorded. The total collected and the total cost of the tour must be recorded. Any discrepancies with an explanation must be given.

If collecting over €50 per student an individual ETB receipt should be given to the student. The Record Template must be submitted to the Staff Officer.

Buses to non extra curricular activities and tours: The full cost of the bus must be collected from the students travelling. When submitting money please ensure that the cost of the activities on the trip and the cost of the bus are kept separate. Details of money lodged number of students who paid and details of any payments made from money collected e.g. payments to Referees, Grounds Staff etc should be recorded on the Record Template and the Record Template should be handed in to the office at the time of handing over the money to the Staff Officer.

Buses to Extra Curricular Activities: The Parents Association subsidise the cost of buses to extra curricular activities (games, debates, and competitions). The current rate is €7. Teachers organising Extra Curricular Activities should collect the €7 from each student and submit it to the Staff Officer. The Parents Committee will be informed regularly of the income and expenditure on buses.

Collection of Money from students for other items e.g. mock exams, books, equipment etc.
The teacher collects the money from students and uses the Record Template to record the money collected. All monies collected should be given to the Staff Officer for lodgement to the ETB Account. The money should be in an envelope with a record on the outside as below.

In some cases teachers may collect money from students for books or equipment and then purchase and pay for the items themselves. This practice is acceptable provided the teacher collects only the exact cost of the items from the students.

Parents Association Levy:
The levy is currently €50 per family. A letter is circulated to all families prior to the beginning of the school year. The levy is requested using the Way2Pay system. A receipt will be issued when the levy is paid. A report on the levies lodged will be presented to committee meetings as part of the Treasurers Report.

Study:
This person supervising the study session collects the fee from students and records money received. All money collected should be immediately given to the Staff Officer for checking and lodgement to the ETB Account. The lodgement should be recorded in the record book and signed for by the post holder. On a monthly basis the ETB issues details of all lodgements and these must be reconciled with the lodgements from the school.

Sports Complex:
A Manger is responsible for organising bookings for the sports complex. This person is responsible for passing on the rent to the School Secretary for checking and Lodgement to the ETB Account. The Lodgement should be recorded in the Record book and signed for by the post holder. On a monthly basis the ETB issues details of all lodgements and these must be reconciled with the lodgements from the school.

Lodgement of Money:
The School Secretary will be responsible for the lodgement of all money to the ETB Account and the.
When giving money to the School Secretary it must be in an envelope with the following details on the outside:
   a. Purpose.
   b. Date
   c. Amount
   d. Signature of the two persons who checked the amount
All coins should be bagged to the appropriate amounts in Bank Coin Bags.
The staff member handing over the money must check the amount with another member of staff or with the School Secretary. The details of the money must be entered in the record book by the staff member who was responsible for collecting the money and the names of the two persons who checked the amount must be entered in the record book.
The School Secretary should arrange lodgement of all money as soon as possible. The lodgement number should be given to the bank so that it will appear on the bank statement. The date of lodgement should be recorded in the record book.
The details of all expenditure will be recorded on a spreadsheet by the Principal.

Payments: All invoices for payments must be submitted to the School Secretary for processing through the ETB Account. In exceptional circumstances the Principal may make a payment by cheque from the School Administration Account.

Bank reconciliation: A reconciliation will be carried out on a monthly basis by the Principal for the School Administration Account and a reconciliation with ETB Receipts will be carried out regularly. Any discrepancies found will be checked out and the procedures will be adapted to help prevent discrepancies occurring in the future.

Borrisokane Community College

Collection of money from students Record Template   **Lodgement No(s) from Office:** _____

Purpose: _____   Date of activity: _____

Teacher in charge: _____   Bus Company: _____

Total Cost of Bus: _____ No of Students travelling: _____

Cost per student: _____ (Bus) _____ (Activities) _____ (Total Cost).

List of students.

No.	Name	No.	Name
1		26	
2		27	
3		28	
4		29	
5		30	
6		31	
7		32	
8		33	
9		34	
10		35	
11		36	
12		37	
13		38	
14		39	
15		40	
16		41	
17		42	
18		43	
19		44	
20		45	
21		46	
22		47	
23		48	
24		49	
25		50	

Total cost: _____

Total Collected: _____

Profit/Loss: _____

Total for Lodgement   _____

Explanation of discrepancies:
_____
_____
_____
_____
_____

Signed: _____ (Teacher Organising)

Homework Policy

Relationship with School Ethos

Borrisokane Community College's mission statement emphasises the promotion of a caring and committed environment. Our homework policy promotes a whole school approach to homework inclusive of parents/guardians, teachers and students, recognising that homework helps to reinforce learning.

Guidelines for Homework:

Students can be asked to demonstrate understanding through various homework activities including completion of written assignments, project work, presentations, performances, student reflection on learning and planning for improvement/target setting.

Homework can be given in various formats to promote the development of key skills. Allowing student's learning to be visible and giving them the opportunity to plan for improvement.

Types of homework may vary and hence appropriate time should be given regardless of the type of homework given. Time spent on homework will depend on the ability of individual students. The following is a suggested guideline for homework/study.

- First Year: 1.5 hours
- Second Year: 2 hours
- Third Year: 2.5 hours (increasing closer to exam times)
- Transition Year and LCA: may vary depending on project work/modules etc.
- Fifth Year: 3 hours
- Sixth Year: 3-4 hours.

Purpose of Homework

> To reinforce classroom learning.

> To extend learning through additional revision and additional activities.

> To encourage self-directed and discovery learning.

> To prepare in advance for the next lesson.

> To access resources not available in the classroom.

> To give students an opportunity to demonstrate key skills.

> To assess progress made in class.

> To encourage home support in a student's learning.

> To develop good school and home links.

Types of Homework

> The type of homework will vary according to the subject, purpose of the homework and the ability of the student. Homework tasks may be given in the any of the following formats; written, oral, research, reading, listening or revision.

The Student Journal in relation to Homework

>The purpose of the school journal is to assist students in developing a good homework routine.

> Students are required to have their journals in their possession at all times. This improves their organisational skills.

> Parents are requested to sign/initial the journal daily for Junior Cycle and weekly for Senior students.

> Teachers use Eportal or the journal to inform parents of any homework related issues.

> Parents can use the journal if an unforeseen circumstance has arisen to provide an explanation for incomplete homework.

> Students are encouraged to take pride in their school journal and keep it free of graffiti or any offensive material. If a student defaces or loses their journal she/he will be required to replace it at an additional cost.

The Role of Students

>> It is the student's responsibility to record their homework correctly and ask for teacher's assistance if needed.

> Students should ask for help at home if difficulties arise with homework.

> It is important that students attempt homework in order to make progress.

> If a student is absent from class for any reason including any school related extra-curricular event it is student responsibility to find out work missed and homework given.

The Role of Parents:

> To support the school's Homework Policy

> To encourage students to attempt all homework including non-written work and support them to complete it to the best of their ability.

> To provide suitable conditions for homework e.g. a desk, a quiet space, the appropriate materials.

> To monitor and minimise distractions e.g. phones, TV, social media etc.

> To have a copy of the student's timetable.

> To decide with the student a routine around their homework e.g. a timeframe and appropriate breaks.

> Sign the student journal as outlined above.

> It is the parents' responsibility to inform the class teacher of any reason why a student was unable to complete their homework, or if a student has difficulty in completing the homework. A parent may communicate this through the student's journal.

> To monitor any homework related issues reported on Eportal.

The Role of Teachers:

> Homework is communicated clearly to students allowing sufficient time to record it in their journal and seek clarification from the teacher.

> Homework should be displayed on the board.

> Teachers where possible, are aware of dates in the school calendar where students are engaged with Classroom Based Assessment (CBA's), Assessment Task (AT's), Oral exams and practical exams. Hence allocating more time to complete homework if necessary to support student's Well Being.

> Homework when possible should be inclusive of all and differentiated accordingly.

> Teachers should provide help and support to students when requested. Teachers may provide success criteria stating what a good piece of homework should look like.

> Teacher's feedback on homework is important for students to make progress. Teachers can use various strategies to correct homework given. Feedback can be given orally or written by the teacher and through Peer and Self-assessment.

> Teachers may inform parents through the journal/ eportal if homework is not completed or attempted. The year head issues any homework related sanctions in line with the school's Code of Behaviour.

>Teachers may allow students start their homework before the end of class to give the opportunity for students to ask questions or seek clarification regarding the homework.

Special Educational Needs/ Learning Support

Learning Support/SEN teachers may collaborate with subject teachers in relation to Inclusion and Differentiation. Learning Support/SEN teachers may work in guiding students through difficult tasks. Team teaching takes place in some subjects and is also very effective in checking that students are clear about their homework before the end of class and have recorded it in journal.

Homework Supports

- **Parents** are the most important support that a student has when completing homework
- **Homework club** has been running in the school since 2009 with first year students. Teachers, SNA's and Transition Year students supervise from 4.15pm – 5.30pm. Teachers assist with any difficulties and the students engage in peer tutoring. There is a short break for refreshments and games. The cost per student is 5 euro per term.
- **The Year Head** supports students with homework issues as they monitor academic success and attendance. If a student has 3 or more homework offences the year head will contact parents and put the student on a homework card.
- **The Class Tutor** The class tutor explains each section of the student's journal and homework procedures to students on their first day at school. Throughout the year the tutor encourages the development of study skills, encourages exam preparation and after school study as well as

undertaking the role of caring for a class group to encourage learning. The tutor checks daily/weekly that the journal has been signed by the parent/guardian.

- **Guidance Counsellor** can provide one-to-one guidance and positively reinforce the importance of homework. Guidance is significant when students choose subject options. Choosing subjects of personal interest or subjects necessary to secure a college course motivates students to study and to complete homework.
- **After School Study** takes place from 4.20 pm until 6.30 pm, Monday to Thursday. This facility is available to all students. Students can pay per day or per term. Any student that disrupts study gets a verbal warning and if the behaviour persists students are removed. A roll-book is kept for record of attendance and study is supervised by a teacher.
- **Study Skills**: Students are given the opportunity to develop their homework skills. Individual teachers offer useful guidelines and tips for studying within their subject. The Year Head, learning support/SEN teachers and class teachers reinforce the study techniques to students throughout the year.
- **LCA Mentoring**; Mentoring of students in LCA focuses students on project work deadlines. The mentoring teacher helps the students to set targets for project progression. LCA students have many tasks but communication between the student, anchor teacher and mentoring teacher supports project completion.

<u>Arrangements for monitoring and evaluating homework policy</u>

The homework policy will be monitored and amended accordingly. This policy will be reviewed regularly to assess its effectiveness. The key criterion should be the extent to which the policy is contributing to the progress students make at school and their attitude to learning.

This policy was developed during the school year 2009/2010 and reviewed during the school year 2016/2017.

Ratified by Board of Management: 15th June 2017

Borrisokane Community College Fundraising Policy

The mission statement of Borrisokane Community College states:
"We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being".

In line with this statement Borrisokane Community College seeks to develop in its students a care and concern for others. Accordingly Borrisokane Community College encourages its students to take part in fundraising activities for a limited number of designated causes each year.

Every September a "no uniform day" is the means of raising money for North Tipperary Hospice. In December a jersey day is the way of raising money to offset expenses of Christmas Concert.   During Lent a 24 hour fast raises money for an agreed charity.   Students also take part in a flag day to raise money for the Irish Heart Foundation. Towards end of year a sponsored walk is organised and the funds generated are used on projects suggested by the student's council and other suggestions to improve student's facilities.

From time to time staff members may offer students an opportunity to raise funds for a particular cause e.g. mini marathon, MS Readaton. Such activities are in order after consultation with school management.

These are the only occasions on which the student's population may be approached towards fundraising. Any individual or organisation raising funds for a recognised cause may by appointment speak to staff or leave a card in collection box in the staff room.

The parents association organise some fundraising. The association collects a levy from each family every year. The amount of the levy is determined by the association. The association may also organise other fundraising activities e.g. bag packing weekend in Dunnes Stores. The funds generated are used for school activities sanctioned by the association.

Borrisokane Community College
Exemption from Irish Policy

Relationship to the school Ethos:
This policy is in keeping with the mission statement of the school which seeks to promote a caring and committed school community which facilitates the education of all our students.

Aims and Objectives:
1. To allow for pupils of differing abilities, interests and circumstances.
2. To enhance inclusion within the school and to streamline the full integration of all students.

Categories of students eligible:

As per Circular M10/94 an exemption from Irish is sought for the following categories of pupils:

a) Pupils who arrive to Ireland after the age of 11 from Northern Ireland or outside of Ireland. This includes pupils who were previously enrolled as recognised pupils in a primary or second-level school who are being re-enrolled after a period spent abroad, provided that at least three years have elapsed since their previous enrolment in the State.

b) Pupils from abroad, who have no understanding of English, when enrolled, would be required to study one language only, Irish or English.

c) Pupils who have been assessed as having a general learning disability, due to serious intellectual or sensory impairment and are also failing to attain adequate levels in basic language skills in the mother tongue.

d) Pupils who have evidence of a specific learning disability of such a degree of severity that they fail to achieve expected levels of attainment in basic language skills in the mother tongue.

Procedure
The following procedures will apply:

- The school requires that a written application for exemption from Irish be made by a parent or guardian to the principal of the school. (An application form is available from the school.) This application will specify the grounds on which the exemption is sought. If the school does not already have the relevant reports, the letter must be accompanied by documented evidence such as age, previous schooling, a psychologists report if required or a report from a medical specialist if relevant.

- The school principal on receipt of the application will prepare a full report on the student in consultation with relevant teachers.

- A decision to grant exemption will be conveyed to the parent or guardian by way of a written certificate, signed by the school principal, that the exemption has been given in accordance with Circular M10/94.

- The application, school report, psychologist's report, report of medical specialist, copy of certificate of exemption and other relevant documents will be retained by the school and will be made available for inspection by authorised officers of the Department.

- Students who qualify for an Exemption from Irish do not have to use this exemption – i.e. they may study Irish.

Review and evaluation

This policy was drawn up during the school year 2009/2010. It was reviewed by the Special Educational Needs (SEN) team, staff, and Board of Management. This policy will be reviewed and evaluated regularly by the SEN team and it will be updated with any changes made in Department of Education and Science policy. The partners will be consulted in relation to any changes to the policy.

Adopted by Board of Management on June 14th 2010.

COISTE GAIRMOIDEACHAIS | North Tipperary
Thiobraid Árann Thuaidh | VOCATIONAL EDUCATION COMMITTEE

Code of Practice for dealing with Complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by *Tipperary* Education & Training Board

Nationally agreed 1 March 2011

INTRODUCTION

The *Code of Practice for dealing with complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by a Vocational Education Committee (VEC)* was developed following discussions at national level between the Irish Vocational Education Association (IVEA) on behalf of member Vocational Education Committees (VECs) and trade unions representing VEC staff, to foster an environment where communication between parents, staff and school/college/centre/office management is open and positive.

Procedures are necessary to ensure fair treatment for all. It is necessary that procedures be agreed, known and observed in the interest of good relations in the educational, school and workplace environment.

This Code of Practice was formally agreed at national level between the parties concerned on *1st March 2011* with a view to addressing the concerns of all parties to the education process so that schools, colleges and centres for education function as efficiently and effectively as possible and with due respect to the entire school/college/centre/office community. This responsibility is exercised on a day-to-day basis by Principals of schools/colleges, Directors/Managers of centres for education and appropriate line manager/s within head office under the care of *North Tipperary VEC.*

It is the policy of *North Tipperary VEC* to provide a fair, consistent and equitable mechanism for processing complaints by parents/guardians or students (who have reached the age of 18 years) against a VEC staff member and to do so in a manner that affords all concerned full rights in accordance with natural justice. This procedure outlines the procedures which should be followed by all – VEC, staff, parents/guardians and/or students over 18 years of age and/or their representatives, in the event of complaints being made against staff.

Investigations of complaints will be handled with sensitivity and due respect to the rights of both the complainant and the staff member concerned. Throughout this procedure, all communication between the staff member, parent/guardian and or student (who has reached the age of 18 years) must take place in an atmosphere that is calm, dignified and in a climate that respects the viewpoint of either party to the Complaints Procedure. This procedure is intended to resolve complaints outside of recourse to legal process.

It is understood that all complaints will be investigated with minimum delay and in accordance with principles of natural justice. Every effort will be made to adhere to the time limits prescribed in the procedure. The time limits laid down under the Formal Procedure may be extended by mutual agreement of the parties concerned, or by the person(s) appointed to manage/investigate the complaint, provided the grounds for extending the time limits are reasonable.

EXCLUSIONS
(a) Complaints considered by the Principal/Director/appropriate line manager to be frivolous or vexatious
(b) Anonymous complaints
(c) Complaints which are appropriate to another Code of Practice/procedure.
(d) Complaints which do not relate to the work of a staff member in a VEC school/college/centre/office
(e) Complaints in respect of child abuse which are dealt with under separate guidelines and procedures issued by the Department of Education and Science
(f) Complaints which are the subject of legal proceedings
(g) Complaints in relation to teacher/principal professional competence which should be processed under the Department of Education and Science circular letter 59/2009.

GOOD PRACTICE

Where a complaint arises, the parties concerned (complainant, staff member/s and management representative/s) are encouraged to strive to understand the other party's position and should seek, as far as possible, a mutually acceptable solution through informal means.

Without prejudice to his/her right to invoke immediately the Formal Procedure, a parent/guardian /student (aged eighteen years or over) who believes s/he has been treated unjustly or unfairly is encouraged to raise his/her complaint, as a matter of first instance, through an informal approach with the staff member.

MEDIATION

Mediation, if appropriate, and subject to the agreement of the parties to the grievance, is not excluded by way of a mechanism to resolving complaints at informal or formal stages.

Any information disclosed in the course of mediation must remain within the mediation process. It must not be disclosed and cannot be used in furthering a complaint through this procedure or any other process and must remain confidential to the mediation process. In the event that mediation is unsuccessful, the Complaints Procedure can be re-invoked at the same stage and without prejudice to the parties having engaged in a mediated process.

THE PROCEDURE

Complaints, whether verbal or in writing, should be processed informally through stages 1 and 2 of the procedure and a copy of any written complaint be given to the staff member concerned.

The complainant will be informed if the complaint is amenable to processing within the terms of this procedure and if not, the reasons for this decision.

A complaint(s) may be withdrawn at any stage of the procedure. All complaints received will be entered in the complainant's file. Where the complaint is withdrawn, a note to this effect will be entered in the file.

Parties to a complaint do not require legal representation. A staff member may be accompanied by a trade union representative or friend at any meeting convened under this procedure. A parent/guardian/adult student may be accompanied by a friend or someone unconnected to the complaint.

Stage 1 – Self-initiated attempt at resolving the complaint

1.1 **A parent/guardian/student** (aged eighteen years or over) who wishes to make a complaint should, unless there is good and sufficient reason in the first instance, make an appointment to discuss the matter with the staff member concerned with a view to resolving the complaint. The staff member has the right to refer the complaint to the Principal and in this context, to respond to the Principal on the complaint. In such circumstances the complaint moves directly to stage 2.1. In an administration office context, if the matter cannot be resolved, the parent/guardian/adult student should seek an appointment with the Section/Department head. A copy of the Procedure should be made available to the parent/guardian/adult student.

1.3 If at this point the matter cannot be resolved, the matter should proceed to stage 2 ideally within a **maximum of ten working[1] days.**

Stage 2 – Facilitation meetings with the Principal/Head of Centre with a view to resolving the complaint

2.1 **A parent/guardian/student** (aged eighteen years or over) who is unable to resolve the complaint at stage 1 may seek an appointment to report and discuss the matter with the Principal/Head of the Centre with a view to resolving the complaint. The Principal/Head of Centre will arrange such a meeting. In some instances and where deemed appropriate by the Principal/Head of Centre, it may be necessary for the parties concerned (subject to mutual agreement of both parties to the complaint) to meet with the Principal/Head of Centre with a view to resolving the complaint. The Deputy may be nominated by the Principal to facilitate this stage of the process.

In either circumstance, such a meeting will take place within a **maximum of a further ten working days.**

Any documentation relating to the complaint should be provided to the parties no later than three days prior to the meeting/s with the Principal/Head of Centre.
The purpose of such meeting/s is to seek a resolution of the complaint to the satisfaction of the parties concerned.

2.2 Following the facilitation process, the Principal/Head of Centre will communicate the outcome verbally to both parties. **In the event of the matter being resolved, the parties will be requested to sign a statement to the effect that the matter is concluded to the agreement of the parties concerned.**

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[1] "Working days" are understood in a school context to be counted as days on which the school is open for student instruction

2.3 **If after** stages 2.1 and 2.2 the complaint is still unresolved, the parent/guardian/adult student should be advised that they may raise the matter formally (in writing) with the VEC (under Stage 3).

2.4 **In the** case of a complaint against a Principal/Head of Centre, the parent/guardian/adult student should discuss his/her complaint with the Principal/Head of Centre. Meeting/s in relation to complaints against a Principal/Head of Centre may be facilitated by the Deputy Principal/Deputy Head of Centre. If the parent/guardian/adult student is unable to resolve the complaint with the Principal/Head of Centre, the complaint may be processed under Stages 3 and 4 of this procedure.

It is envisaged that the overwhelming majority of complaints will be resolved to the satisfaction of the parties to the complaint without recourse to progressive stages in the Procedure.

Stage 3 – Formal investigation of the complaint by an independent team

3.1 **If the complaint** is not resolved at stages 1 or 2, then the parent/guardian/adult student should lodge the complaint in writing, with the VEC within **ten working days of the date of issue of the findings from stage 2.**

3.2 The VEC should formally acknowledge receipt of the complaint. A copy of the complaint should be supplied to the other party/parties to the complaint advising that the VEC is convening an investigation team and that further details will be advised concerning the date, time, venue etc. of the investigation meeting/s. An investigation team nominated by the employer[2] comprising two investigators drawn from the agreed panel (*see appendix 1*), in addition to an impartial recording secretary (drawn from the vocational education sector), will be convened by the employer for the purposes of conducting an official investigation of the complaint.

3.3 **The investigation team shall:**
(a) Supply the staff member with a copy of the written complaint and a copy of all other evidence submitted by the parent/guardian/adult student including any relevant material concerned to the facilitation process undertaken by the Principal/Head of Centre at Stage 2.2.
(b) Supply the parent/guardian/adult student with copy of all written documentation concerning the complaint supplied by the staff member and any relevant material concerned to the facilitation process undertaken by the Principal/Head of Centre at Stage 2.2.
(c) Supply both parties with a copy of the **terms of reference** under which the investigation will be conducted *(appendix 2)* including a reasonable **"*no later than*"** timeframe within which the parties to the complaint will be furnished with the official investigation report.
(d) Be responsible for keeping all parties apprised of developments appropriate to the ongoing investigation.
(e) Conduct the investigation in accordance with the specified terms of reference.

3.4 **Following the conclusion of the investigation process, the investigation team will provide a written report for Chief Executive Officer (CEO) or a person nominated by the CEO. The investigation report shall advise under each element of the complaint as to whether the complaint is upheld or not upheld.**

3.5 **The CEO or nominated person is responsible for furnishing a copy of the report to the parties concerned within five working days.** Covering correspondence will advise a right of appeal to the Chief Executive Officer of the VEC or a person nominated by the CEO, and include the terms of reference of the appeal procedure *(appendix 3)*.

3.6 Appeals (and all supporting documentation) must be marked *"private and confidential for the attention of the Chief Executive Officer (or the person so advised as the CEO's nominee)"* and submitted by registered post within a maximum **of 10 working days of the issue date of the investigation report by the CEO or his nominee** to the parties to the complaint.

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[2] All practical arrangements for the conduct of the investigation (at stage 3) will be made through the HR Department of the VEC

3.7 **Following the expiration of the appeal period, the CEO of the VEC will take appropriate action based on the findings of the report and such action may include initiating the appropriate disciplinary procedure.**

Stage 4 – Appeal of the investigation report finding/s to the CEO of the VEC

4.1 **In the event that an appeal is lodged with the Chief Executive Officer of the VEC or a person nominated by the CEO, the terms of reference for the appeal stage outlined in appendix 3 including the appropriate timeframes should be followed.** The appeal hearing shall be convened **within fifteen working days** of the receipt of the appeal letter and supporting documentation.

4.2 **The CEO or his/her nominee (acting in the capacity of Appeals Officer) shall convey his/her decision, in writing,** to the appellant(s) within **five** working days of the decision being taken.

4.3 The decision of the CEO under the Complaints Procedure shall be final.

4.4 Any disciplinary process initiated by the VEC, will be undertaken under the terms of the[3] appropriate disciplinary procedure for staff concerned.

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[3] Department of Education and Skills circular 59/2009 in respect of *Procedures for the Suspension and Dismissal of Teachers and Principals*

Protection and Support

North Tipperary VEC *is committed to providing a healthy working and learning environment in its schools, colleges, centres and offices. Students, parents, guardians and staff will be protected from discrimination or victimisation for filing a complaint or assisting in an investigation.*

Retaliation against a student on whose behalf a complaint has been lodged is considered a disciplinary offence. Equally, a malicious complaint made against a staff member will be treated as misconduct under the school/college/centre's disciplinary procedures.

Record Keeping

Any documentation in respect of the complaint at stages 1 and/or 2, including a covering statement of the outcome reached at each stage, will be treated as confidential and retained <u>by the school/centre</u> in a dedicated complaints' file established for such purpose.

Any documentation in respect of the complaint at stages 3 and/or 4, including a covering statement of the outcome reached at each stage, will be treated as confidential and retained <u>by the VEC</u> in a dedicated complaints' file established for such purpose.

Where a complaint has been rejected or deemed unfounded, all documentation relating to complaint should be removed from any personnel file of the staff member concerned. It will be retained in the dedicated complaints' procedure file in accordance with VEC Data Protection/Retention policy.

Review

This Complaints Procedure will arise for review by the parties to this agreement at national level no later than two years from the official implementation date.

VEC Adoption Date

The *Code of Practice for dealing with complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by a Vocational Education Committee (VEC*) has been formally adopted on 12th March 2012**.**

Signature: _____*David Leahy*_____
            <Name of Chief Executive Officer>

Appendix 1 – Panel of Investigators (for reference to Stage 3 investigations)

Select one nominee from panel A and one nominee from panel B <u>in accordance with the protocol advised below.</u>

Contact details for investigators are available from IVEA head office tel. 01 4966033 or from respective trade unions subscribing to this Code.

Panel A – Management Nominees	Panel B - Union nominees
	Subpanel A – Nominated by ASTI:
1 Mr Rodger Curran	1. Mr Michael Corley
2. Ms Deirdre Frawley	2. Ms Niamh Walker
3. Mr Gearoid O'Bradaigh	*Subpanel B – Nominated by IMPACT/UNITE/SIPTU:*
4. Mr Barra O'Brian	1. Mr Pat Leyden
5. Mr Pat O'Connor	2. Mr Caoimhín O' Tuathail
6. Ms Josephine O'Donnell	*Subpanel C – Nominated by TUI:*
7. Mr Sean O'Longáin	1. Mr Tommy Glynn
8. Dr Barney O'Reilly	2. Ms Dympna Reilly
	3. Ms Marion Drennan
	4. Mr Eddie O'Riordan

Protocol for selection from Panels of Investigators under Stage 3 Formal Procedure

Nominees comprising both panels A and B are fully endorsed in their capacity to act as independent investigators empanelled for the purpose of conducting investigations in accordance with Formal Procedure Stage 3. The role of the investigator is not an advocacy role but an independent investigation role irrespective of the body nominating them.

There is **no provision** for the complainant (i.e. parent/guardian/adult student) or the staff member concerned to a complaint proposed for investigation at Formal Stage 3, to reject a nominee proposed from either or both panels (Panel A or B) save in the very exceptional circumstance where an individual drawn from a panel is related to, or a personal friend of, either the complainant or the staff member concerned to the complaint. In such circumstances it is the responsibility (whether complainant or staff member) to disclose such interests by contacting the VEC Human Resources Department by phone/email/in writing **prior** to any investigation commencing so as to facilitate the selection, by the VEC as employer, of an alternative investigator to conduct the Formal Stage 3 investigation.

Selection from the panel will be undertaken by the VEC as employer in accordance with this protocol:

- Where an investigation is required under Formal Stage 3, one nominee from Panel A (management nominees) **and** one nominee from Panel B (union nominees) will be selected to comprise the investigation team.

For management nominees on Panel A

- For management nominees, select a nominee (commencing at number 1 and sequentially thereafter for other investigations), having regard to such matters as the investigator's availability and geographical distance.

For union nominees on Panel B

- Where a staff member is a member of a specified trade union subscribing to this Code, the nominee will be drawn from the respective subpanel (under Panel B) concerned.
- Where a staff member is not a member of a specified trade union, the nominee can be drawn from the first subpanel (and thereafter for subsequent investigations working down through the names on the full Panel B listing) having regard to the investigator's availability and other matters of geographical distance.

Other related matters:

New unrelated complaints: In circumstances where new complaints may arise in the future, the next listed nominee on either Panel A or Panel B (including the subpanels where applicable), will be contacted and selected having regard to the investigator's availability and geographical distance.

Fee structure for investigators: The parties to this Code recommend that a fee not exceeding €650 gross, be paid to each investigator conducting an investigation plus appropriate rates for travel and subsistence. Costs arising from the preparation of an investigation report will be considered to be part of the fee of €650 gross and not an additional cost. The preparation of the investigation report should be undertaken by agreement between the two investigators comprising the investigation team.

Appendix 2 - Terms of Reference for Conducting an Investigation under Stage 3 of the *Code of Practice for dealing with Complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by North Tipperar Vocational Education Committee (VEC)*

Scope of Investigation:

The independent investigation to be conducted by *<name of investigators>* will cover the specific complaint of *<nature of complaint>* made by *<name of Complainant(s)>* against *<name of respondent(s)>*.   At the conclusion of the process**, the investigation report shall advise under each element of the complaint as to whether the complaint is upheld or not upheld.**

The complaint is made under the *Code of Practice for dealing with complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by a Vocational Education Committee (VEC) (adopted by <Name of VEC> on X date).*

Investigation procedure:

General
1. The investigation will at all times adhere to the principles of natural justice and fair process.

2. During the course of the investigation all parties are required to respect the privacy of all others involved and to treat all aspects relating to it with total confidentiality.   The investigators will assure all parties of the confidentiality of the investigation insofar as that is practicable for the proper and fair conducting of the investigation or save where the investigators are required to disclose any information pursuant to an order of the Court or the provision of the Data Protection Acts 1988 and 2003.

3. On commencement of the investigation, the investigators will be in sole control of the procedures/process and shall be the final arbitrators on any matters of procedure raised with them. During the course of the investigation, the investigators will maintain contact with a nominated representative within **<Named VEC>** and may seek relevant information from and/or the assistance of that person in line with the demands of the investigation. For the purpose of this investigation the liaison person will be *<member of HR team>*.

4. The investigators may seek any information or raise any issue with the parties, which the investigators consider relevant to investigating the complaint.

5. Refusal or failure to co-operate by any party with the investigation will not prevent the investigators issuing a report based on the information available.

Investigation Process
6. The complainant will provide a written statement of the complaint and any supporting documentation they may wish to rely on to support their case.

7. The staff member will be furnished with this documentation and advised (by covering letter) of a date by which their written response should be remitted to the investigators.

8. In the course of the investigation, the investigator will meet with the complainant and any of his/her witnesses or relevant person(s); and then with the staff member and any of his/her witnesses or relevant person(s). It may be necessary for witnesses previously interviewed or additional persons named in the course of the investigation to be (re)interviewed with a view to establishing facts or gathering additional information. The investigation team may decide also to convene a meeting/s of both parties.

9. A record of all meetings will be taken by an impartial recording secretary drawn from the vocational education sector. All participants will be provided with a written record of their meeting and will be given an opportunity to

verify and agreed its content prior to its being made available to other relevant parties to the investigation. The investigators will arbitrate on any element of the record of the meeting/s which is disputed.

10. Parties to a complaint do not require legal representation. A staff member may be accompanied by a trade union representative or friend at any meeting convened under this procedure. A parent/guardian/adult student may be accompanied by a friend or someone unconnected to the complaint. Investigators should be informed of the names of any person/s accompanying the staff member or complainant **three days prior to the first investigation meeting/s.**

11. Both parties will be provided with a written record of all meetings, any documentation or material in relation to the complaint and with all other information upon which the investigators may rely upon in arriving at their decision. Parties to the complaint will be given an opportunity to respond in writing, or if necessary in person, to this material before the investigators consider the evidence.

12. On completion of the investigation, having duly considered all the evidence submitted and representations made, the investigators will produce a written report for the CEO of *<Name of VEC>*, *or a person nominated by the CEO,* containing the findings of the investigation.
A copy of the report will be given by the CEO *or nominated person* to the complainant and the staff member/s.

13. The investigation report will set out:
   a. the details of the original complaint
   b. the staff member/s response
   c. any documentation relating to previous stages of the procedure
   d. witness statements/evidence
   e. the facts of the investigation
   f. the findings arising from the investigation.

14. The investigators will furnish the report as quickly as practicable with an expected timeframe of three weeks after the investigators confirm that the investigative stage of the process has concluded.

END.

Appendix 3 - Terms of Reference for Stage 4 Appeals in accordance with *The Code of Practice for dealing with complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by a Vocational Education Committee (VEC)*

Formal Procedure Stage 4 states:
"In the event that an appeal is lodged with the Chief Executive Officer of the VEC or a person nominated by the CEO, the terms of reference for the appeal stage outlined in appendix 3 including the appropriate timeframes should be followed".

Terms of reference for appeals under Formal Procedure Stage 4

It is open to either party to a complaint to appeal the decision from Formal Procedure Stage 3 to Formal Procedure Stage 4 which will be heard by the Chief Executive Officer of the VEC or his/her nominee.

1.   What constitutes grounds for an appeal?
Importantly, it is not the role of the CEO or his/her nominee acting in the capacity of an   Appeals Officer (at stage 4) to re-investigate the original complaint/s previously investigated at   stage 3 of the procedure or indeed incidents giving rise to that complaint/s. Rather, s/he   will   review   the   appeal   on   the   grounds   presented   by   the appellant in response to the findings or   conduct of the investigation undertaken at stage 3.

In this regard, examples of appeal grounds may include:
(a) The provisions of the agreed procedures were not adhered to
(b) At the time, all the relevant facts were not ascertained
(c) At the time, all the relevant facts were not considered or were not considered reasonably
(d) The appellant concerned was not afforded a reasonable opportunity to answer the allegation
(e) The finding is not supported by the evidence
(f) The general principles of procedural fairness were not applied.
(g) And other ground/s for appeal as may be permitted by the Appeals Officer in line with good practice.

2.   Activating an appeal
In activating an appeal, the appellant should lodge the appeal, in writing, marked ***"private and confidential for the attention of the Chief Executive Officer (or the person so advised as the CEO's nominee)"*** and submit the appeal (with all supporting documentation) **by registered post** within **a maximum of 10 working days of the issue date of the investigation report** *(referenced in 3.4).*

Appeal grounds should be clearly stated and specific. Supporting examples should be provided under the appeal grounds and where more than one appeal ground is specified, supporting examples should be provided for each appeal ground.

3.   Responding to appeal documentation
On receipt of the appeal and supporting appeal ground/s' documentation, the CEO or his/her nominee (i.e. the Appeals Officer) should:
(1) Review the appeal and supporting documentation.
(2) In line with the principles of procedural fairness, a review of the papers to the appeal by the Appeals Officer, will result in the arrangement of an appeal hearing date where the appellant (and his/her representatives) and others as may be determined by the Appeals Officer, will be requested to attend an appeal hearing on a specified date determined by the Appeals Officer.
(3) The appeal hearing shall be convened **within fifteen working days** of the receipt of the appeal letter and supporting documentation.
(4) It will be the responsibility of the VEC (through the HR Department) to make all necessary practical arrangements for the appeal hearing to be convened on the specified date - including advising the party/parties to the appeal (in writing and/or by phone) of the details of the date, time and venue arranged.

4. **How an appeal hearing generally operates**

The overall objective is to hear the appeal against the finding/s of the investigation or investigation report undertaken at Stage 3. Parties to a complaint do not require legal representation. A staff member may be accompanied by a trade union representative or friend at any meeting convened under this procedure. A parent/guardian/adult student may be accompanied by a friend or someone unconnected to the complaint.

The appellant (and his/her representative/s) are provided with an opportunity to speak to their written statements of appeal.

The Appeals Officer may also wish to ask some questions. Again, the appeal hearing will not be a review of the investigation but a consideration of the stated grounds of appeal.

5. **Finding/s/Decision arising from an appeal**

The Appeals Officer shall deliver his/her decision in writing to the appellant **within five working days of the date of the appeal hearing.** This concludes the provision for appeal under the procedure.

Any disciplinary process initiated by the VEC, will be undertaken under the terms of the[4] appropriate disciplinary procedure for staff concerned.

Where a complaint has been rejected or deemed unfounded, all documentation relating to complaint should be removed from any personnel file of the staff member concerned. It will be retained in the dedicated complaints' procedure file in accordance with VEC Data Protection/Retention policy.

END

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[4] Department of Education and Skills circular 59/2009 in respect of *Procedures for the Suspension and Dismissal of Teachers and Principals*

Policy on the Secondments and Absences for involvement with State Examinations Commission and other programmes.

Purpose:

Tipperary Education & Training Board recognises that teachers gain valuable experience by their involvement in the Junior, Leaving Certificate, Leaving Certificate Vocational Programme, Leaving Certificate Applied Programme and QQI , JCT and other approved programmes. The experience gained has to be balanced against the loss of teaching time to our students when teachers are out of school on official business.

Involvement in marking of state examinations and other programmes will be at the discretion of school management, Director of Schools and the C.E of Tipperary Education and Training Board.

SEC Examination marking outside of school year:
Marking of some examinations take place outside of the school year. Tipperary Education & Training Board supports and encourages teachers to engage in marking of examinations outside of class contact time.

SEC including Oral and Practical Examinations, marking during school year:
Staff involvement in examination marking will normally be limited to a maximum of one person being absent from school for this purpose at any time. This may be increased to two with the agreement of the school principal who may take local circumstances into account.

Involvement as Associates for JCT, Secondments etc.
Staff involvement will normally be limited to a maximum of one person being absent from school for this purposes at any time. Permitted absences will range from 5 to a maximum of 10 school days. This may be increased to two teachers with the agreement of the school principal who may take local circumstances into account.

To achieve this, the following system will apply.

1. At the beginning of each school year teachers will be informed of the policy.
2. A Calendar will be available in each school to record staff booking/attendance at examinations marking.
3. Teachers will be informed when application forms are received for examiners from the State Examinations Commission and for other absences.
4. Applications will be made in the first instance to the School Principal. At the time of application normally one person will be approved to apply for marking for any period, but this may be increased to two with the agreement of the school principal who may take local circumstances into consideration. The teacher(s) applying must book their slot on the calendar.
5. The closing date for applications to the school principal will be eight working days before the Examinations Commission closing date. This is to allow for applications to be signed by the C.E.
6. If more than one (two in exceptional circumstances) person(s) wish to apply for a particular time then the following will apply.
   a. Teachers who have not attended previous marking will be placed at the top of the list.
   b. Teachers who have attended previously will be put on a panel with the teacher who attended most recently placed at the lowest point on the panel.
   c. If more than one teacher is at point one on the panel then a lottery will be used to choose the person to apply for the marking.

      d. Normally a teacher in their first year teaching with Tipperary Education & Training Board will not receive approval to be involved in marking.

7. Teachers may discover that the appointed time for marking by the Examinations Commission changes from what was previously booked on the calendar, should this occur the teacher may be allowed attend provided no other activity is taking place on that day(s) that requires the absence of teaching staff.

8. To minimise disruption to students, teachers involved in marking will be required to leave work for their students for the period they are involved in the marking.

18th May 2017

Data Protection Policy

CCTV Policy

The above policies are available on Tipperary Education & Training Board website
www.tipperaryeb.ie

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 Borrisokane Community College have 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.

   This policy comprehends bullying that is either perpetrated by students or experienced by students in the School. The matter of intra-staff bullying is addressed in the following ETB policies.

   - **Bullying Prevention Policy – Compliant Procedure for ETB Staff**
   - **Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff**

2. The Board of Management of Borrisokane Community College adopts the Anti-Bullying Procedures for Primary and Post-Primary Schools issued by the Department of Education and Skills (September 2013) as the basis for the way in which Borrisokane Community College community addresses the issue of bullying.

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

   I. A positive school culture and climate which:
   - ✓ is welcoming of difference and diversity and is based on inclusivity;
   - ✓ encourages students and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
   - ✓ promotes respectful relationships across the school community.

   II. Effective leadership.

   III. A school-wide approach.

   IV. A shared understanding of what bullying is and its impact.

   V. Implementation of education and prevention strategies (including awareness raising measures) that:
   - ✓ build empathy, respect and resilience in students;
   - ✓ Explicitly address the issues of cyber-bullying and identity-based bullying;
   - ✓ including in particular, homophobic and transphobic bullying.

   VI. Effective supervision and monitoring of students.

   VII. Supports for staff.

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

   IX. On-going evaluation of the effectiveness of the anti-bullying policy.

4. 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.

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. Additional information on different types of bullying is set out in Section 2 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools.](#)

Those who bully others in a non-physical way often do not realise that their actions may have serious legal consequences for them. **The reality, however, is that bullying may constitute a criminal offence.**

For example, bullying may constitute a criminal offence under **Section 10** of the **Non-Fatal Offences against the Person Act 1997**.

Section 10 of this act deals with harassment and provides that a person may be guilty of this crime if s/he:

'... without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or her.

'For the purpose of this section, a person harasses another where-

he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and

(b) his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other'.

Section 10 harassment is an arrestable offence and, if convicted on indictment, carries a jail term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person's home or workplace.

Section 2 of the Prohibition of Incitement to Hatred Act (1989) makes it a criminal offence for a person *to publish or distribute written material, to use words, behave or display written material ... or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred*.

Those convicted on indictment under this provision may be sentenced to a maximum of two years imprisonment and/or a fine of up to £10,000.00.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, **statements made on social media sites are covered by the provisions of the Defamation Act 2009**, which at Section 2 defines a defamatory statement as 'one which tends to injure a person's reputation in the eyes of reasonable members of society'.

Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator's identity.

Where it is felt that bullying may amount to a criminal act, the School/College will seek legal advice and the matter will be reported to the Gardaí.

The list of examples below is non exhaustive.

Examples of Bullying Behaviours

General behaviours which apply to all	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" - Invasion of personal space - A combination of any of the types listed. - Exclusion - No innocent bystander
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety - Silent telephone/mobile phone call - Abusive telephone/mobile phone calls - Abusive text messages - Abusive email - Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles - Abusive website comments/Blogs/Pictures - Abusive posts on any form of communication technology

Identity Based Behaviours
Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use of terminology such as "nerd" in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability – Learning Difficulties and Gifted	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

5. To whom should concerns about a student being bullied be reported – relevant teachers for investigating and dealing with bullying?

Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Principal, the Deputy Principal who in turn will report the incident to the Relevant Teacher. The Relevant Teachers for investigating and dealing with bullying are as follows: Year Heads, Deputy Principal and Principal. (See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

6. Education and prevention strategies to combat bullying – Section 6.5 of DES Procedures

Note: Borrisokane Community College has adopted the two strand approach as modelled on
www.antibullyingcampaign.ie

Strand 1:   The Pro-Active strand for Raising Awareness:

This strand involves a series of exercises for every class-group in the school each year, using work-sheets, films with questions, surveys and competitions.

This strand involves anti-bullying worksheets, anti-bullying competitions, anti bullying films and regular surveying of students. The rationale behind this approach is to involve students in understanding that bullying behaviour is unacceptable. The strand is supported with materials to engage students at their year level.

Strand 2: The Reactive strand for responding to Bullying Incidents (See section 7.1)

6.1   The School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student a staff member or any other person that is the subject of such behaviour. In this context, all members of the School community have a duty to bring to the attention of the Relevant Teacher, Deputy Principal or Principal any incident of bullying, cyberbullying or harassment that they know about or suspect.

6.2   While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the School nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the School's Student Code of Behaviour, against those who bully others.

6.3   The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth. These opportunities include:

Curricular

- SPHE Year 1-3: Belonging and Integrating
- SPHE Senior Cycle
- Class Tutor System
- Anti Bullying Week
- Prefect System
- Morning Notes System
- Cairde
- First Year six week induction programme
- Friends for Life Programme
- Youth Group

Extra Curricular

- Homework Club
- Christmas Concert
- Transition Year
- School Trips
- Credits System
- Prefects
- Cairde
- Students Council
- Sports and Cultural Activities

6.4 The focus of the School's prevention strategy will be to build empathy, respect and resilience in students. (See list section 6.3)

6.5 Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying. This will include the display of LGBT posters (as appropriate)and discussions with parents about statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and (as appropriate) participating in LGBT awareness events.

The School recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The School/ will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

The School is committed to exploring the potential of the [Schools for Health in Ireland Framework](#) to assist it in ensuring that the school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of the school community.

Furthermore, it is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

6.6 Prevention and awareness raising measures will also deal explicitly with cyber- bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff. The School organises talks for parents on this topic. Other School policies on this area include the Ipad Acceptable Use Policy, Internet Acceptable Use Policy and Social Media Policy.

6.7 The School will, in all its communications with students and their parents, commencing with the induction of the student into the School, make every effort to highlight the importance of students reporting incidents of, or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.

More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis. Students are encouraged to report bullying through a regular morning notes system.

6.8 The School will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the School) to prevent and combat bullying. In this context, the School is committed to engaging with parents. Firstly, the School will involve the Parents Association in the development of policies and practices to combat bullying. Secondly the School holds an Induction Evening each year for incoming first year students to ensure that parents understand how the school deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that anyone can be a bully and anyone can be a target of bullying. It is not just other people's sons and daughters that can bully. In this regard, it is

important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that every youthful disagreement should not be treated as a full-blown bullying episode.

6.9　In accordance with 6.8.9 of the [DES Procedures](#) 'parents and students are expected to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible'.

6.10　The School establishes links with school bus drivers and school bus inspectors, encouraging them to come forward with information that can counteract bullying behaviour.

6.11　Where necessary the School will seek the assistance of and work with NEPS, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.

6.12　In combating bullying, the School will take particular account of the needs of pupils with disabilities or with SEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another. Initiatives include:

- Visiting Primary Schools
- 6 Week SPHE induction for all students
- SEN weekly team meeting
- School culture of inclusion
- Whole school SEN In-services
- Yearly meeting of SEN Teachers and class teachers
- Social skills taught in the Autism Centre
- Youth Group
- Cairde
- Big Brother Big Sister

6.13　The School will devote a staff development session (for teaching and non-teaching staff – as appropriate) each school year towards: raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will also provide opportunities for exploring the potential that exists within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.

A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) consistently and effectively.

6.14　The School is committed to devoting a continuous professional development session regularly to building the capacity of the School to combat bullying.

6.15　The School is committed to surveying the student body regularly (at least once every school year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it.

6.16　The School's RSE and SPHE programme will specifically address the issue of bullying with each year group, each school year.

6.17　The School will, each year, hold an Anti-bullying awareness event to highlight the whole issue of bullying and staying safe using modern technology.

6.18　The School's senior students will have a specific responsibility for recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying. Senior students through the Prefect, Cairde and Big Brother Big Sister Programme are

important in identifying and resolving bullying behaviour. The senior students will be provided with training to assist them in this regard.

7.0 Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by the School/College for dealing with cases of bullying behaviour - see Section 6.8 of DES Procedures

In dealing with incidents of Bullying Behaviour Borrisokane Community College has adopted the guidelines from ***www.antibullyingcampaign.ie***

Strand 2: The Reactive strand for responding to Bullying Incidents:
This strand enables schools to (a) respond to reports of bullying and (b) uncover, identify and deal with unreported bullying incidents so the bullying stops with no negative repercussions for targeted student or bullying student.

This strand involves: Completing an incident report, inform students that you will talk to anyone identified and give them an opportunity to stop the bullying, survey across the whole year group, interview anyone identified, get student to complete and sign a promise form and complete an action taken form.

7.1   Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, s/he may investigate and deal with the matter in accordance with the procedures set out in Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. Alternatively, the teacher may deem it necessary to refer the matter to the Relevant Teacher, Deputy Principal or Principal.

7.2   In investigating bullying behaviour or addressing bullying behaviour in any way, teachers are welcome to seek the assistance and support of the principal, the deputy principal or the pastoral care team at any time. Indeed, given the extent to which the principal and deputy principal are privy to all kinds of personal information about students, it would be prudent for teachers to check in with either of them before taking any action in relation to bullying behaviour.

7.3   Where a teacher is concerned that a particular bullying episode is **causing serious upset to a student,** staff member or other person, s/he should bring it to the attention of the Relevant Teacher, the Principal or Deputy Principal at the earliest possible opportunity.

7.4   The School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.

7.5   The School reserves the right, in accordance with Section 6.3.5 of the DES Procedures to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the School/College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the DES Procedures) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary Schools.

7.6   Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6.8 9 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.   These are summarised as follows.

a. In investigating and dealing with bullying the focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - rather than apportioning blame.

b. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

c. All reports of bullying, including anonymous reports, will be investigated and dealt with either by the teacher who first becomes aware of the allegations/concerns, the Relevant Teacher, the Principal or Deputy Principal. In this regard, it is incumbent on each teacher who becomes aware of bullying behaviour either to deal with such behaviour themselves or to bring such behaviour to the attention of the Relevant Teacher, Principal or Deputy Principal at the earliest possible opportunity.

d. It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or to a senior student.

e. All non-teaching staff such as clerical and administrative, study supervisors, special needs assistants (SNAs), caretakers, cleaners, sports' coaches, those taking extracurricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher or the principal or deputy principal who will then pass it on to one of the Relevant Teachers.

f. Incidents of bullying will be investigated in a calm, unemotional problem-solving manner.

g. Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.

h. All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.

i. Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why.

j. Where a group is allegedly involved in bullying behaviour, each student will be interviewed individually in the first instance. Thereafter, where appropriate, all involved will be met as a group and, at this meeting, each member will be asked for his/her account to ensure that all are clear about what each individual is saying.

k. Each member of a group will be supported through the possible pressures that s/he may face from the other members of the group after being interviewed.

l. Where deemed appropriate, those being interviewed may be asked to write down their account of what happened.

m. Where the teacher investigating a bullying issue determines that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.

n. Where the relevant teacher determines that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's/college's anti-bullying policy and **every reasonable effort** will be made to try to get him/her to see the situation from the perspective of the student/s being bullied.

o. Where the School/College deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying) and their parents) that this is a private matter between the student being disciplined, his/her parents and the School/College.

p. As a follow up to a bullying issue being resolved, the relevant teacher should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect.

q. Where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, the bullying incident must be recorded by the relevant teacher in the recording template at Annexure 1.

r. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account.

⇒ Whether the bullying behaviour has ceased.

⇒ Whether any issues between the parties have been resolved as far as is practicable.

⇒ Whether the relationships between the parties have been restored as far as is practicable; and

⇒ Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

s. Where a parent/guardian or a student who is more than 18 years old is not satisfied that the School/College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be **referred to the school's complaints procedures – see Section 6.8.9 (XX) of** Anti-Bullying Procedures for Primary and Post-Primary Schools.

Where a parent/guardian or a student who is more than 18 years having exhausted the school's complaints procedures, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children - **see Section 6.8.9 (XXi) of** Anti-Bullying Procedures for Primary and Post-Primary Schools

Recording of bullying behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1 - determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The Relevant Teacher should store these records in their Bullying Investigations File.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Annexure 1 to record the bullying behaviour in the following circumstances:

 a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where it is necessary to report serious bullying behaviour immediately to the Principal or Deputy Principal (see 7. 3) or where a relevant teacher at any time passes on concerns or allegations of bullying to the Principal or Deputy Principal (see 7.1).

In each of the circumstances at (a) and (b) above, the recording template at Annexure 1 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

At any point in either investigating or resolving a bullying matter, the relevant teacher may seek the advice and support of the Principal and/or Deputy Principal while retaining responsibility for dealing with the matter.

Also, at any point in either investigating or resolving a bullying matter, the relevant teacher may hand the matter over to either the Principal or Deputy Principal. In doing so, however, s/he must complete the recording template at Annexure 1, retain a copy of the completed template in his/her files and provide a copy to the Principal or Deputy Principal, as applicable.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

The Principal will store all Annexure 1 Forms received along with documentation from investigations etc in a file for this purpose.

8.0 Programme of support for working with students affected by bullying - see Sections 6.8 15, 6.8.16 and 6.8.17 of DES Procedures

8.1 The School/College will put in place a programme of supports for students who have been bullied. This programme will involve the following elements.

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Buddy / Peer mentoring system
  - Tutor/Year head system
  - Pastoral Care Support Team
  - Group work such as circle time

- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8.0 Supervision and Monitoring of Anti-Bullying in School/College

- The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. All teachers are sent a copy of Yard Supervision and a document detailing the areas to be supervised.

- The implementation and effectiveness of the School's anti-bullying policy will be an agenda item at staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

- Data gathered through the reporting templates (Annexure 1) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys – see Section 6.15.
- At least once in every school term, The Principal will provide a report to the Board of Management setting out the following.
  - ✓ the overall number of bullying cases reported (by means of the bullying recording template (see Annexure 1) since the previous report to the Board.
  - ✓ confirmation that all cases referred via the recording template (Annexure 1)have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools. The minutes of Board of Management' meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

9.0 Prevention of Harassment

The Board of Management confirms that the School/College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10.0 Policy Adoption and Review

This policy was adopted by the Board of Management on 27th February 2014.

The revised policy was adopted on 13th October 2015

11.0 Policy Dissemination and Publication

This policy will be made available to school personnel, published on the school website and provided to the Borrisokane Community College Parents Association.

11.0 Policy Review

- The Board of Management will undertake an annual review of the school's anti- bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools using the checklist included at **Appendix 4** of those procedures – see **Annexure 2.**
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent School Association.
- Details of the review will be recorded in the minutes of the Board of Management' meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the School/College takes to create a positive school culture and to prevent and tackle bullying.

Signed: Joe Murphy
          (**Chairperson of Board of Management**)

Date: 13th October 2015   **Date of next review**: June 2016

Sign   Matthew Carr

(Principal)

ANNEXURE 1 Template for Recording Bullying Behaviour.

1. Name of Pupil being bullied and class group

Name: _____ Class: _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

_____
_____
_____

3. Source of bullying concern/report
(tick relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick
relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of Person(s) who reported the bullying concern

_____

6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression		Cyber-bullying	
Damage of Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying. Indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

_____
_____
_____

9. Details of action taken

_____
_____
_____

Signed: _____(Relevant Teacher)   Date: _____

Date submitted to Principal/Deputy Principal _____

ANNEXURE 2   Checklist for Annual Review of the Anti-bullying Policy and its Implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	Y
Has the Board published the policy on the school website and provided a copy to the Parents Association	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	Y
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying situation case been initiated or completed?	N
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N/A
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed: _____   Signed: _____

      Chairperson Board of Management   Principal

Date: _____

Draft **Gifts Policy:**

Retirements:
Contribution of €10 to €20 from all who worked with the person who is retiring.

Weddings:
A Contribution of €10 from all staff whether attending the wedding or not.
A present to the value of approximately €400 to be given.

Births:
Presents to be organised by the Social Committee. A present to be given. e.g. flowers and card

Other occasions:
The Social Committee to look after other occasions such as funerals, presents for staff on long term sick leave etc.

The Social Fund to have a collection to keep a float as the need arises. A record to be kept by the Social Committee and staff to be informed of expenditure on an annual basis.

Note: Donations for gifts are voluntary and the above is a guide for amounts.

Tipperary Education & Training Board
DATA PROTECTION POLICY

Follow this link for Policy

http://tipperary.etb.ie/wp-content/uploads/sites/23/2018/05/TETB-Data-Protection-Policy.pdf

CCTV POLICY
Tipperary Education and Training Board

POLICY ON THE USE OF CLOSED CIRCUIT TELEVISION (CCTV) SYSTEMS

IN SCHOOLS/COLLEGES AND OTHER EDUCATION AND ADMINISTRATIVE

CENTRES UNDER THE REMIT OF TIPPERARY EDUCATION AND TRAINING

BOARD

Click on this link for the CCTV Policy

http://tipperary.etb.ie/wp-content/uploads/sites/23/2018/05/TETB-CCTV-Policy.pdf

Borrisokane Community College

Our Digital Learning Plan

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.
"Is ar scáth a chéile a mhairimid"

Borrisokane Community College seeks to provide a caring, holistic and high quality education from a committed staff who value each student as an individual, a unique human being. A co-educational school with a current enrolment of 574 students, Borrisokane Community College operates in a spirit of partnership with the whole school community of students, staff and parents. The core of the mission statement is a caring approach to the education of students. Being the only second level school in its catchment area, students attend from an area which is approximately a twelve kilometre radius of the school and a significant proportion of students attend also from outside the catchment. Diversity in the student population in terms of religious faith exists (i.e. Roman Catholic, Church of Ireland, Methodist, and other denominations) and in terms of cultural backgrounds (i.e. a small number of traveller students and a cohort of students whose primary education took place in Northern Ireland, England and other European and non-European countries).

The school's enrolment figure has increased steadily over the past five years and projections for future first-year enrolment indicate an increase in numbers. The following programmes are available to students – Junior Certificate, Transition Year, Leaving Certificate, Leaving Certificate

Vocational Programme, and Leaving Certificate Applied Programme. Students with special needs are well catered for by the Special Needs Department who liaise with Subject teachers. In September 2011 the school opened a special centre for students with ASD and wide range of extracurricular activities are available to students in both the sporting and cultural areas.

Our new school (September 2012) exhibits state of the art facilities for all subjects, as well as a two classroom centre for students with ASD, and all classrooms are equipped with the most up to date Digital Technology for teaching and learning.

School Planning and School Self Evaluation is embedded in Borrisokane Community College. The school plan which includes all school policies is reviewed annually. Subject departments collaborate through subject department meetings which are minuted and disseminated electronically, subject departments also share resources electronically through school email (Microsoft exchange), OneDrive and Sharepoint. Through School Self-Evaluation, Digital Technology has been an area of high priority and the Digital Technology Team has been in effect since September 2011.

Through the process of School Self Evaluation, Borrisokane Community College endeavours to identify targets for School Improvement and devise its School Improvement Plan with the main focus being on Teaching and Learning. The integration of Digital Technology will undoubtedly be a significant component of this project.

1.2 School Vision:

We propose to train our teaching staff and our students in innovative and meaningful uses of digital technologies in education to collaborate, research and create.

Before the training, the teachers will self-assess their own digital competencies and they will assess themselves again after training and again after practice.

At Borrisokane Community College, we are united in our willingness to learn new skills and develop digital skills within the school community. We wish to develop further the already positive attitude to digital technology that exists in our school. It is our intention that our incoming first years (2018/2019) will have

one-to-one devices. We endeavour to utilise digital technology as a tool to develop students personal development and social skills through the use of cooperative learning strategies and presentation of research work.It is also our intention that staff will further develop their knowledge of, and use of Digital Technology their lesson planning and daily teaching & learning.

The project will develop Digital Skills in the classroom by promoting the use of iPads for all first year students. As all the Junior Cycle Key Skills have a digital focus, the promotion of Digital Learning is key for teaching, learning and assessment.

In this project, school leaders will promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment by providing teachers with opportunities to collaborate in person and through the use of digital technology – across and beyond our own school. By creating a one-to-one computing environment in our school, we will encourage students to collaborate with each other and with their teachers, thereby enriching student learning experiences and helping them to become self-motivated and autonomous learners. In this way, every classroom becomes an IT suite wherein students can collaborate, create and share. Teachers will have more scope to create more innovative assessment methods and learning opportunities across and beyond the curriculum with a focus on collaboration.

1.3 Brief account of the use of digital technologies in the school to date:

- School Digital Champion – Pilot School in 2015/2016 and have taken part each year since.
- ATS2020 2016 – present. Focus on collaboration and reflection through the use of OneNote. Presenting the results of the project in the final conference in Brussels February 2018.
- 2009 – Introduction of communication through email – all staff and students school email address.
- 2013 – upgrade of ICT facilities in school – all classrooms connected to server, Interactive Data Projectors in all classrooms, WIFI installed throughout the school, Teacher iPad Scheme,
- 2014 – Introduction of ICT devices for students.

- Prior to the introduction of the New Junior Cycle, Borrisokane Community College (BCC) was a Junior Cycle Network School supporting the NCCA piloting areas of the proposed Junior Cycle.
- Since 2010 BCC has been involved in Learning School Projects with Limerick Education Centre each year focusing on an area of school development with groups of teachers developing action plans focusing on an aspect of Teaching & Learning.
- In 2016/17 we were involved in TL21 with Laois Education centre again focusing on improvement in Teaching & Learning.
- Involved in Teacher Peer Observation since 2012/2013. In the first year a pilot programme was setup to explore the idea of Peer Observation. The project was very successful and each year teachers have continued the process which has improved teacher collaboration focusing on Teaching & Learning.
- All teachers in the school for a long number of years are involved in some aspect of School Development. To progress an area of school development a committee of staff work through the area getting views of all the partners – teachers, students and parents.
- Borrisokane Community College is a pilot school for the New Leaving Certificate Physical Education subject.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period January 2018 – April 2018. We evaluated our progress using the following sources of evidence:

- Teacher Survey
- Students Survey
- Senior Management Survey

2.1 The dimensions and domains from the Digital Learning Framework being selected:
One standard and one statement has been chosen from each of the domains – Learner Outcomes, Learner Experiences, Teachers' Individual Practice and Teachers' Collaborative Practice.

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
D1: Learner Outcomes Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations
D2: Learner Experiences Students engage purposefully in meaningful learning activities	Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning.
D3: Teachers' Individual Practice The teacher selects and uses teaching approaches appropriate to the learning objective and to the students' learning	Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities
D4: Teachers' Collective/Collaborative Practice Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students

2.3. These are a summary of our strengths with regards digital learning

- Digitally rich environment, fast broadband, IT Suites, Personal Computing Devices, PC and smart projector in each classroom
- One-to-One devices in 2018/2019
- All staff members proficient in the use of ePortal, Microsoft Office, email, file-sharing and cloud storage. All staff members have a personal device.

2.5 This is what we are going to focus on to improve our digital learning practice further

- Utilising trained teachers already on staff to disseminate their skills and knowledge to the wider staff. Staff members will provide training in the form of "micro-sessions" frequently throughout the school year.
- Creation of digitally rich and innovative content collaboratively both within and outside of relevant departments
- The use of OneNote with first year students.

3. Our Digital Learning plan

On the next page we have recorded:
- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:
- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Digital Learning Action Plan

DOMAIN: Domain 1 – Learner Outcomes
STANDARD(S): Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships
STATEMENT(S):   Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations
TARGETS: Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
- Review use of Smartphones and Tablets - During SPHE and ICT classes students are educated in the use of digital technologies.	During school year 2019/20	- Digital Learning Committee - All Staff - Students - Parents	- Students understand safe use of Digital Technology - Students use Digital Technology to enhance their learning	- Digital Learning Devices

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

DOMAIN: Domain 2 - Learner Experiences

STANDARD(S): Students engage purposefully in meaningful learning activities

STATEMENT(S): Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning.

TARGETS: Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
● Students use Digital Technologies to enhance their learning by carrying out research, completing projects, collaborating with others. ● Students use a learning log to help with reflection.	● During school year 2019/2020	● Students ● Teachers ● Digital Learning Committee	● Evidence of embedding Digital Technology in learning. ● Students confident in the use of Digital Technologies	● Student Devices ● School Computers ● Office 365 ● Internet

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

DOMAIN: Domain 3 – Teachers' Individual Practice

STANDARD(S): The teacher selects and uses teaching approaches appropriate to the learning objective and to the students' learning

STATEMENT(S): Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities.

TARGETS: Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
● Training for teachers in subject departments delivered by Digital Leaders with the support of PDST ● Teachers use Digital Technologies in teaching to support learning and assessment.	● School year 2019/2020	● Digital Leaders ● All Teachers	● Teachers become competent in the use of Digital Technologies to support teaching, learning and assessment.	● Digital Leaders ● PDST

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

DOMAIN: Domain 4 – Teachers' Collective/ Collaborative Practice
STANDARD(S): Teachers contribute to building whole-staff capacity by sharing their expertise
STATEMENT(S): Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students
TARGETS: Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
● Teachers work in subject departments to support each other in the use of Digital Technologies	● School 2019/2020	● All Teachers ● Subject Department Coordinators	●	●

EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

CRITICAL INCIDENT POLICY.

Our mission in Borrisokane Community College is
"to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being".
"Is ar scáth a chéile a mhairimid"

The school has taken a number of measures to create a coping, supportive and caring ethos in the school. The school has also formulated a number of policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and students during the normal course of the school day and in the event of a critical incident.

Such policies would include

- Health and Safety Statement
- Pastoral Care Policy
- Anti-Bullying Policy
- Code of Behaviour
- Guidance Plan
- S.P.H.E Programme

Definition of Critical Incident:

Borrisokane Community College recognises a critical incident to be "an incident or sequence of events that overwhelms the normal coping mechanisms of the school, and disrupts the normal running of the school". Critical incidents may involve students, staff, the school or the local community.

Examples of a critical incident might be;

- The death of a member of the school community, through sudden death, accident, suicide or terminal illness
- A serious accident or tragedy in the school community
- Serious damage to the school through fire, flooding vandalism etc.
- The disappearance of a member of the school community
- A physical attack on a staff member or student
- Intrusion into the school.

Aim of Plan:

The aim of the Critical Incident Plan is that in the event of such an incident as outlined above, the plan will help staff and management to react quickly and effectively and to maintain control of the situation. The plan will also help the school to return to normality as soon as possible and limit the effects of the incident on staff and students.

Critical Incident Management Team:

Borrisokane Community College has set up a Critical Incident Management Team consisting of the following personnel.

- The Principal
- The Deputy Principal
- The Care Team/Critical Incidence Management Team
- The Critical Incident Management Team may co-opt other members of staff to assist them, should they deem it necessary.

The Principal will act as Team Leader or in his absence the Deputy Principal. In the unlikely event of the principal and deputy not being present the role will be passed on temporarily to a member of the senior management team.

Role of Team Leader:

- The team leader alerts team members to the crisis and convenes a meeting of the team
- Co-ordinates/delegates tasks of the other team members.

- Liaises with the Board of Management, the Department of Education and Skills, NEPS (National Education & Psychological Services)
- In case of bereavement, liaises with the bereaved family

Other areas of responsibilities, which may be delegated by the team Leader to other members of the team would include:
- Contacting Emergency support services
- Briefing and advising all staff, including auxiliary staff and noting their feelings and concerns.
- Organising the supervision of students in the school
- Keeping staff updated on information/developments /progress
- Meeting students to brief them on the situation
- Taking care of "Vulnerable students/vulnerable staff"
- Liaising with external agencies for support or referrals
- Liaising with school organisations such as Parent's Council & Students' Council.
- Meeting with individual parents or groups of parents.
- Visiting bereaved families or families closely associated with the incident
- Preparing a Press release and liaising with the media.
- Preparation of an "Incident Room"

Record Keeping:
All team members will keep written records of phone calls, letters, meetings, interventions etc.

Confidentiality:
The school is conscious of its responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of any public statements. All statements to the media must be cleared by the Principal.

Appendix 1
Key Roles Assigned by Team Leader

Team Leader	The team leader alerts team members to the crisis and convenes a meeting of the team
	Co-ordinates/delegates tasks of the other team members.
	Liaises with The Board of Management and the Department of Education and Skills, NEPS
	In case of bereavement, liaises with the bereaved family
	Contacting Emergency support services
	Briefing and advising all staff, including auxiliary staff and noting their feelings and concerns.
	Organising the supervision of students in the school
	Keeping staff updated on information/developments /progress
	Meeting students to brief them on the situation
	Taking care of "Vulnerable students/vulnerable staff"
	Liaising with external agencies for support or referrals
	Liaising with school organizations such as Parents' Council & Students' Council.
	Meeting with individual parents or groups of parents.
	Visiting bereaved families or families closely associated with the incident
	Preparing a Press release and liaising with the media.
	Preparation of an "Incident Room"
Designated team leader	Tasks as above or delegated from the above list
Secretary	Provides information and advises on the critical incidence
	Deals with phone calls in line with team briefing
	Responsible for administration of appropriate letters (parents, press, etc.)
Staff Liaison This staff member may or may not be a member of the care team but is the closest staff member appropriate to the critical incidence (year head/tutor)	Briefs meetings for staff on the facts known, gives staff members an opportunity to express feelings
	Advises staff on the procedures for identification of vulnerable students
	Provides materials for staff(critical incidence folder)
	Updates staff as the day progresses
	Is alert to vulnerable staff members and makes contact with them individually
	Advises them of the availability of external support services and gives them relevant contact details
Student Liaison Team Two appointed: Students Council representatives and other relevant students	Identify the needs of students and communicate these needs to the Critical Incidence Team
	Assume responsibility in a supervisory role if the need arises
	Advises other students of the external support services and gives them the relevant contact numbers
Careteam	Maintains up to date list of contact numbers of emergency support services, key parents (parent's council), etc.
	Provides support to team leaders and assumes any delegatory roles
	Provide support to secretary in administration duties
	Liaises with agencies in the community for support
	Is familiar with policy and resources

Appendix 2

SUICIDE – INDICATORS AND INTERVENTION MEASURES

Suicide is a particularly traumatic event in the life of any school. A study conducted in Ottawa, Canada, revealed a number of behaviours which can be exhibited by those contemplating suicide. Principals may find this list and the suggested forms of intervention helpful.

Ottawa Pointers
1. Loss of interest in usual activities.
2. Withdrawal from social contact.
3. Difficulty in concentrating, problems with judgement and memory.
4. Dramatic fall-off in school performance.
5. Feelings of sadness, emptiness, hopelessness may be expressed in essays.
6. Sleep disturbance – decreased, or sometimes increased.
7. Increased overt displays of anger and rage, verbal or physical.
8. Excessive use of drugs and/or alcohol.
9. Promiscuous behaviour.
10. Uncharacteristic delinquent behaviour/thrill seeking.
11. Lack of supportive relationships with friends or family.
12. Previous suicidal threats, gestures, attempts.
13. Statements, verbal or written, revealing wish to die or preoccupation with death.
14. Nihilistic comments – life is meaningless, filled with misery.
15. Gestures to be noticed – self mutilation, scratches.
16. Planning for death, making final arrangements, giving away treasured possessions.
17. Suddenly becoming cheerful after long depression (relief when decision taken).

WHAT TO DO: TAKE IT SERIOUSLY – have a talk with the young person keeping some principles in mind:
1. Remain in control – don't panic, act slowly.
2. Encourage expression of feelings and accept them (give time).
3. Avoid judgemental comments or empty reassurance.
4. Avoid promises you can't keep (e.g. secrecy; call me any time; confidentiality).
5. Empathise and let them know you care (biggest single preventative is knowing someone cares).
6. Encourage them to see a counsellor or therapist (carefully).
7. Inform Parents and Management of school.
8. If seriously worried, don't leave them alone.
9. Seek advice and support yourself (nobody should carry the worry about a suicidal youngster alone).

SUICIDE

What Not to Do
1. Don't assume a youngster is not the "type" to commit suicide.
2. Don't leave a child/teenager alone if you believe the risk of suicide is imminent.
3. Don't act shocked at whatever is told to you.
4. Don't debate whether suicide is right or wrong. This may make him/her feel more guilty and intensify the depression.
5. Don't take responsibility for "saving the youth", get additional help.
6. Don't feel that you have to have an answer to all the child's questions. If you do not know the meaning of life, say so. Make it clear that you are there to help, not to solve problems.
7. Don't be afraid to be the first to mention suicide. Generally it comes as a relief to the youth that you are willing to discuss the subject.
8. Don't deny or cover up the youngster's feelings or intents. Don't be judgemental. Acknowledge his/her feelings without reinforcing the negative. "I believe you are feeling miserable right now. Let's talk about it".
9. Don't abandon the youth because the problems are too overwhelming. Follow through in getting him/her help. Don't be another loss or rejection to him/her.
10. Don't wait too long because you hope he/she will get over it. It can't hurt to talk about his feelings.

Appendix 3

School Emergency Contact Sheet

Contact	Name	Telephone
School Doctor	Dr. Glynn	067 27106
Fire Brigade		112/999
Gardaí	Borrisokane	067 27101
	Nenagh	067 50457
	Paul Monaghan	083-3150403
Hospital Emergency Dept.	Nenagh Hospital	067 31491
Social Work Team	Child Care Manager	067 38300
	Principal Social Worker	067 41934
	Intake and Duty	067 46660
	Child Protection	067 41934
	Fostering	067 46661
	Children in Care	0504 27609
HSE Child Psychiatry		061 483388 emergency
		061412247
Health Promotion		061483218
Sláinte, Health and Advice Centre		061483522
Local Clergy	Fr. Michael Cooney	067 – 22017
	Rev Shannon Deloreal	085-1920808
	Rev Terry Mitchell	
Counselling Services	H.S.E. – Social Workers	067 – 41934
	Wendy Greenford – Psychologist	067 – 23923
	Mary Joe Meehan	087 2501353
Educational Services	NEPS	01 8892700
	NEPS Limerick	061 108561
	Helen Fitzgerald Psychologist	065 6113010
		087 6113010
Suicide Prevention Office		061461454
Voluntary Agencies	Aware	01 6766166
	Rainbows	01 4734175
	Grow	061 318813
	Mental Health Ireland	061 461323
	Al Ateen	061 310303
	Pieta House	0505 22568
	Suicide Aware	087 9454202
Press and Media	Nenagh Guardian	067 31214
	Midland Tribune	0509 20003
	Tipp FM	067 44477, 052 25447
SUAS		0504 36366
Living Links		087 9693021
DES Press Office		01 8892322

This list was updated on: 14th September 2006. This list was updated on 9th October 2009. This list was updated: 15th May 2015.

Appendix 4

PRINCIPAL'S CHECKLIST/ITEMS FOR CONSIDERATION

The following is a checklist of things to consider on the morning of a tragedy. They are not written in order of what must come first etc. It is important for a Principal to take time to plan what he/she must do and what is appropriate to say to all concerned.

- Take time to let the news sink in.
- Call a meeting of the Support Team, include Year Head and Tutor of deceased student.
- Put together as much factual information as possible.
- Inform staff what has happened.
- Discuss school routine for the first day with the staff.
- Identify particular students who may need to be told individually, e.g. close friends, relatives etc.
- Inform the pupils that a student has tragically died and explain that this is something everyone will find difficult to cope with. Explain school routine for the day and support and back-up for the students.
- Contact NEPS and HSE Crisis Service.
- Make contact with the family of the deceased.
- Meet with key staff who can offer student support and decide on the format for this.
- Decide on any other arrangements which need to be made on the first day, e.g. prayers for the student and his/her family.
- Check in with staff in the staff room during the day and keep abreast of what is happening in the school.
- Be aware of any particular teachers who may be particularly distressed, e.g. teachers who are recently bereaved themselves or who have had prior experience of suicide in their family.
- Encourage staff to come to you during the day and let you know how things are going.
- Find out details of the funeral etc. and communicate this to staff and students.
- Make contact with the bereaved family.
- At the end of the first day review events with staff and make plans for the following day.
- Make staff aware of students who are particularly vulnerable and what supports will be available to them.
- If there is a likelihood of interest from the media discuss a strategy to deal with any such requests.

Long Term:
- In-service for Class Teachers and staff to help them explore death, dying and grief with students.

Appendix 5

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Trauma Response Plan:

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Support Team Meeting (include Year Head and Class Tutor of deceased student)
1. Agree on a common statement with regard to the crisis giving the facts as they are known.
2. Decide who tells:
    a) The class/student
    b) Close friends of the student
    c) Teachers of the student
    d) All other teachers and staff of school
3. Decide how to inform classes and teachers, e.g. through pastoral care/tutor time block by block, through tutor system etc. Avoid whole school announcements.
4. Discuss and decide on school routine for the first day including visit to home of the bereaved, time out for staff and students.
5. Arrange a further meeting for later in the day to discuss school routine for the following days, arrangements for the funeral etc.
6. Staff:
    a) Ask for volunteers from staff to inform students in no larger than class size.
    b) Allow time for Support team to go through guidelines with these staff members on how to do this. Highlight the support that will be available in the school for students and staff.
    c) Distribute guidelines on bereavement to all staff.
    d) Arrange for a meeting of Religion teachers to discuss prayer services/assemblies for the day beginning with the year group of the deceased student.

Appendix 6

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Contents of Critical Incidence Folder- Student Support File

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Critical Incident Policy
Teacher- Student Resources
- Students- how to cope when something terrible happens
- Telling Students- Guidelines for Teachers
- Reactions to a Critical Incident
- Responding to Grief
- Checklist for Students at Risk
- Frequently asked Questions by Teachers

Letters-Announcement- Media
- Sample letter- traumatic death or event
- Sample Announcement to Media
- Sample letter to parents
- Guidelines for parents

NEPS Critical Incidents Guidelines
NEPS Critical Incidents Resource Materials
Guidance on Social Media Use and Critical Incidents 2014
This policy was developed during the school year 2014/2015 and adopted by the Board of Management on 13th October 2015.

Borrisokane Community College Induction Plan for NQTs

We seek to promote a caring and committed school community which facilitates the learning of our students and where each individual is valued as a unique human being.

Is ar scath a cheile a mharamaid.

National Induction Programme for Teachers (NIPT):

... to support NQTs in their first year of teaching, by providing a high quality, effective programme if induction, that builds on learning from the initial teacher education (ITE) stage...

NIPT Motto: "To ask for support is a sign of strength"

Defining Induction:

International Context:

"... a specific phase in the lifetime of a teacher ... with its unique challenges, requirements and needs..." (Britton *et al,* 2003)

Ireland:

" ...a programme of teacher education ... to offer systematic professional and personal support to the newly qualified teacher." (Teaching Council, 2011)

Teaching Council Policy on the Continuum of Teacher Education (2011)

"...the purpose of an induction programme is to offer systematic professional and personal support to the newly qualified teacher. The support is primarily school based and given at school level by an experienced teacher, usually called a mentor"

"It also recognises the important part induction plays in enriching schools themselves as learning environments, including the significant changes in work practices that innovative induction programmes both require and offer."

What is an NQT?

An NQT is a newly qualified teacher who is beginning their teaching career, regardless of the date of qualification.

Probation:

Probation is completed when an NQT has demonstrated to the Teaching Council that he or she has met certain post-qualification criteria.

Professional Learning Portfolio: (Taisce)

A professional learning portfolio is a document which is developed over time by the NQT to support the process of reflection on his or her practise. The portfolio may provide a focus for the professional conversations which are central to Droichead (and Induction programme at Borrisokane Community College) and allow the NQT to identify areas in which he or she may need support or guidance. It may be created in hard copy or electronic format.

National Induction Workshop Programme

The National Induction Workshop Programme is a series of workshops, funded by the Department of Education and Skills and designed to meet the particular needs of NQTs. The programme, which is coordinated by the NIPT, builds on the learning that took place during initial teacher education (ITE). Engagement in the NIPT induction workshop programme is a requirement for all NQTs wishing to be fully registered with the Teaching Council.

Elements of an Effective Induction Programme:

- Mentoring
- Support for and of Mentor
- Support for and of Principal
- Whole-school support
- Release time
- Reflective Practise- dialogue, observation and feedback
- Professional development experiences
- Evaluation of programme by participants

School based Induction Activities:

All NQTs are expected to be involved in school based Induction Activities.

Note for Droichead NQTs, up to 6 hours of the 20 Induction hours can be used for School based Induction Activities and NQTs can attend 3 x 2 hour Clusters (1 per term) resulting in 12 hours (ie 4 workshops to complete externally see www.teacherinduction.ie

Induction Activities Include:

Mentor/NQT Meetings

Using planning guidelines to support and advise NQTs

Linking with other staff: SNA, SEN-Resource teacher, Learning support teacher etc.

Observation by NQT of:

- Other classes in own school or other school
- Teachers teaching NQTs classes
- Teachers demonstrating/modelling classes
- Mentor teaching

Co-teaching

Observation of NQT by mentor (PST for Droichead NQTs)

Benefit of induction for Borrisokane Community College:

- Professional support
- Professional conversations
- Professional development
- Shared values
- Deprivatization of practise
- Collaboration
- Culture of openness
- Focus on the enhancement of teaching and learning for students.

(Feedback from Principals' Mind Map Exercise Phase 6, NIPT)

Induction for NQTs at Borrisokane Community College is based on NIPT Guidelines.

There are 2 NIPT trained mentors on staff.

Droichead:

Borrisokane Community College is a Droiched School and became involved in the Pilot Project in September 2014.

NQTs who meet Droichead criteria will undergo school based induction and will fulfil Droichead conditions.

In line with Droichead requirements, a PST was set up in October 2014 consisting of the Principal, Mentor and link person. Training was attended by the Mary O'Callaghan, Tomas Maher and Jackie Hayes. Three further staff mentors undertook IMT: Jackie Hayes, Caitriona Maher, Ramona Morgan in 2014/15.

In 2015/16: Tomas Maher completed Droichead training together with Principal Matthew Carr.

In 2016/17: Elaine Dunne completed Droichead training. Mary O'Callaghan was also seconded to the NIPT as a Regional Development Officer.

NQTs on staff 2014-2015:

Cait Ryan (Droichead)

Sauna Madden Murphy (Droichead)

Aine Shanahan (non-Droichead)

Droichead NQTs on staff 2015-2016:

Grace Talbot (August- April 2015/16)

Aidan Haugh (March –June 2016)

Droichead NQTs on staff 2016-2017:

Elaine Linehan

Maura Coffey

Sean Ryan

Laura Walshe

James McEvoy

Droichead NQTs on staff 2018-2019:

No NQT's

NOTES FOR NQTs new to Borrisokane Community College (2016/17):

In order for an NQT to be fully registered by the Teaching Council and NQT must:

1. Register as an NQT with Limerick Education Centre (all NQTs) using the Dr 1 form.
2. NQT receives confirmation email from LEC, retained by NQT and copy filed by PST.
3. Teach 200 hours; ongoing contract.
4. Attend 3 cluster meetings in Education Centres.
5. Keep a Taisce-Portfolio of Reflective Practice.
6. Engage in a professional learning activity.

What is Droichead:

Droichead is an integrated professional induction framework for newly qualified teachers.

Droichead has been designed in collaboration with the profession to reflect the importance of induction for new teachers as they are formally welcomed into the most important profession in society. It is grounded in the belief that those best placed to conduct this formal welcome are experienced colleagues who have relevant and in-depth knowledge of teaching and learning in their respective schools.

Droichead recognises the effectiveness of the reconceptualised programmes of initial teacher education and particularly the extended school placement, in the professional preparation of student teachers. It builds on that phase, taking as its starting point the areas for further learning that have been identified by the NQT in collaboration with the HEI as part of the school placement experience. At the same time, it recognises that induction is a distinct phase of the continuum of teacher education, a socialisation process into the teaching profession. This integrated framework includes both school-based and additional professional learning activities to address the needs of teachers as they begin their careers.

Roles:

While Induction is considered to be a whole school approach at Borrisokane Community College, Induction is facilitated by the Mentor, Principal and NQT.

Below outlines the roles of the NQT, Mentor and Principal in the Induction Process.

Role of the NQT in Induction:

- To participate fully in the induction programme at Borrisokane Community College and undertake elements of the programme
- Work in partnership as part of the school team
- Be fully cognisant of the duty of care to all students in the school
- Accept responsibility for seeking help and advice
- Maintain the schools professional ethos in terms of appearance and conduct
- Learn from the established good practise of teachers in the school and/or elsewhere
- Consider the Professional feedback of the Principal, Mentor and other staff who advise about teaching and learning
- Be thoroughly prepared for all lessons and to have long and short term planning available and up to date.

- Be aware of all school policies
- Accept and give feedback in a constructive, open and professional manner
- Attend professional development sessions and contribute to group learning by participating fully
- Be aware of the continuum of pros signal development and his/her own responsibilities therein.
- Reflect and evaluate practise with regard to The Professional Code of Conduct.

Note: if an NQT wishes to raise concerns regarding the induction process, it will be raised firstly at school level with the PST link teacher, Mentor or Principal.

Role of the Mentor/PST Link Teacher in Induction:
- To provide personal, professional and pedagogical support for the NQT.
- To coordinate the Induction Plan and induction activities in collaboration with the Principal and NQT.
- To attend Mentor Professional Development where possible.
- To liaise with the Principal in providing short updates at staff meetings on the process of induction of NQTs.
- To liaise with other staff members in relation to opportunities for the NQT to visit their classrooms and work alongside them.
- To enable and empower the NQT to seek/source answers to questions.
- To establish clear boundaries for the Mentor-NQT relationship.
- To clarify school policies and procedures for the NQT.
- To work in partnership with the NQT in the classroom eg observing and giving feedback.
- Where practical, to liaise with other schools in the area for the purposes of observing and sharing practise.
- To accept and give feedback in a constructive, open and professional manner.
- To engage in action planning with the NQT.
- To adopt a professional approach at all times.
- Facilitate School based Induction activities
- Facilitate observations

Role of the Principal in Induction:
- To select a Mentor
- To brief the NQT on the nature and purpose of induction within the school.
- To outline at the initial meeting the roles of the Mentor, NQT and Principal as outlined in this Induction Plan.
- To support the mentor and NQT.
- To attend NIPT professional development for principals where possible.

- To brief the school staff, parents and Board of Management on the nature and purpose of the schools involvement in the NIPT.
- To liaise with the Mentor and NQT regarding inputs at staff meetings on the Induction Programme.
- To facilitate/arrange substitution cover for school-based induction activities.
- To oversee the planning and preparation for teaching and learning by NQTs and put arrangements in place to support same.
- To develop a whole-school policy on Induction.

Added Roles-Droichead:
(*The Droichead Pilot Programme:A guide for Pilot schools 2014-2015, The Teaching Council*)

From the perspective of the NQT, in order to fulfil the Droichead condition, he or she must:

A. Engage in a period of school based induction

B. Be confirmed by [an] experienced fellow professional[s], following that process, as having satisfied certain criteria and

C. Complete a minimum period of post qualification professional practise, which may take place in one or more schools.

Role of the Professional Support Team (PST):

The role of the PST is to support and guide the NQT in the first stages of his/her professional journey, and with the exception of the Mentor, to form an opinion in relation to the NQTs practise and make a recommendation to the Teaching Council.

What is the PST?

The PST is a team of experienced and fully registered teachers, including the Principal and Mentor, who work collaboratively to support the NQT during the Droichead Process, and who support his/her entry into both the school and the profession.

Members of the PST:

The PST is made up of experienced and fully registered teachers with a minimum of 5 years teaching experience from the school. The role of member of the PST is decided by the PST at their first meeting. The PST meet formally once per term and meetings are minuted and stored on sharepoint and in the Droichead Folder.

Role of the Professional Link Person:
- Undergo PST Training
- Comply with all protocols and formats for observation in line with those developed by the PST

- Undergo observation by NQT
- Undergo evaluation of the NQT in accordance with Droichead criteria

<u>Working Collaboratively: Observation of teaching and learning:</u>

Protocols in place for Observation:

- NQT observing experienced teachers teaching- beginning with the Mentor followed by PST members/ other classes/teachers within the school
- Mentor observing NQT teaching
- Mentor giving feedback to NQT
- Other PST Member (s)

Observation Process for all:

1. Protocols set

2. Pre Observation discussion

3. Observation

4. Post observation discussion

5. Action planning

6. Review

Observations of NQT will be pre organised and dependant on the needs of the NQT. NQTs chooses classes for observation.

Sample Induction Calendar of events:

Please note that Calendar will be amended depending on NQTs needs

Month	Activity	Activities
August	Induction meeting for all new staff in NQTs	
September	Meeting of PST	
October	Observation, Prioritizing based on needs Action planning	
November	Observation Parent teacher meeting prep	
December	PST/NQT Cluster Meeting Limerick Education Centre- 2hrs	
January	PST Meeting Observation	
February		
March		
April	PST Meeting	
May	PST Meeting	

<u>**Observation templates:**</u>

Notes:

All Observation templates are completed by the NQT- Actions are agreed with PST member & a copy of the completed template kept by PST & NQT

Overleaf Outlines the Observation templates agreed by the PST for the Year 2014-2015- and continued to use in 2015/16 following review.

Observation templates are adapted from NIPT Mentor Guide & Droichead PST training recommendations

1. NQT observation of Mentor and PST :

2. Template for Reflection and Observing NQT

1.   NQT observation of Mentor and Professional Other:

Teacher:	NQT as Observer:
Date: Time: Subject: Class:	Focus:
2 aspects I found interesting and might use/adapt for my own class:	
Aspect 1:	Aspect 2:
1 aspect that I would like to find out more about:	
Aspect:	

2. **Template for Reflection and Observing NQT:**

NQT:	
PST Member	
Date & Time:	
Class:	
Subject:	
Learning Outcomes:	
Focus of the observation:	
Areas that worked well:	
Areas to work on:	
Strategies for moving forward:	
Next Observation:	
Signatures:	

iPad Acceptable Usage Policy

Introduction

In Borrisokane Community College we acknowledge the support of our parents in the iPad initiative. We anticipate this support will continue and that this initiative will enhance learning and teaching for all participating students.

This policy must be read in conjunction with the Borrisokane Community College's Acceptable Use (of the Internet) Policy which is published on the Borrisokane Community College website.

Equipment

Parents/Guardians are responsible for purchasing the iPad and ebooks/apps for their son/daughter. Parents/Guardians are also responsible for the safe-keeping, repair and insurance of their son/daughter's iPad. Insurance can be arranged through the school. Whilst parents/guardians retain ownership and possession of the iPad, they agree to grant to teachers and school management the right to collect and/or inspect and/or confiscate (for a limited period) the iPad at any time and the right to alter, add or delete installed software or hardware. Usage, within the school is a privilege and not a right. Students may lose their right to use the iPad and to have it in their possession if they abuse their responsibilities and breach this Policy, the school's AUP and the Code of Behaviour and School Rules.

Damage or Loss of Equipment

Students must report any damage or loss to the Class Teacher, Repair Team, the Principal and or Deputy Principal, who will determine necessary action. All iPads are covered by a manufacturer's warranty of one year. The warranty covers manufacturer's defects. If an iPad is lost or damaged by neglect or misuse it is the family's financial responsibility to replace the iPad. If an iPad is damaged, the school will work with the student and supplier to resolve any warranty issues

Standards for Personal iPad Care
Student Responsibilities:

- Arrive to school each day with a fully charged iPad.

- Keep the iPad within a protective case and in your locker when not in use.

- Do not let anyone use the iPad other than your parents/guardians.

- iPads should not be used outside of class time without the permission of the teacher to ensure students get a break from technology for Health and Safety reasons.

- Adhere to this policy and the (AUP) of Borrisokane Community College at all times.

- Students are advised to take precautions while using any form of public transport, including travelling on public footpaths or cycle paths, to and from school while carrying their device.

- When using an iPad in class the iPad must be flat on the desk. Use of the camera (screen shots, photos video, etc. can only take place in school or attending school activities with the teachers permission.

- Apps can only be downloaded to the iPad with the schools permission. A list of approved apps will be available.

Note: The Acceptable Use Policy is published on the school's website:

- Report any problems, damage or theft immediately to your Class Teacher, iPad repair team and/or Principal and/or Deputy Principal.

- Report any issues and interference created by any other student because of iPad possession, use or ownership.

- If you go home from school without reporting any damage or interference that may have occurred during the school day, management will presume that the damage and/or interference took place outside of school time.

- iPads are to be left in lockers during break/lunchtime.

- Do not interfere with any safety systems installed on the iPad.

Parental/Guardian Responsibilities
- Parents/Guardians should inspect the iPad periodically to ensure that it is in good working order.
- Parents/Guardians should report, immediately, any damage, interference or issues relating to ownership, possession or use of the iPad to school management.
- Parents/Guardians should inspect the iPad and the installed Apps on a regular basis to ensure that there is no inappropriate material.
- Borrisokane Community College has a filtering system in place which prevents access to inappropriate material on the internet. Parents/Guardians need to ensure that a similar system is in place at home and should monitor their child's usage of the internet.

School's Responsibilities:
- To enforce this Policy, the AUP and the Code of Behaviour and School Rules.
- To make every effort to ensure quiet use and enjoyment of the iPad by all students.
- To provide a locker (annual rental fee for use of locker) for safe storage for all students who use an iPad.
- To provide a safe storage area for students who use iPads during breaks and to advise students about the safekeeping of iPads when on tours, trips or activities.
- School will make every effort to resolve any reported issues relating to ownership, possession or use of the iPad.

General Care
- Keep the equipment clean. For example, do not eat or drink while using the iPad.
- Students may not permanently alter iPad in any way.
- Students may not remove any serial numbers, identification or school labels placed on the iPad.

Carrying the iPad
☐ Transport the iPad in the iPad case, safety case and school bag whilst travelling to and from school and during the school day.
☐ Leave the iPad in locker when not in use.

Screen Care
☐ Clean the screen with a soft, dry anti-static cloth or with a screen cleaner designed specifically for LCD type screens only.
☐ Cover – Screen Cover prevents against scratches.

Personal Health & Safety
☐ Avoid extended use of the iPad while resting directly on your lap. The bottom of the iPad can generate significant heat.
☐ Take frequent breaks when using the iPad for long periods of time. Look away from the iPad approximately every fifteen minutes.
☐ Do not provide your personal information to anyone over the Internet.
☐ Do not share your passwords with anyone.
☐ Keep the iPad in a secure location when it is not at school.

Restricted Use and Confiscation
Students who breach this Policy and/or the AUP and/or any reasonable standards of user of the iPad will be subject to the School Code of Behaviour. A student may be put on restricted/limited access to the iPad, at school management discretion, during the school day, for a limited period, until such time as the school management determines the student has satisfied the conditions for non-restrictive use as specified by the school management. An iPad may also be confiscated for a limited period because of misuse either by the student or any other student. A sanction for inappropriate use of the iPad may apply in line with code of behaviour. Reasons for placing a student on Restrictive Use and or confiscation include, but are not limited to the following:

☐ Excessive damage
☐ Excessive loss
☐ Non-acceptance and/or compliance with this policy and the AUP.
☐ Inappropriate use of any App which includes the camera.
☐ Inappropriate, inaccurate, defamatory, obscene, or illegal material found on iPad.
☐Failing to follow the flat desk policy in class.
☐Violating standards for Personal iPad Care.
☐ Failing to co-operate with school's investigations of misuse of iPad.
☐ Repeated failure to bring iPad to class/failure to bring fully charged.

This version of the iPad Acceptable Use Policy was created during the school year 2012/2013 and was ratified by the Board of Management of Borrisokane Community College on 20th June 2013.
The policy was reviewed by the Board of Management on October 22nd 2014 and June 10th 2015.
The policy was reviewed during the school year 2015/2016 and ratified by the Board of Management on April 21st 2016.
The policy was adopted by Tipperary Education & Training Board on June 7th 2016.

Borrisokane Community College

Social Media Policy

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RATIONALE

There can be little doubt that we currently live in an information age where the majority of the content (photographs, music, video, print) we consume and create is of a digital nature. The distribution and sharing of such material on the Internet via Social Media sites has become a feature of our times. Young people are now said to be 'digital natives' as the creation and sharing of content comes naturally to them.

Unfortunately there is scope for irresponsible and inappropriate use of Social Media sites and this can lead to bullying, harassment and illegal activity whilst online. We therefore need a policy to ensure the safe & responsible use of Social Media by all members of the school community. This is necessary in order to protect students, staff and the good name of our school.

RELATION TO MISSION

Borrisokane Community College's Mission Statement promotes a caring school community with an emphasis on respect for others and the promotion of positive behaviours that will enable students to participate safely in a digital world.

AIMS

This Policy aims to:

* Produce a set of strategies for students that will allow them to use Social Media safely and responsibly.

* Protect the integrity and good name of all members of the school community from online abuse.

* Outline behaviours which are unacceptable and the consequences for these.

* Provide guidance for staff on the appropriate use of Social Media.

* To increase the importance of digital literacy (while using social media) in line with the National Strategy to improve literacy and numeracy among children and young people 2011-2020

POLICY CONTENT

1. Strategies to be taught to students to enable safe & responsible use of Social Media.

Social Media Sites: Students are advised that they should never join anonymous sites as these sites have caused extreme upset to students and young people in the past. Students and Parents should not link with staff personal Social Media Sites

Use strict privacy settings: Review all of the options on your privacy settings page. Many sites default settings tend to keep information public until a user makes it private (although Facebook is a little stricter with minors' accounts). "Friends Only" is a good choice for most items, but you can be even more selective.

Be selective and control what you post: Be selective about what you share by customizing the recipients of your posts. Activities on Facebook, including the applications teens use and games they play, can be viewed by others. Remember: Everything online happens in front of a vast, invisible, and often anonymous audience. Once something is out there, it doesn't go away as it can be copied and forwarded easily and quickly. Everything leaves a digital footprint. As a rule of thumb if you wouldn't be comfortable posting something (pictures comments etc.) on a noticeboard in the school corridor then don't post it online. You should never post personal details such as your phone number, email address or home address. Remember that irresponsible online behaviour can damage your real life reputation.

Be selective with friends: Be careful who you make friends with online. In general it is better to restrict friends to people you know and trust in the real world.

Pre-approve tags: Choose the settings that allow you to see everything you've been tagged in (including photos) before the tag links to your page.

Use notification settings: You can tell Facebook that you want to be notified of any activity performed on your name, including photo tags.

Never post your location: Facebook lets users post their location on every post. Teens should not do this for safety and privacy reasons. Teens can also "tag" their friends' location but you can prevent anyone from tagging your location in the How Tags Work section.

If something has been posted that upsets you – tell someone: If someone is bullying you online, you should:

* As in all cases of repeated unwanted aggression you should tell your Class Tutor, Year Head, the Deputy Principal or Principal or any Teacher in the school.

* Keep and save any bullying emails or images you have been sent.

* Take a screenshot of any comments that are threatening.

* Make a note of the time and date that messages or images were sent, along with any details you have about the sender.

* Not reply to any bullying messages or get into any online arguments.

Using **Social Media on your Mobile Phone:** If your profile is linked to your mobile phone, you should use the website's privacy settings to ensure that your phone number is not visible.

Chat & VOIP services. (These allow for communication that may be typed or spoken with or without webcam access): When using the above you should only communicate with people you trust and remember that other people may be able to view all aspects of the communication.

Watch the clock: Social media sites can be real time wasters. Hours and hours can go by online - time that should be spent doing homework, studying, reading or exercising.

Appendix A contains links to some online resources that may be useful in dealing with the above subject.

Appendix B contains information on reporting inappropriate use on the Facebook site.

2. Unacceptable uses of Social Media sites and their consequences.

Unacceptable use of Social Media sites will include:

* Sending or posting discriminatory, harassing, or threatening messages or images that may cause harm to any member of the school community.

* Forwarding or 'Liking' material that is likely to cause offence or hurt to a third party.

* Sending or posting messages or material that could damage the School's image or reputation.

* Creating a fake profile that impersonates any another member of the school community.

* Sending or posting material that is confidential to the School.

* Uses that violates copyright law, fail to observe licensing agreements or infringe on others intellectual property rights.

* Participating in the viewing or exchange of inappropriate images or obscene material.

While all cases involving the inappropriate use of social media will be dealt with on an individual basis, the school and its Board of Management considers the above to be serious breaches of our Code of Behaviour. Disciplinary consequences up to and including expulsion may be exercised in certain cases.

Please see the school's Code of Behaviour for information on the full range of sanctions the school employs and our appeal procedures.

3. Guidelines for staff on the use of Social Media sites.

Personal use of Social Media: Use of these sites by staff in school is governed by Borrisokane Community College Acceptable Use Policy and the recently published 'Code of Professional Conduct' from the Teaching Council. See Appendix C.

Staff should not use their personal profiles to conduct school business or communicate with Students or their Parents.

Educational use by staff: Social Media sites can offer educational opportunities for collaboration on projects, presentation of ideas and sharing of class materials and resources. Staff should be guided by the following principles when incorporating Social Media into their teaching.

* The starting point for all Social Media interaction should be via a link in your Subject Department section on the school's SharePoint website or school website.

* The educational advantage of the use of the Social Media site in question should be clear and permission sought from the school Principal before use.

* Material that is confidential in nature such as student names, grades etc. should never be posted.

* 'Groups' should be used when collaborating on Facebook. Membership of these can be strictly controlled and users do not have to be friends of other users or the group's creator.

* Pay strict attention to intellectual property and copyright laws.

* All students participating in the online collaboration should be advised of their responsibility to use the site appropriately as per sections 1 & 2 above.

* Staff are expected to exercise sound judgement and maintain the highest professional standards while using Social Media in the school.

ROLES AND RESPONSIBILITIES

1. The Board of Management will approve the policy and ensure its development and evaluation.

2. The Principal and Deputy Principal will be responsible for the dissemination of the policy and the application of consequences.

3. Year Heads will outline unacceptable uses of Social Media to students and be responsible for keeping records of breaches of Section 2 of the Policy.

4. The Principal and the Parents Committee will organise for the provision of a Parents Information Evening on Internet safety.

5. Class Tutors will be alert to the signs and possibilities of Bullying within their groups.

6. Strategies to ensure online safety will be taught as part of the SPHE anti-bullying programme.

7. Subject Teachers will report any incidents of online bullying and be mindful of their obligations under Child Protection Guidelines.

8. The Guidance Counsellor and Care Team will provide support for students who have been victims of online bullying.

9. Programme Co-ordinators will ensure that their section of the school's website complies with this policy.

10. Subject Teachers will adhere to the guidelines outlined in Section 3 of the policy above.

REVIEW AND EVALUATION

This Policy was created during the school year 2012/2013 and was ratified by the Board of Management of Borrisokane Community College on 25th April 2013.

The effectiveness of this policy will be monitored by the Principal and Deputy Principal. The policy will be reviewed annually or as needs dictate during the academic year.

APPENDIX A

Follow the links below for resources to assist in educating students on the responsible use of the Internet and Social Media. http://www.makeitsecure.org/en/young-users.html   http://www.make-it-safe.net/ http://www.webwise.ie/ http://www.facebook.com/safety/groups/teens/ http://www.internetsafety.ie/website/ois/oisweb.nsf/page/safety-en www.watchyourspace.ie www.thinkb4uclick.ie www.safekids.com

APPENDIX B

Procedure for Alerting Facebook in the case of Bullying or the posting of inappropriate images.

The link below can be used to report the above to Facebook who generally take such reports seriously and quickly remove the offensive material. http://www.facebook.com/help/?page=178608028874393&ref=bc

Procedure for Reporting a Fake Profile on Facebook.

The first piece of action to be taken by a person, in respect of whom a fake profile on Facebook has been set up, is to contact the Facebook Help Centre immediately and require Facebook to remove the fake profile. This can be done using the link to the Help Centre below. Facebook state that the profile will be removed within 24 hours from notification. http://www.facebook.com/help/?faq=167722253287296

Procedure for having inappropriate or offensive clips removed from YouTube

YouTube may be alerted to inappropriate uses by selecting the 'Flag' option beside the clip. YouTube will then ask you to select one of six reasons why the video is inappropriate: Sexual Content; Violent or Repulsive Content; Hateful or Abusive Content; Harmful Dangerous Acts; Infringement of Personal Rights; Spam. Once you have indicated the reason YouTube will review the clip within 48 hours and delete it if necessary

APPENDIX C

Guidelines for staff on Personal use of Social Media websites

From the Teaching Council Code of Conduct

Teachers should:

3.3.6 communicate effectively with pupils/students, colleagues, parents, school management and others in a manner that is professional, collaborative and supportive, and based on trust and respect.

3.3.7 ensure that any communication with pupils/students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites.

3.3.8 ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format.

3.3.9 ensure that they do not knowingly access, download or otherwise have in their possession, illegal materials/images in electronic or other format.

This policy was reviewed during the school year 2015/2016 and adopted by the Board of Management on June 16th 2016.

Borrisokane Community College
School Attendance Strategy.

Name of school	Borrisokane Community College
Address	Ballyhaden, Borrisokane, Co. Tipperary
Roll Number	72370P

This strategy is drawn up to promote school attendance for all students. Staff, Parents, students and the Board of Management were involved in drawing up this document. This policy was adopted by the Board of Management on 12th February 2007. The policy was reviewed during the school year 2015/2016 and adopted by the Board of Management on June 16th 2016

Borrisokane Community College's Vision and Values regarding Attendance;
Research shows that those who do not succeed in education have a significantly greater prospect of living in poverty and generally have much poorer life chances. Regular school attendance and participation in training is crucial to avoid this trap.

Children must attend school regularly because:
- a good education gives a child the best possible start in life.
- if a child goes to school regularly he or she will be better able to keep up with schoolwork and may grow to enjoy school.
- employers want people who are reliable. Children who think it is ok to miss out on school may also think it is ok to stay off work.
- missing out on school friendships can affect a child's ability to make and keep friendships throughout life.
- children who attend school regularly are less likely to be drawn into anti-social behaviour and/or become involved in crime.

Children should only be absent from school when it is absolutely necessary e.g. due to illness, family bereavement or other exceptional family circumstances.

Class Tutors and Year Heads will remind students regularly of the importance of good attendance.

Our high expectations around attendance
Extract from Code of Behaviour on School Attendance and Punctuality.
I understand that in order to achieve to the best of my ability my attendance must be regular and I should only be absent from school or leave early in exceptional circumstances. I have a duty to be punctual for school (9.00 a.m) and classes. Eportal is the official record of my attendance at school and will be checked when I need a reference. I will require a note from my parents in my journal explaining absence which must be produced on my first day returning to school. This explanation will be then recorded on Eportal. I understand that prolonged absence will be notified to the Education Welfare Officer/Board. A medical certificate should be furnished for illness where possible.

Monitoring School Attendance Daily:
Strategies for September 2016;
1. Attendance for each individual subject will be recorded by all teachers. Students records for attendance in each subject will be included on reports sent home.
2. All students will partake in PASS (Pupils Attitudes to Self and School) and their attitudes to attendance will be monitored and intervention strategies imposed earlier to prevent increased absence.
3. Parents/Guardians will be required to present themselves at the school and sign the Sign out book alongside the student.
4. In the event of a student being absent a text notifying Guardians/Parents of this will be sent.

5. Rewards will be put in place for classes with the best attendance and/or students with most improved attendance in the year.
6. Students will be signed in late on Eportal by the subject teacher and followed up the year head. Sign in book when late will also need to be signed by the student and monitored by the year head.
7. Teachers when unavailable for class will provide assignments for students.

Calling the Roll: The procedure for calling the roll is attached at Appendix 1.

Explanation for Absence: Students must produce a note in their school journal from their parents explaining the absence on the day they return to school. Students who are over eighteen may write their own notes. The note must give the reason for absence. This is a requirement from the Education Welfare Services of Tusla. Reasons for absence will be recorded for the Education Welfare Services of Tusla under the following Headings

(g) Illness
(h) Urgent Family Reasons
(i) Expelled
(j) Suspended
(k) Other
(l) Unexplained
(m) Transferred to another School.

Note: If for some reason a parent or child does not wish to put the reason for absence in the school journal they should give a general explanation in the school journal with a separate note for the Year Head in an envelope.

If your child has to attend the doctor a Doctor's note should be given to the relevant class tutor.

If your child has an **ongoing Medical Condition** a letter from the Consultant should be supplied to the school at the beginning of the school year with relevant information for the school.

If no note is received from a student on the day they return to school after a period of absence then the Class Tutor will put a note in the relevant page of the students journal and ask him/her to get the note filled in by his/her parents/guardian.

In the case of students who are absent for more than three days the school should be contacted with an explanation. This can be done by phone to the Secretary's Office (067) 27268.

Leaving the school during the school day:
Extract from Code of Behaviour:
I have a duty not to leave the college or its grounds without the permission of the Year Head, Deputy Principal or Principal and if I wish to go home for my lunch I must complete the form in my journal which must be signed by the Principal/Deputy Principal. If leaving the school for whatever reason during school hours a note must be produced from my parents with a contact number in my school journal which must be signed by the Principal/Deputy Principal/Year Head. Note: A text message from parents is not sufficient. I should be collected from the school grounds by my parent/guardian or an adult designated by my parents/guardian. The name of the person collecting me must be specified on the note in the journal. This person must sign the register before I have permission to leave. I accept that mitching will be immediately notified to my parents. I understand that the school cannot accept responsibility for me if I decide to absent myself from the school grounds without prior permission of the Year Head, Principal or Deputy Principal. **Note:** For the purpose of this policy the footpaths and roadway that passes through the school site (i.e. from the walkway entrance on the town end to the entrance gate of the Borrisokane Community Sports Field) will be considered part of the School Grounds for pedestrians. I understand that I must be careful in these areas in order to protect myself from other road users.

Monitoring Attendance and Punctuality during the School Year:
Reports on absences and punctuality will be given to all Year Heads each month. This report shows the number of absences and lates for the month. Class Tutors will record this information in student's journals and a Parent must sign this page each month.

Year Heads will monitor attendance and punctuality.
If five or more absences or lates the Year Head will:
- Discuss the matter with the student
- Make verbal contact with parent/guardian
- Send home letter if the total number of absences in a month exceed 5. This would exclude suspensions

At the end of each term school reports are issued to parents. These will contain details of absences and lates for the year to date. **From September 2016 these reports will include individual attendance record for each subject.**

Monitoring Class Attendance:
At the beginning of each class the teacher will call the class roll through Eportal. Students who fail to attend class will be monitored and dealt with according to the School Code of Behaviour.

Class Punctuality:
Class Teachers will record if students are late for class as events on Eportal. Students who are late without reasonable explanation will be sanctioned in line with the Code of Behaviour. The Year Head monitors the events and makes contact with home after three events are recorded.

Students leaving class:
Students must have permission from their teacher to be absent from class. Students should have a corridor pass in their procession when they are out of class with their teacher's permission. As far as possible students should use the normal breaks for using the toilets. Students who may need to use the toilet on a more regular basis maybe for medical reasons should have a note from their parents explaining this in their journal. Students must not use the toilets or lockers at change of class outside of lunchbreaks.

Partnership arrangements with Parents/ guardians;
Support for Parents: If parents have difficulty in getting their child to attend school they should make contact with the relevant Year Head for their child. Parents and children will be supported through the school Pastoral Care System. This may take the form of a meeting or meetings with one or more of the following – Career Guidance Counsellor, Chaplain, Class Tutor, Year Head, Deputy Principal, Principal.

Monitoring Attendance/Punctuality by Parent/Guardian:
Parents/Guardian should monitor their son's/daughter's school journal on a weekly basis to keep up to date on attendance and punctuality. Parents/guardians must sign an absence note on returning to school and give an explanation. In accordance with the Homework Policy, from September 2016 all junior students must get their journal signed daily by parents/ guardians,

Holidays during Term Time:
Parents should not take their child out of school for holidays. This has the potential to damage their education. It is very difficult for any child to catch up with what has been missed when out of school for an extended holiday.

There are, of course, exceptional circumstances where parents may have to take their child out of school during term time. However, parents should always be aware of the potential risk to their child's education, and therefore these situations should be kept to an absolute minimum.

Please note also that a report will have to be made to the NEWB if the total absences over the year is in excess of 20 days OR if the school is concerned.

Reporting to the National Educational Services of Tusla:
Under the Education (Welfare) Act 2000 Borrisokane Community College is obliged to report:
- It decides to expel a student
- A student's name is to be removed from the school register for whatever reason
- A student has reached 20 days absent cumulatively
- A student has been suspended for 6 days or more cumulatively
- The Principal is concerned about a student's attendance

Five reports will be made to Education Welfare Services during each school year. Parents will be informed when a report is being sent to the Education Welfare Services through the student's school journal or by letter.

If the school is not satisfied with the level of information received about a prolonged absence then the school may have no option but to make a report to the Education Welfare Services.

Review:
This policy will be reviewed on a regular basis. The review will take place with the school partners – students, staff, parents and board of management.

Appendix 1: Roll Call

Roll is called at 9.00 each morning.
The Roll call is taken each morning through Eportal.

Morning Notes: Students are given an opportunity on a regular basis to write a confidential note at roll call, on those mornings, an envelope will be provided, notes should be placed in the envelope which is then sealed and handed into the Deputy Principal or Principal's office. Students should be encouraged to use the notes as an opportunity to make constructive suggestions for the improvement of College life and also to bring cases of bullying etc. to our notice.

The following guidelines should be used when completing the Roll:

1. Students should be assigned seats
2. Check that each student is present.
3. If a student is not present choose from the following options
   - Absent
   - Illness
   - Other
   - School Activity
   - Suspended
   - Unexplained absence
   - Urgent family reason
   - Late
4. Ask students for a note for absences if they were marked absent the previous day(s)   .
5. Click into the date which the note is for and chose one of the following to explain the absence
   - Illness
   - Urgent Family Reasons
   - Suspended

- Other
- Unexplained

Receiving this information is important as it is requested by the Education Welfare Services of Tusla.

6. If student has not furnished a note, ask for student diary and fill in absence details on the page provided and ask student to have note signed by Parent/Guardian.

Borrisokane Community College Diagnostic Testing Policy.

Why test?

1) Standardized testing gives teachers guidance to help them determine what and how to teach students.

2) They give parents a good idea of how their children are doing as compared to students across the country.

3) They allow students' progress to be tracked over the years. When students take the same type of test on more than one occasion (adjusted for age level) it is easy to see if a student is improving, losing ground academically, or staying about the same. (For example, if a child is taking a norm-referenced test and scores in the 75th percentile in first year and the 80th percentile in the third year, you can see that the child is gaining ground in school.)

4) The Standard Age Score and Reading Age are important for tracking individual pupils' progress.

5) Identify those pupils who may benefit from being tested individually, informing target setting and intervention.

6) Can be used to evaluate intervention strategies and teaching methods.

School Based Tests

CAT4 test
WRAT test
DAT test
PASS test
Group Reading Test.

From time to time other tests may be carried out both formal and informal as necessary/appropriate when required such as writing samples, reading samples, handwriting samples etc.

What is the CAT4 test?

CAT4 is the new edition of GL Assessment's well established Cognitive Abilities Test, Ireland's most widely used test of reasoning abilities for pupils aged 7 to 17+ years. CAT4 Irish Edition has been fully standardised for Ireland from ages 10:06 to 17+ years on a sample of 6,500 pupils, providing accurate, up-to-date data.

Reasons for using the CAT4 Test.

- Identify gifted and talented pupils and those that may be coasting in class.
- Pinpoint underachieving pupils and help in setting targets for future attainment.

- Identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning and goal setting.
- Identifies children with special educational needs
- Easily highlights any inconsistences between attainment and ability.

Feedback
- Parent Report aids better understanding of their child's preferred learning style and includes recommendations which empower parents to support their child's study at home.
- Teachers also receive a group report of all first year students.

The WRAT Test

The **Wide Range Achievement Test** 4 (WRAT4) is an achievement **test** which measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.

Student who score below the 10th percentile in the CAT4 may be required to complete the WRAT test.

DAT - Differential Aptitude Test

The Differential Aptitude Tests (DATs) were developed in the US, but have been standardised for use in Irish schools. The DATs are designed for use in educational and vocational guidance and are used by school counsellors, personnel officers, psychologists and all persons concerned with assessing the intellectual characteristics and educational or vocational aptitudes of adolescents. The tests are suitable for pre-Junior Certificate to Leaving Certificate students.

They are group-administered tests of cognitive skills, divided into eight subtests. The subtests are **Verbal Reasoning**, **Numerical Ability**, **Clerical Speed and Accuracy**, **Abstract Reasoning**, **Mechanical Reasoning**, **Space Relations**, **Spelling**, and **Language Usage**. .

The DAT was standardised on over 10,000 students attending Irish post-primary schools. A combined Verbal Reasoning and Numerical Ability score can be used as an index of scholastic ability.

Feedback of results: DAT test is explained in TY Guidance classes and students receive a copy of individual results.

PASS Test

Pupil Attitudes to Self and School (PASS) is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school, suitable for pupils aged 4 to 18+.

When will tests be administered:

First Years

CAT4 E All first year students take the CAT test in September/October of first year. Mainstream teachers and SEN team review the scores. Some students may be identified for further assessment, WRAT test or a NEPS assessment. Students with scores below the 10th percentile who haven't had a Psychological assessment may require further testing/ support.

<u>DATs TY or Fifth</u>

All TY students take the DAT test, students who go directly in 5th year also complete the DAT test in October of 5th year. The test is explained to students in class and to parents at parent/teacher meetings. The DAT test is a useful resource for students when choosing subjects/college courses.

<u>PASS test</u>

Pupil Attitudes to Self and School (PASS) is a unique online survey that provides a reliable, standardised measure of a pupil's attitudes. Authored by a team of educational psychologists, *PASS* helps to identify any hidden barriers to learning and can help support broader intervention strategies. All students in Borrisokane Community College will complete the test during the school year 2016/2017

<u>Group Reading Test</u>

The *New Group Reading Test (NGRT)* is used in groups to assess and monitor reading and comprehension - and if necessary, phonemic awareness. This can help identify, for instance, competent readers with weak comprehension skills who would benefit from a follow-up individual assessment and learning support. In 2016/2017 all First year students will sit this group reading test.

Autism Spectrum Disorder Related Assessment

<u>TTAP TEACCH Transition Assessment Profile (Post-Primary)</u>
<u>Description</u>
The TEACCH Transition Assessment Profile (TTAP)—Second Edition is an assessment for older children, adolescents and adults with ASD with special emphasis on transitional needs. Teachers can use this tool to assist individuals with ASD to prepare for a successful adult life (i.e. personal development, recreational living, adult integration into employment and residential arrangements, etc.). It includes both an initial formal assessment instrument and an ongoing informal assessment instrument.

The formal assessment will help teachers identify the individual's initial transition goals, his/her strengths and weaknesses, and can be used to facilitate educational and transitional planning. Emphasis is on evaluating the six major functional skill areas within three different contexts, direct observation, home and school/work

<u>The Assessment of Functional Living Skills (AFLS)</u>
The AFLS is comprised of The AFLS Guide and assessment protocols that assess functional, practical, and essential skills of everyday life. The key areas assessed using this test are basic living skills, home skills, vocational skills, school skills and community participation skills.

<u>ABLLS-R</u>

The revised assessment of basic language and learning skills (**ABLLS**-R) is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities.

<u>VB-MAPP</u>
This set contains 1 individual child scoring protocol and 1 Instructor's Manual and Placement Guide. **The VB-MAPP Instructors Manual and Placement Guide** The VB-MAPP Instructor's Manual and Placement Guide contains a description of how to use Skinner's analysis of verbal behaviour for language assessment, the assessment instructions, and the specific scoring criteria for each of the 170 milestones. In addition, the Manual contains a placement guide that offers specific suggestions for programming and direction for each of the 170 milestones achieved, as well as suggestions for IEP goals for each skill presented in the three levels of the VB-MAPP. **The VB-MAPP Individual Child Protocol.** The VB-MAPP Individual Child Protocol contains scoring forms and charts for each of the 170 milestones, the 24 language and learning barriers, the transition to less restrictive settings assessment, and the over 900 tasks contained in the task analysis of each skill area.

<u>Observation profiles</u>
An observation profile is built up on a student to identify their areas of strength and weakness. A template which focused on the areas of social interaction, social communication, social imagination and flexible thinking, motor and organizational skills, taken from Asperger Syndrome: A Practical Guide for Teachers.

<u>Checklists:</u>
Social Skills checklists are used to compliment the other assessments a variety of templates are used such as the DATA social skills template from the University of Washington, a template from The Autistic Spectrum: A Guide for Parents and Professionals and templates from the Talkabout program.

Basic Skills checklist are used to check and observe skills templates are used from the Basic Life Skills Menu and the Life Skills program planner.
Language and Communication checklists
Motor Skills checklists
Speech and Language checklists

<u>Maths Assessment:</u>
Folens Maths assessment:
A traffic light system enables each child to evaluate their learning
Activity Book revision sections reflect standardised tests
Textbook Check Up pages revise topics in a variety of ways
Four seasonal assessments are available in the Teacher's Resource Books

<u>Literacy Assessment:</u>
Dolch
SNIP
Toe by Toe
Schonell Graded spelling tests

Referral System

Mainstream teachers can refer students to the SEN team see attached referral form. Students may be referred to NEPS for an assessment parental permission is sought in such cases. Students may also be referred to CAMHS and before a referral parental permission is sought. Referrals may also be made to other professionals such as Occupational therapists and Speech and Language therapists with the consent of parents.

Sharing of Results with teachers

- CAT4 test results are available on Sharepoint for all staff to access. They are also available on Eportal.
- A meeting is held yearly where mainstream teachers meet SEN teachers. Feedback is provided to staff in relation to testing at this meeting.
- Teachers can speak to SEN team and Guidance Counsellor in relation to individual students informally.

Reasonable Accommodations in the State Exams (RACE)

Students who are eligible to apply for RACE in the state exams will complete the WRAT test before the RACE application if necessary.

Confidentiality.

All test results are dealt with in a confidential and sensitive manner. All test results are available to parents on request.

When appropriate this information may be shared with appropriate personnel, such as School Psychologist or SENO or relevant teachers.

Storage

Paperwork relating to SEN testing is kept in the SEN office other test results are kept by the Guidance Department or in the ASD Centre. The CAT4 tests are available on Eportal.

This policy was developed during the school year 2015/2016 and was ratified by the Board of Management on June 16th 2016.

Substance Use Policy for Borrisokane Community College.

1. School Mission Statement.

"We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being."

Rationale for Substance Use Policy.

(a) In a society where drugs, legal & illegal, are widely available, it is important for schools to develop policies and procedures in advance of drug-related issues coming to attention.

(b) No school or parent can afford to be complacent or think that their children are not at risk

As a result Borrisokane Community College has initiated a Substance Use Policy.

2. Consultation Process.

The consultation process involved the partners in the school community – Board of Management, Parents, Teachers and Students, with the assistance of Mid-Western Health Board.

3. Definition of Drugs.

A drug can be defined as a chemical legal or illegal substance which causes changes in the way the human body functions, either mentally, physically or emotionally including alcohol, tobacco, solvents and medication.

4. Drug Education.

(A) Aim:

To give young people the knowledge, skills & attitudes to enable them to make responsible decisions about drugs.

(B) Delivering the Programme.

At Junior Level students will receive Drug Education through SPHE class and through the Let's Learn About Alcohol and Drugs Together (LLADAT).

At Senior Level students will receive drug education through SPHE and R.E class. Drug Education will be supported by teaching staff in other subject areas.

Drug misuse can result in extremely serious problems for individuals, families and communities. Schools alone cannot 'solve' the problem of drug misuse in society, but an effective programme of drug education in schools can be an important step in tackling it.

Use of visiting speakers.
Drug education is best led by classroom teachers. Where outside speakers or agencies are used, it will be planned and integrated into the programme and compliment the school's approach. A teacher will be present with the group during the presentation and follow up/evaluation will be carried out. The suitability and organisation of these speakers is managed by the Careteam.

Parental Involvement.

Parents & guardians have the most influence on the lives of children, and are, therefore, crucial in any prevention issues that arise, so as, to complement the programme.

A specific drugs education programme (LLADAT) lead by the HSE is offered to second year students and their parents (6 hour course).

6. Management of Drug Related Incidents.

A. Introductory Statement.

The possession, use or supply of illegal drugs including magic mushrooms, is viewed as unacceptable by this school. It is also unacceptable to be under the influence of drugs when attending school or when involved in school activities. The misuse of solvents and medication is also forbidden. While we view cigarettes and alcohol as drugs they are catered for in the school code of behaviour. Should an incident relating to any of these substances occur, it is the policy of this school to respond in a firm but fair manner, with due regard for the safety and welfare of the individual(s) involved, other students of this school and the wider school community.

B. When and to whom policy applies

Except where otherwise stated, this policy applies to all students, staff and other users of the school premises (including parents, visitors, and those attending evening classes). It is in force at all times on the school premises, during school time and during school-related activities.

C. Internal lines of reporting and key individuals.

All drug related incidents to be reported to the Principal or Deputy Principal, as appropriate at the time, who will inform the management team and other staff as appropriate.

D. Recording of Incidents:

Written records will be kept of incidents in breach of this policy and will be stored by the Principal in a confidential file. Records should include any warning and/or advice given to the student and the consequences of repetition of the behaviour. If the name of the student is to be recorded on the file, they will be informed of this.

In written records, the recording of actual information only is preferable. Any opinion must be stated as such.

E. Confidentiality:

Confidentiality cannot be guaranteed to students regarding information relating to incidents in breach of this policy. Information may be shared as deemed necessary or appropriate, for example, with one or more other staff members, with the parents of those involved in the incident in question, or with appropriate external agency/agencies. However, discretion within these limits will be observed.

The limits of confidentiality will be explained to the student prior to disclosure where this is possible. Students wishing to speak to someone in confidence may ask the school to put them in contact with an external agency that may meet their need. Helplines are listed on toilet doors.

F. Drug Testing

The Board of Management or Principal shall have the right to require any student to undertake a drugs test and may require a student to undertake a series of drugs tests in event of:

(a) a positive result on a test and/or

(b) a student been found in possession of drugs and/or

(c) the student has been before the courts in any matter in relation to drugs

In the case of a student who is a minor, parents/guardians will be informed before a test takes place and will be informed of the results of the test.

Note: A positive drug test result constitutes a breach of the policy.

G. Information/involving parents.

Parents will be notified at the earliest opportunity if their minor son/daughter is involved in a drug-related incident, as parental involvement and support is seen as essential in the resolution of these difficulties. Parents will in such cases be invited to the school to discuss what has happened and the course of action to be taken.   The student will normally be informed that their parent(s) are being notified.   Parents will then be given the name and number of appropriate external agencies and we recommend they seek further support.

H. Informing/involving Gardai.

In incidents involving the supply of illegal drugs, the school will inform Gardai.   Garda advice may also be sought about other incidents on a case-by-case basis.

This policy was reviewed during the school year 2015/2016 and adopted by the Board of Management on June 16th 2016.

Educational Tours and Out of School Activities Policy
Mission Statement:

We seek to promote a caring and committed school community
which will facilitate the education of our students
and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

Rationale:

This policy has been drawn up in the context of the Department of Education and Skills Circular Letter M 2004 – Educational Tours by School Groups (both inside and outside the state).

School tours, class trips and outings provide educational opportunities which cannot be provided by in school activities alone. Educational tours provide students with an opportunity to enrich their intellectual, cultural and social skills. School tours also enhance learning activities and facilitate the development of leadership, teamwork and communication skills.

Foreign School Tours – Responsibilities of the Tour Leader and steps involved in the planning and administration of the tour.

- Distribute letter to students informing them of the foreign school tour and also encouraging them to save for the tour over the following months.
- Check the Tour Companies Insurance Cover so that it complies with ETBI requirements.
- Obtain quotation from Tour Company.
- Estimate the cost per student to cover expenses.
- Produce a letter outlining the proposed tour for parents. Additional letters, giving details of the tour, will be supplied to parents before travel.
- Collect signed consent forms (signed by parents/guardians) and collect signed forms from students which show that they will abide by the code of behaviour while away on tour.
- Oversee all lodgements on the Way2Pay system and ensure that all students pay on time and meet relevant deadlines.
- Lodge all cash payments and issue receipts accordingly.
- Keep a financial record of all income and expenditure and meet with the Principal after the tour to discuss finances.
- Plan the itinerary with the Tour Company.
- Photocopy passports and send passport details to the tour company.
- Photocopy all tour documentation and give a copy to the teachers travelling on the tour.
- Obtain contact phone numbers from all students and get contact phone numbers of parents/guardians.
- Give students and parents a contact number so that the tour leader can be contacted while on tour.
- Allocate rooms for students in the hotel according to their preferences (where possible).
- Meet students before the tour to discuss the tour, health and safety and be available to answer any questions from parents/guardians and students.
- Get a letter from the Principal showing the names of the students travelling on the tour and also a letter (if relevant) for entry into sites e.g. Phantasialand (theme park in Germany) or Disneyland (Paris).
- Tour Leader and accompanying staff have overall responsibility for the health, safety and welfare of all students while on tour, both daytime and at night.
- Keep an eye on students who do not fit in socially, students with special educational needs and students with any other issue (medical, financial etc.)

- Obtain medical forms (see appendix one) from all students. These medical forms are to be signed by parents/guardians. The tour leader should make contact with parents/guardians, prior to the commencement of the trip, if there are any issues of concern regarding illness, type of medication being taken etc.
- In the case of School Exchange trips it is normal that students are accommodated with Host Families. For Child Protection reasons a Garda /Police Vetting must be carried out on adult members of the Host Family household if such a system exists in the country. If no vetting system is in existence written confirmation must be sought from the Exchange School that no child protection concerns exist with the Host Families.
- Prior to the trip taking place the School Principal must be supplied with a detailed Itinerary for the trip, flight details, accommodation details, risk assessment details, list of students and their personal and family contact details, contact details for all staff on the trip. In the case of trips involving Host Families contact details for Host Families must be included.

Tour Company:

Under the provisions of the Transport (Tour Operators and Travel Agents) Act 1982 a tour operater is defined as:

"a person other than a carrier who arranges for the purpose of selling or offering for sale to any person accommodation for travel by air, sea or land transport commencing in the State to destinations outside the State or Northern Ireland or who holds himself out by advertising or otherwise as one who may make available such accommodation, facilities or other services."

Borrisokane Community College will use a licensed and bonded tour operator or travel agent to arrange foreign travel packages which include accommodation and other services. The tour operator or travel agent chosen to arrange the overseas trip must hold a current license. The full list of current license holders can be found on the website for the Commission for Aviation Regulation – www.aviationreg.ie

Staff travelling on School Tours

In deciding what staff members travel on the trip the make up of the group of students travelling needs to be taken into account especially in relation to Gender and Special Needs. When deciding what staff member travels on a particular trip it may be necessary to look at what staff members have travelled on other tours during the particular school year. Staff members will be selected as follows:

1. Group Leader(s)
2. At least one other staff member who has travelled previously to the same destination or on a similar type of tour.
3. One place at least for a staff member interested in travelling for the first time on a foreign trip – (In choosing this person a draw could be made from all interested or the person with the longest teaching experience in the school and has not travelled on a trip in the past could be chosen).
4. Retired staff person if interested.
5. If further places are available select an additional person from 2 or 3 above.

If more than one person in any of the categories 2 to 5 is interested in travelling then a draw will take place. In the event that the number of teachers interested in travelling exceeds the number of places available a reserve list will be compiled.

Teachers and school staff who organise and/or travel on school tours and/or facilitate extra curricular activities do so in a professional capacity. The primary duty of teachers and school staff is to care for and ensure the safety of all students on tour.

Students with Special Educational Needs

Students with Special Educational Needs are included on school tours and are offered the opportunity to take part. Adequate arrangements for supervision of all students are arranged as appropriate depending on the nature and duration of the tour. Where a school tour takes place over a number of days involving travel out of the country the supervision ratio may need to vary to cater for the needs of some students. Applications from students with more complex care needs will be reviewed on a case by case basis and advice from professionals will be sought if needed. If it is felt that the care needs of a student cannot be adequately catered for on a school tour the application to be included in the tour will have to be refused.

Travel Arrangements

Travel arrangements are from ''school to school''. The school cannot accept requests to collect or drop students off anywhere other than at Borrisokane Community College. Parents/Guardians must accept full responsibility for the punctual arrival and collection of their son/daughter from Borrisokane Community College.

Finances

- The Tour Leader and the Principal should be involved in the financial administration of a school tour/school activity.
- Separate financial records should be maintained for each school tour/school activity. An accurate record of all participating students and the money paid by each student should be maintained by the tour leader or the teacher in charge of the activity.
- A receipt should be issued for any money paid for each tour/school activity. If money is paid through the electronic Payment System (Way2Pay) a text receipt will be issued to the parent/guardian registered on the Way2Pay system.
- A financial report on the tour/school activity should be given to the Principal after the tour/school activity.
- In line with Data Protection, a copy of all receipts, permission slips and other records pertaining to the tour/school activity should be kept for a period of five years. This material should be submitted to the Principal at the end of the tour/school activity where it will be securely stored. Data in relation to each tour/school activity will be securely disposed of at the end of the five year period.

Managing risk on Educational Trips
Teachers planning to take students on school tours, school trips or school activities need to be familiar with the IPB Insurance Step By Step Guide to Managing Risk on Educational Trips as this guide assists our school in the management of risk on educational trips.
Adequate planning and risk assessment can help to ensure that all participants have a positive, safe experience and benefit from a tour/trip/school activity. A risk assessment for each proposed tour/trip/activity will enable our school to determine the number of teachers that should accompany students on each tour/trip/activity and it will help to ensure the health safety and wellbeing of all involved. A risk assessment will consist of
1. Identifying the risks
2. Assessing the risks
3. Managing the risks
4. Monitor and review the risks.

Buses: Only approved Bus Operators to be used for transporting students on school trips. For Foreign trips it is best practice to book the bus through the tour company so that the Travel Insurance covers the bus trips to and from the Airport or Port.
A list of bus operators will be available in the school office. When booking buses quotations should be sought to ensure value for money.
All buses are now equiped with seat belts and the staff member supervising on the bus must inform students at the begining of all journeys to wear their seatbelts.
Procedure for organising any group outing from the school (including debating, theatre visits, educational trips, matches, tours etc.)
- Permission must be sought and obtained for all trips. This is done by discussing the date, cost, number of pupils, mode of transport and departure and return times with the Principal.
- Written permission from parents/guardians is required for all outings from school by students. See appendix 2 for permission for trips that cost less than €15 and that take place on a single day. This permit is in the students journal and must be signed by parents/guardians at the beginning of the school year.
- The cost of the trip must be covered by those participating students. An exception to this is for extracurricular activities. In the case of extracurricular activities the cost of all bus trips is €7. The Parents Association support extracurricular activities by subsidising the cost of buses.
- In drawing up a list of participants, attention must be given to the behaviour record of applicants. The Tour Leader, Year Head, in consultation with the Principal and/or Deputy Principal, may refuse any student permission to go on an outing, for previous serious misbehaviour.
- Details of the outing must be provided to the parents/guardians prior to departure.
- Parents/guardians must be made fully aware that a student may be sent home (or flown home in the event of a foreign tour) at the expense of parents/guardians if the behaviour of the student warrants it.
- All students are subject to the Code of Behaviour for Borrisokane Community College (under school rules) while on any outing from the school.
- A complete list of participating students must be given to the Principal/Deputy Principal prior to the trip.
- A detailed record of all monies paid and by whom should be given to the Principal. Appendix 3 must be used to record the relevant financial details of the trip and the names of the students taking part. A copy of this form must be handed in to the school office if lodging money and a copy must be given to the Principal.

- Permission slips, receipts and any other documentation relating to the trip should be given to the Principal at the end of the outing. This is to ensure compliance with Tipperary ETB Data Protection Policies.

Monitoring and evaluation

- This policy was drawn up during the school year 2016/2017. It was reviewed by the staff, parents association, students council and adopted by the Board of Management on 15th June 2017   The policy will be reviewed regularly and all the partners will be consulted in relation to any changes to the policy.

Appendix 1

Borrisokane Community College Medical Form

Please complete in block capitals

Note: All information is treated in the strictest confidence

Students Name: _____

Parent (Guardian) Name(s): _____

Address: _____

_____

Contact Phone Numbers: Home: _____

                           Mobile: _____

                           Work /Other: _____

Pupils Mobile Phone No: _____

Doctors Name: _____

Doctor's Phone number: _____

Specialists Name   _____

Specialists Phone number   _____

Nature of pupil's illness   _____

Medication being taken   _____

Details of any allergies   _____

Any further medical information _____

_____

Does the Tour Leader have permission to take your son/daughter to a doctor if necessary (*please circle*):   Yes   No

Does the Tour Leader have permission to administer medication to your son/daughter (*please circle):*   Yes   No

Specific Dietry requirements _____

Signatures _____   _____

Appendix 2

The following permission sheet is in the students Journal and must be completed by parents at the beginning of the school year.

PERMISSION TO TAKE PART IN TOURS AS PART OF EXTRA CURRICULAR ACTIVITIES

During the school year there is a wide range of Extra Curricular Activities in the Educational, Sporting and Cultural areas available to students. These activities usually involve students taking part in activities outside of the school when students will travel on buses or walk to facilities close to the school. A teacher will accompany students taking part in tours. In some cases the trip to the activity may extend outside school hours. In such cases parents / guardians must arrange for the collection of their child when they return to the school.

I _____ (Parent's/Guardian's Name) give _____
(Child's Name) permission to take part in the following activities during the school year 2018/2019.
List of activities: Debates, Quizes, Public Speaking, Drama, Culture Day Activities, Hurling, Football, Soccer, Camogie, Basketball, Rugby, Athletics, Career Information Tours, Field trips relating to various subjects, Visits to Colleges.

Note: Parent/Guardian may delete any activity not consented to.

I understand that the Code of Behaviour applies during all school activities. I will arrange for my child to be collected when they return from the activities if it is outside school hours.
Note: Activities costing in excess of €15 or of more than one day's duration require individual consent from parent's / guardian's. Should such activities be arranged parents/ guardians will receive a letter.

Signed: _____ (P*arent/Guardian).* Date: _____

Borrisokane Community College

Collection of money from students Record Template

Lodgement No(s) from Office: _____

Purpose: _____ Date of activity: _____

Teacher in charge: _____ Bus Company: _____

Total Cost of Bus: _____ No of Students travelling: _____

Cost per student: _____ (Bus) _____ (Activities) _____ (Total Cost).

List of students.

No.	Name	No.	Name
1		26	
2		27	
3		28	
4		29	
5		30	
6		31	
7		32	
8		33	
9		34	
10		35	
11		36	
12		37	
13		38	
14		39	
15		40	
16		41	
17		42	
18		43	
19		44	
20		45	
21		46	
22		47	
23		48	
24		49	
25		50	

Total cost: _____

Total Collected: _____

Profit/Loss: _____

Total for Lodgement _____

Explanation of discrepancies:
_____
_____
_____
_____
_____

Signed: _____ (Teacher Organising)

Approved: _____ (Principal)

Risk Assessment items to consider:

1. Number of Students
2. Language Issues
3. Finance
4. Location of Trip
5. First Aid Supplies
6. Climate
7. Activities – High Risk/Low Risk
8. Communication while on trip
9. Travel Insurance
10. Other Insurances
11. Method of Transport
12. Will students be unsupervised during the trip – e.g. shopping

When Considering Risks the Following Chart should be used.

Likelihood				Impact			
A	B	C	D	A	B	C	D
Very High	High	Medium	Low	Minor	Moderate	Major	Severe

Borrisokane Community College Exams Policy

Reviewed March 2018

State Exams:

In order that students give themselves the opportunity to achieve their best in state examinations it is recommended that all Junior and Leaving Certificate students remain in their exam centre until the end of the examination session.

Junior Certificate students who decide to leave the exam centre before the end of the examination period will be detained in a classroom for a period longer than that of the duration of the exam. Students will be expected to sit quietly and prepare for future examinations.

Misbehaviour during the state examinations period will be dealt with in line with Borrisokane Community College Code of Behaviour.

House Exams

1. **Venue:** The Sports Complex is a suitable area to accommodate students sitting house exams. Examinations will also be accommodated in classrooms. The Lecture rooms due to space are a very suitable area. House exam venues will as far as possible mirror state exam venues.

2. **The role of the supervisor:**
To allow for efficient supervision the following is recommended.
(a) A teacher assigned to supervision should make him/herself available for same.
(b) A supervisor should give his/her undivided attention to the task and not do corrections.
(c) Supervisors should not hold conversations amongst themselves
(d) Sanctions should be invoked by supervisors in the event of rules being breached by students
(e) Supervisors should only clarify confusion arising from an exam paper, not help students overcome a lack of knowledge
(f) Copies of the timetable will be placed around the school.
(g) Students needing to use the toilet facilities (in exceptional circumstances) should be accompanied by a supervisor to the door of the exam centre
(h) If a student leaves the exam centre during the exam the supervisor must record this on the students exam script showing time left and time returned.
(i) All supervisors should be present throughout the exam period
(j) Supervisors should not leave their centre until the next supervisor arrives to take over.
(k) Instructions on exam papers should be clear and writing legible
(l) When teachers are organising exams they should ensure that there is sufficient work for the students for the period given

3. **Exam Centre Rules:**
(a) Schoolbags must be closed and tucked underneath their desk for the duration of the exam.
(b) Mobile phones/Musical Equipment must be left in schoolbag and turned off.
(c) Students should use toilet facilities before entering the exam centre, so they do not have to leave during the exam.
(d) Students must remain in assigned seat until all scripts are collected and permission given to leave.
(e) Remain silent while in the Exam Centre

A summary of rules for students will be displayed in exam centres and around the school. Teachers can draw attention to this if any issues occur.

4. Arrangements for examination papers

(a) The Deputy Principal will decide on a location for the exams

(b) Year Head will prepare a list of students for each centre and a seating arrangement.

(c) Papers to be supplied with the details on the envelope completed and the correct number of papers for each level in each centre.

(d) Envelopes to be given to Deputy Principal well in advance of the exams. A box for this purpose will be available in the Deputy Principals Office.

(c) The envelope with exam scripts will be given to the supervisor prior to the exam. Class teachers will not be required to hand out exam papers.

(d) Answer books will be supplied to students for Mock Exams. For all other House Exams, students will use their own A4 Pad.

(e) Exam Centres should be locked at the end of each exam session by the supervisor. Please ensure that both sides of double doors are locked.

(f) Rules and regulations for state exams are given to each student prior to the mock exam.

5.Sanctions

(a) Isolate students within the exam centre as far from peers as possible.

(b) Students who do not sit quietly when finished should be given additional work e.g. a penalty sheet

(c) Students causing **major disruption** will be treated in line with the code of behaviour for a student causing major disruption in a class i.e. contact Principal or Deputy Principal who will remove student from the centre.

This policy was ratified by the Board of Management on May 1st 2018 and will be reviewed on a regular basis.

Borrisokane Community College
Special Education Needs Policy.

Mission Statement

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

Inclusion:
The school makes provision for inclusion of all students including those with Special Educational Needs (SEN).   The following areas are covered in the school plan which is updated annually.
- The school admission policy
- The school attendance strategy
- The promotion of a school ethos
- Procedures for arranging the transfer of students from primary schools, from other post-primary schools and to third level institutions and the world of work.

Inclusion in education refers not only to students with SEN, but also to embracing within the school all students who have learning differences - for example
- those who are members of the Traveler community,
- those living in areas of social or economic deprivation,
- those from other cultures, whose first language may not be English or Irish.

Inclusion does not seek to remove or disregard differences between individuals: in its essence, inclusion implies the right to appropriate education.
It aims to enable all students to fully belong to the school community (DES, 2007).
From our mission statement it is the policy of Borrisokane Community College to cater for the inclusion of all students including those with special educational needs.
Under Circular No 0014/2017 (CL14/17) a new allocation system has been set up in the school to address the needs of students who need extra support
This policy has been drawn up in consultation with staff, parents and the Board of Management of the school.

SEN Plan:
The SEN team have drawn up a SEN plan. This details the roles and responsibilities of staff, parents, outside agencies and the Board of Management with regard to students who have special educational needs. It also outlines the different categories of SEN and strategies that can be used to differentiate teaching for these students.

Transition from Primary to Secondary
 The early identification of students who have special educational needs is of extreme importance.   In line with our special education needs plan the following procedures will take place prior to students commencing at Borrisokane Community College.
a. Parents will be requested to provide information on special learning needs on the enrolment form.   If Psychological reports and any other relevant professional reports are available parents should provide a copy to the school.
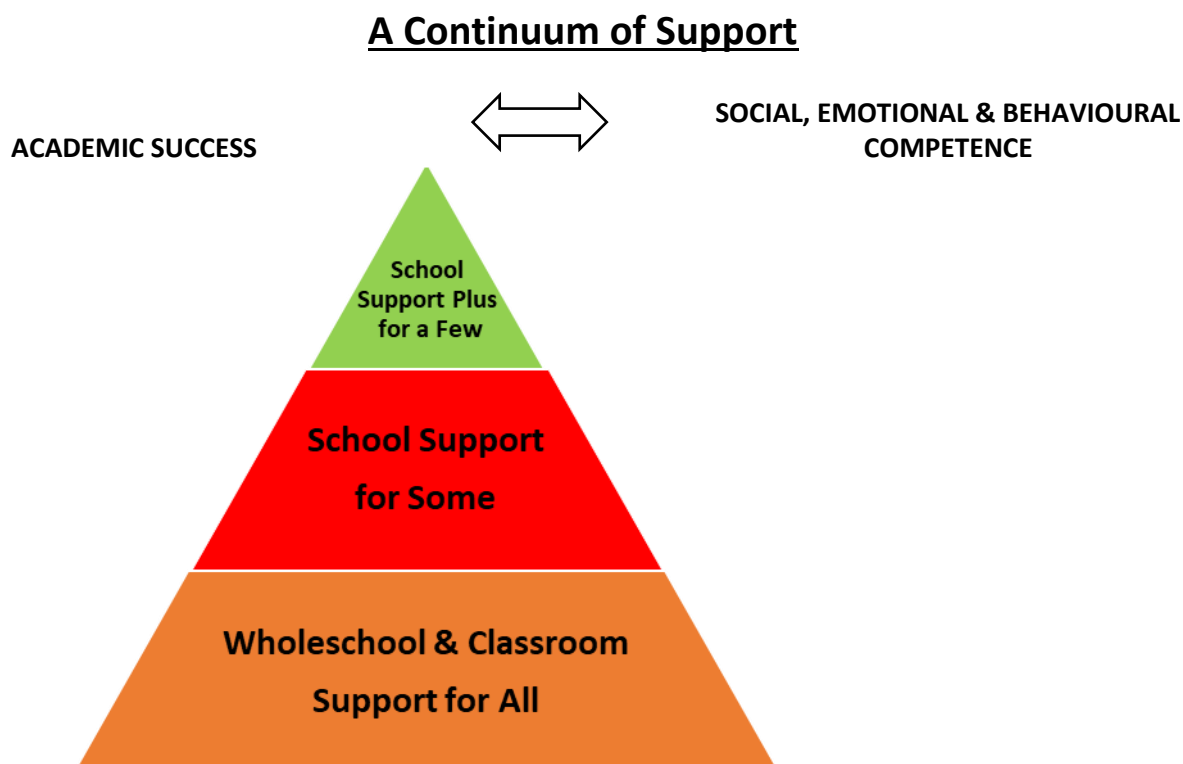
b. After enrolment information on all students will be requested from their previous school. Permission for requesting this information indicating results of screening tests will be sought from parents on the enrolment form. All Primary schools should submit student passports prior to transition. If possible previous learning plans should be made available to the SEN team. A transition package is available from Borrisokane Community College on request.

c. If Psychological Reports are available which indicate the child requires resource teaching hours and/or learning support the school will allocate support under the new allocation model C14/17 based on need. Special Needs Assistant applications will be made to the National Council for Special Education in conjunction with the Special Education Needs Organiser in line with current circulars from the Department of Education and Skills.

d. Students who are allocated additional teaching hours by the school will be provided with their support through individual, small group and team teaching interventions. Where appropriate a reduced timetable may be recommended. If special needs assistant hours are allocated the school will decide how to allocate them to the child to address their individual needs.

Identification:

The needs of pupils with special educational needs can best be considered in terms of a continuum and therefore, support given is also on the basis of a continuum. Borrisokane Community College follows guidelines set out by NEPS for the continuum for Support post primary. Stage 1 refers to support for ALL, this is a process of prevention, effective mainstream teaching and early identification. Stage 2 refers to School Support (for Some), this is an assessment and intervention process which is directed to some students, or groups of students who require some additional input. Finally, Stage 3 refers to School Support Plus (for a Few) is generally characterised by more intensive and individualised supports. This level of intervention is for students with complex and/or enduring needs and relatively few students will need this level of support.

A Continuum of Support

ACADEMIC SUCCESS

SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

School Support Plus for a Few

School Support for Some

Wholeschool & Classroom Support for All

Developing a student support plan is the outcome of a problem-solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

In line with Circular 14/17 when identifying students for support, Borrisokane Community College considers the following:

- Standardised tests can be used to screen and identify students' performance in reading and mathematics. Those students performing below the 10th percentile should be prioritised for support in literacy and numeracy.
- Students who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also consider needs set out in professional reports, where available.
- Students with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties.
- Students who have Specific Learning Disabilities.
- Students with significant Special Educational Needs. For example, students with significant learning, behavioural, emotional, physical and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programs that are tailored to their needs.
- Schools should also carefully consider the needs of other students who may present with a range of learning whose interaction may present a significant barrier to the students' learning and ability to access the curriculum.
- Students who have additional literacy or language learning needs including those students who need additional English Additional Language Support.

Diagnostic Screening and Referrals

In the first term of the child commencing their education at Borrisokane Community College a screening test (CAT 4) will be conducted by the Guidance Counsellor with the aid of the SEN department where appropriate. A reading test (NGRIT) and a math's test (PTM) will also be administered during the first term. These tests are reviewed and may be used as one form of evidence to establish if a student needs extra support in school in line with the NEPs Continuum of Support

Borrisokane Community College follows the staged approach to intervention from the National Educational Psychologist Service (NEPS). If concerns are raised about a student, strategies are first put in place in the classroom by the mainstream teacher who may liaise with the SET teacher for advice and put in place a classroom support plan in line with stage 1 of the NEPs continuum of Support. If this is not successful, the mainstream teacher can refer the student using the SEN referral form (which is available on SharePoint and the SEN noticeboard) as per the SEN plan. The student may receive some learning support and be referred to the SEN department for assessment. At this time the student may be put on stage 2 of the Continuum of support and offered learning support or depending on these results the student may then be referred for further testing by NEPS or other relevant agencies.

Parents can also contact the schools to discuss any concerns they may have regarding their child with the SEN department.

Planning for SEN:

Student support files will be compiled from the Psychological Reports (where available), formal and informal assessments and parent and teacher observations. A Student Support file will be completed using the template devised by NEPS. Input from mainstream teachers, parents and students may be used to compile the student support plan. It is the responsibility of mainstream teachers to make themselves aware of all students with Special Educational Needs that they teach. To aid in this, a list is made available of all students in the school who require resource or learning support. Also, the SEN team will disseminate information to teachers as appropriate on an on-going basis. SET teachers are available to give advice on inclusion and how to differentiate the curriculum for students with SEN to all staff where appropriate.

From time to time the SEN department will organize whole staff CPD on relevant SEN's. All staff are encouraged to attend where possible.

Educational Planning:

As stated in CL 14/17 educational planning is an essential element of a whole-school approach to meeting students' needs. A student's educational support plan should include clear, measurable learning targets, and specify the resources and interventions that will be used to address student needs in line with the continuum of support process. Individualised support plans for students should be developed through a collaborative process involving relevant teachers, parents/guardians, the students themselves and outside professionals, as necessary. The individualised planning process should include regular reviews of learning targets as part of an ongoing cycle of assessment, target setting, intervention and review.

The Role of the Classroom Teacher

Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in his/her class, including any student with a special educational need. The class teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with special educational needs.

It is the responsibility of the classroom teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued.

In line with Continuum of Support Guidelines, the class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a central role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist, and the local Special Educational Needs Organiser.

The classroom teacher will also make specific accommodations for students within the class as a result of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.

Additional Teaching Support

Many children require additional teaching support in schools. In such circumstances, the classroom teacher will be supported by Special Education Teachers, who will have access to additional training in the area of special education, and who will work closely with the class teacher to provide additional teaching support for children with special educational needs.

The classroom teacher, in consultation with the Special Educational Teacher as required, will consider ways in which the curriculum can be differentiated or adapted to suit the needs of individual students. This may also involve identifying the most appropriate teaching strategies and programmes to meet the student's needs, and whether additional teaching supports are required. Parents should normally be consulted as part of this process.

Curricular Inclusion:

It is the policy of Borrisokane Community College, to include all students in mainstream classes where appropriate and when it is in their best interest to do so. Where withdrawal is necessary students are removed from Irish (where a student has a certificate of exemption) and non-exam classes where appropriate. Students who have been identified as needing extra support in English and Maths may receive team teaching support.

In consultation with the Guidance Teacher, Mainstream Teacher, Special Education Teacher, Parents and Principal a reduced timetable may be recommended and arranged to facilitate learning support (see SEN plan).

Gifted Children: Students who fall within the gifted and talented range are acknowledged. The school will follow the NCCA guidelines in supporting these students.

In Line with Cl 14/17 additional teaching support can be provided in a variety of ways. The special educational teacher might work in the classroom with the class teacher or withdraw students in small groups and/or individually for a period of time (depending upon the nature of student's needs) for intensive teaching of key skills. The range of teaching supports should include team-teaching, small group teaching and, where necessary, individualised teaching to address specific learning needs.

Individualised learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one-to-one or group tuition. Configurations of team-teaching have been shown to

provide an appropriate model for engaging with individual needs in the collective setting of the classroom. As necessary, this can be combined with withdrawal for intensive teaching of specific skills, based on level of need.

Irish Exemptions:

In line with our Irish Exemption Policy and Department of Education & Skills Circular 10/94 parents of students who meet the criteria for an Irish Exemption must complete an application form and apply to the School Principal for the Irish Exemption.

Reasonable Accommodations for the Certificate Exams (RACE).

If a student meets the criteria for RACE within Department guidelines for RACE every effort will be made to accommodate these in our in-house exams (See SEN plan) where possible.

An application may be made to the State Examinations Commission with regard to accommodations for the Junior Certificate and Leaving Certificate exams.

Literacy and Numeracy

Literacy and numeracy are key areas within the SEN department. Special Education teachers may assess literacy and numeracy of students with SEN. The following are some of the formal assessment tests are available to teachers, WRAT IV, WIAT II Teachers edition etc. along with   informal assessments
(See SEN plan for further information)

Self-Evaluation

The SEN team are constantly reviewing initiatives it provides and looking for ways to improve the support it offers. Currently this process takes place informally during discussions between members of the team and formally in team meetings. In September during the first subject department meeting the SEN team sets targets that it aims to achieve in the coming year. At the end of the year the team reviews the progress made on goals set previously and any outstanding issues are discussed. (See SEN plan)

Policy review: This policy was reviewed during the school year 2017/2018.

This policy was ratified by Borrisokane Community College Board of Management on June 14th 2018.

The Policy will be reviewed on a regular basis.

Borrisokane Community College
One-to-One Policy – Counselling and Teaching

Mission Statement

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

It is the policy of this school that one-to – one counselling and teaching is often in the best interest of the student. Where one-to one sessions occur, this will take place in an open environment i.e. staff member and pupil visible through a glass panelled door.

One-to-One counselling (External Counsellor/Guidance Counsellor) Procedure
General

The external counsellor is a fully qualified IACP counsellor and garda vetted. The guidance counsellor is a fully qualified guidance counsellor member of the Teaching Council and Garda Vetted.

As a full member of the (IACP) Irish Association for Counselling & Psychotherapy the counsellor is compliant with IACP the Code of ethics and practice for Counsellors/Psychotherapists. The guidance counsellor is a full member of the Institute of Guidance Counsellors (IGC) and is available to attend five sessions of Supervision through the IGC each academic year.

The counsellor will have sensible regard for the student's beliefs and values. They will work in ways to promote the students' personal autonomy, freedom of choice and self-direction.

The counsellor records a list of students detailing who they met on a one-to-one basis and relevant notes regarding the sessions.

All one-to-one meetings with students take place in the counselling/guidance office.

Any concerns (Child Protection) that the counsellor has regarding the safety of a student is discussed with the Principal (DLP) as a matter of urgency. If the principal is unavailable, the issue will be discussed with the Deputy Principal (DDLP).

Responsibilities and Duties of the Counsellor:

Students may be referred to the external counsellor by the Student Support Team following consultation with the Principal. Students may be referred to the Guidance Counsellor by the Student Support Team, Year Head, SEN team or can self-refer. In the sessions the counsellor should always be mindful of

- their role and explain the boundaries within the counsellor/student relationship

- their qualifications, areas of expertise and relevant limitations

- the nature of counselling activities involved and the reasons for undertaking them and the benefits to the student in the case of counselling

- any referral options which may benefit the student where any presenting issue is beyond the external counsellors current level of competency

- confidentiality in the counselling process and the limits of confidentiality

- the students right to engage in and withdraw from involvement in the process at any stage

- seeking consent in advance from parents/guardians for the student to attend counselling session(s). Written permission will be obtained from at least one parent/guardian prior to the commencement of therapy.

- keeping all written records in a locked filing cabinet in the guidance counselling/Principal's office. When making or keeping records, care should be taken to distinguish between fact, observation and opinion and, to include only such information as is required for the purpose of professional involvement with the student. Where a decision is made, the basis for the decision is noted. Statutory and data protection responsibility with regard to records applies to all media, whether written hardcopy, electronic or digitally recorded.

One-to-One Meeting/Teaching with Students
General
All one-to-one **meetings** with students take place in an open environment with a glass panelled door. One to one **teaching may** occur between students and Special Education teachers. Work carried out by Special Needs Assistants will also be completed in an open environment under the direction of a class teacher. From time to time outside professionals may be required to meet with/assess students in a one to one setting. This includes visits from external agencies for example, NCSE, NEPS, SEC, TUSLA etc. All personnel working with children on a one to one basis must be Garda Vetted.

Responsibilities and Duties of Teachers
Teachers have a responsibility to inform students of the extent and limitations of confidentiality with respect to the schools policies and safe guarding of the wellbeing of the student. Students should be informed of the limits of confidentiality where information about them may need to be shared. If issues of safety override those of confidentiality and a concern around child protection arises the concern will be discussed with the DLP as a matter of urgency. DLP/Principal will inform parents of any child protection related issues in line with Child Protection procedures.

Record Keeping and Access to Records
All written records are kept in a locked filing cabinet in the teacher's office and/or recorded on School IT based reporting system. When making or keeping records, care should be taken to distinguish between fact, observation and opinion and, to include only such information as is required for the purpose of professional involvement with the student. Where a decision is made, the basis for the decision is noted. Statutory and data protection responsibility with regard to records applies to all media, whether written, hardcopy, electronic or digitally recorded. For SEN students all student support files recorded and stored in accordance with the SEN Policy.

This policy was ratified by Borrisokane Community College Board of Management on June 14th 2018. This Policy will be reviewed on a regular basis.

Borrisokane Community College

FIRST AID POLICY

Mission Statement

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

The **First Aid Policy** at Borrisokane Community College is in operation to ensure that every student, member of staff and visitor will be looked after in the event of an accident or becoming unwell.

In the event of an accident all members of the school community should be aware of the following procedure.

Aims:

The aims of the First Aid Procedures are as follows:

- To assess and treat minor injuries.
- To identify major injuries and treat same.
- To provide basic First Aid treatment for minor injuries.
- To provide a common approach for administering First Aid
- To ensure that safe practices are being followed in the administration of First Aid.

First Aid Procedures

Minor accident or injury is one where a child has received scrape, graze, bump or minor cut to arm, leg or body.

Serious accident or injury is one where child has received injury which may require further treatment, or <u>any head injury</u>.

First Aid will be given to a student who becomes unwell during school activities.

Location of First Aid:

There is a First Aid box in the staff room and in all practical classrooms in the school. The post holder with responsibility for First Aid will replenish the First Aid boxes and ensure that they contain all necessary equipment. Teacher should inform post holder when supplies are needed.

Administering First Aid

All staff members will treat pupils requiring First Aid.

Content of First Aid Kit:

- Disposable gloves, Icepack, Sterile Saline Pods, Surgical Tape, Bandages, Moist Sterile Wipes, Dressing, Scissors.
- Travel First Aid Bags are taken by the teacher on out of school activities.

Treatments:

- Cuts, grazes, blood injuries –Staff member, while wearing disposable gloves cleans wound using sterile wipes.
- All gloves and waste are discarded after each injury.
- Sprains/suspected breaks – ice pack applied. Parents/Guardians are contacted if necessary.
- Head Injuries are always checked and reported to management. The injured child is monitored, and Parents/Guardians are notified.
- The purpose of the telephone call is to alert Parents/Guardians of the possibility of concussion symptoms emerging later, when child has left school.

Treatment of Serious Injury

- In case of emergency, teacher present will call for support.
- Management will be notified and if it is considered prudent, an ambulance will be called. Parents/Guardians will be contacted.
- Medication will be given in accordance with Administration of Medication Policy.

Records:

- An Accident Report Form is filled out for all serious injuries or accidents. Accident Report Form available from the school office.
- These records are submitted to Tipperary ETB, and a copy is retained in the school office.

Enrolment:

- Child's enrolment form allows Parents/Guardians to inform the school regarding a pupil's health/allergies.
- Parents should inform the school if there is any updated information.
- Staff will be informed as appropriate.

Staff Training.

- Staff training is organised through Tipperary ETB.

This policy was ratified by Borrisokane Community College Board of Management on June 14th 2018.

This Policy will be reviewed on a regular basis.

Borrisokane Community College
Administration of Medicines Policy

Mission Statement

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

This policy has been formulated by Borrisokane Community College. This policy has been prepared with reference to 'Managing Chronic Health Conditions at school – a resource pack for teachers and parents' prepared by the Asthma Society of Ireland, Diabetes Federation Ireland, Brainwave the Irish Epilepsy Association and Anaphylaxis Ireland.

The aims of this policy are
- To meet the needs of students who require administration of essential medications during the school day, in compliance with legislation and in line with best practice.
- To protect school representatives by ensuring that any involvement in medication administration complies with legislation and best practice guidelines.

Content

Non-prescription medication will not be stored or administered in the school. Students are not permitted to carry non-prescription medication in the school and such medications will be confiscated for secure retention and disposal by parents/guardians who will be contacted.

Prescription medication can only be stored/administered in the school following the submission of the written authority of the parents/guardians to the school Principal.
This authority should authorise school representatives and/or Special Needs Assistants to administer the medication and include written confirmation from a medical practitioner that the medication is such that a non-medical person may administer/supervise administration, together with confirmation of the medical dose and circumstances under which it should be given.

School representatives who administer medication will be provided with training as required, and records of any such training will be maintained by the school.

The school reserves the right, after due consideration, to deem the authority to administer medication to be invalid in circumstances where it is inappropriate.

The authority from parents/guardians requesting administration of medicines must be accompanied by the Authority for Administration of Medication – Information and Consent Form (see Appendix), summarising essential information to inform training of staff and safe administration of the medication.

Parents/guardians will also be asked to provide a signed Indemnity Form (see Appendix).

Where a student may require medication, a minimum of three staff representatives will be identified to ensure cover during sick leave, course days, etc. and inform contingency planning.

Parents/guardians will be informed of staff representatives who are authorised to administer medication. Alternative options will be discussed with the student's parents/guardians in circumstances of unavailability.

If it is agreed that the medication can be stored and administered in the school, it will usually be stored in a locked cupboard in the school office. However, where this should pose a hazard (e.g. inhalers or adrenaline auto injector, which may be required urgently), it will be securely stored in a sealed, transparent, unbreakable container labelled with the student's name, expiry date, dosage, circumstances under which it should be administered and consent of the parent/guardian to self-administration, where possible, medication should be self-administered by the student under adult supervision.

It is the responsibility of the parents/guardians to ensure that an adequate supply of medication is in stock and that it has not passed its expiry date. In the event that medication passes its expiry date without being used, the student's parents/guardians will take responsibility for its safe disposal (usually by returning it to the pharmacy).

It may be necessary to store medication in a controlled temperature environment of 4°C in a refrigerator. If this is the case the medications will be stored separately to food and other items. The medication will be stored in a secure container so as to avoid interference/tampering with the medication(s).

A change in medication and/or dosage will require immediate submission of an updated request form to be submitted as outlined above. All changes should be in writing and accompanied by a new consent form so that a current date is included on file. In either case the Request for Administration of Medication – Information and Consent Form will need to be updated. It is the responsibility of the parents/guardians to ensure that the dosage noted on the container in which their child's medication is stored is also amended.

A written record of all medication administered in the school will be maintained. When medication is administered by school representatives to treat an emergency (e.g. allergic reaction, asthma attack, seizure, hypoglycaemia, etc.), parents/ guardians will be notified by telephone. Under certain circumstances, it may be appropriate for an older student to retain medication in their own possession and take responsibility, with the consent of their parent/guardian, for self-medication, and they should engage at all times with the Principal and administrators with regard to any issues identified, failing which, they cannot expect the Authority granted to be of any effect.

The Principal will audit the medication books at least once a year to ensure that the actual administration of medication complies with the information on the Authority for Administration of Medication – Information and Consent Form. Identified discrepancies will be addressed to parents/guardians with whom responsibility for arranging assessment of their clinical relevance (if any) by a physician will rest.

Timeframe for Implementation

This policy will be implemented from the beginning of the 2018/19 Academic Year.

Timeframe for Review
This Policy will be reviewed on a regular basis.

Early review will be undertaken if:

- A clinically significant discrepancy is identified between the medication administered and that authorised on the relevant 'Authority for Administration of Medication – Information and Consent Form'.
- Feedback indicates that any aspect of the policy is causing a student or any other member of the school community undue distress.

Adoption and Communication

The Board of Management adopted this policy at a meeting on June 14th 2018 and the policy is available on the school website.

Authority for Administration of Medication

For the administration of medication to students under 18 years to be signed by a parent/guardian.

Student's name:	
Date of birth:	
Name of medication:	
Dosage:	

Condition for which medication is required:
Under what circumstances should medication be given to the student at school/college?

Other mediation being taken:	

I consent to the student's self-administration of this medication:	Yes	No

GP'S Name:	Phone Number:
1st emergency contact:	Mobile:

2nd emergency contact:	Mobile:

I authorise administration/supervision of medication by school staff in dosage of
……………………………………………,
to………………………………………………………………………………………the
student identified above under the circumstances outlined above.

I understand that information about my child's medical condition and treatment will be shared with school/college representatives and medical personnel as necessary. I also consent to the disclosure of this information to appropriate medical practitioner/s, e.g. in an emergency, and to relevant insurers as required.

Signed: ……………………………………………………………………………. Date: …………………………………………
         (Parent's Signature)

Print name:
………
………………………

Signed: ……………………………………………………………………………. Date: …………………………………………
         (Student's Signature)

Administration of Medicines in Schools/Colleges – Indemnity Form

THIS INDEMNITY made the _____day of 20____ BETWEEN

_____ (lawful father and mother/guardians of)

_____ (hereinafter called 'the parent/guardians' of) the One

Part) AND for and on behalf of Borrisokane Community College Board of Management as administrators of

Borrisokane Community College situated at Ballyhaden, Borrisokane, in the County of Tipperary hereinafter

called 'the Board') of the Other Part.

WHEREAS:

1. The parents/guardians are respectively the lawful father and mother or guardians of

   _____a student of Borrisokane Community College.

2. The student presents on an ongoing basis with the condition known as

   _____

3. The student may, while attending the said educational institution, require in emergency circumstances the

   administration of medication, viz

   _____**\<name of condition\>.**

4. The parents/guardians have authorised administration of the said medication, in emergency circumstances,

   by the said school representatives as may from time to time be available.

NOW IT IS HEREBY AGREED by and between the parents/guardians hereto as follows:
In consideration of the Board entering into the within Agreement, the lawful parents/guardians of the said
student HEREBY ACKNOWLEDGE that the Board, its servants and agents including without prejudice to
the generality the said Principal/course coordinator, staff, and students of the said school can only endeavour
to act in accordance with the extent to which they are informed and AGREE to indemnify and keep
indemnified the Board, its servants and agents including without prejudice to the generality the said
Principal, staff, and students of the said school from and against all claims, both present and future, arising

from any accidental act or omission arising in the course of the administration or failure to administer the said medicines.

Signed: _____
                          PARENTS SIGNATURE

Student Name: _____

Borrisokane Community College
Work Experience Policy

Mission Statement

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

Purposes of Work Experience:

Borrisokane Community College recognises the value of work experience as part of a programme of study designed to develop the skills and knowledge which will enable students to participate fully and succeed in the workplace and in society. Work experience should:

- Provide learning opportunities not available in the classroom.

- Provide an understanding and appreciation of the workplace environment.

- Allow students to discover personal strengths in a different environment.

- Increase students' self-confidence in relation to applying for employment.

- Allow students to showcase their abilities to an employer.

- Increase the student's chances of securing employment.

Policy Statement

Borrisokane Community College includes appropriate work experience as an integral element of the TY/LCA and LCVP programmes in our college.

Procedures

1. Before placement, preparation for work experience will be done in class.

2. On obtaining a work placement the student and prospective employer will be given/sent an information pack.

3. During the placement, our School/Centre may contact/visit the place of work to monitor progress.

4. On completion of the placement, our School/Centre will request a report from the employer.

5. During and after their placement, students will detail their learning from the process.

Remuneration

Employers are not expected to remunerate students during work placement, or to pay travel or subsistence costs incurred.

Some specific requirements

Certain specific work placements have specific requirements, for example, certification in Manual Handling, First Aid or 'Safe Pass'. Garda vetting will be necessary for students seeking placement in situations where they may be working with children or vulnerable adults. Any students requiring Garda vetting for their placement must ensure it is done in sufficient time for the vetting process to be completed prior to the start date of their placement.

Insurance

Students are covered by Tipperary ETB's insurance during work placement, subject to certain conditions and exceptions as laid out in the Insurance Policy. Students will not be allowed attend work experience unless it is covered by the ETB Insurance Scheme.

Requirements of students on work experience

All students shall be responsible for finding their own work experience placement. When taking up work experience students are expected to represent our college to the best of their ability. Students on work experience remain subject to our college's Code of Behaviour and, in addition, should comply with any guidelines laid down by the employer.

Learning: Students must take responsibility for their own learning while on work experience, in order to gain the maximum benefit from the time spent in the work environment. It is advised that work experience placement should be in a different work environment to that of a family business/part time job/Borrisokane Community College. Students will be prepared for work experience during the World of Work module (LCVP) and appropriate class/modules for TY and LCA prior to going on work experience. All students are required to complete a work experience diary for LCVP/LCA work experience and encouraged to do the same for TY work experience.

Attendance: Dates for work experience will be set in the preceding year of a student entering LCVP/TY/LCA. All work experience shall take place during dates set by the school. Students must be engaged in work experience for the allocated work experience period. Students are expected to be present and punctual at their designated work experience place during normal working hours. All students are responsible for their own transport arrangements to work placement.

Absence: If a student is unable to attend work experience, s/he must inform the employer immediately and contact the course coordinator at Borrisokane Community College.

*Appropriate Dress/***Hygiene:** Many employers have a dress and/or hygiene code, whether due to the nature of their business or for health and safety reasons. Students must comply with this code.

Instructions/Initiative: Students are expected to follow all reasonable instructions issued by employers and to show initiative in their practice. Students should also familiarise themselves as necessary with the policies and procedures of their workplace.

Documentation: All paperwork must be submitted well in advance of each work placement. All work experience requires a Work Experience Agreement signed by the employer and parents/guardians. Students are required to keep/collect all relevant work experience documentation as advised by the class teacher/coordinator.

Health & Safety: While Borrisokane Community College continues to have responsibility for students on work experience, the employer has the same responsibilities for their health, safety and welfare whilst the student is on an employer's premises. As most students undertaking work experience will be under the age of 18 years and in some cases, may be under 16 years, employers facilitating work experience should review the relevant sections of the 'Protection of Young Persons (Employment) Act 1996' to ensure compliance. Parents/Guardians must give full consent for the work placement to take place and be satisfied that these placements are appropriate and safe for their son/daughter.

All employers will be requested to complete the Employer Form below prior to commencement of Work Experience.

Confidentiality: Students must respect confidentiality in relation to observations made while in the workplace. Any issues of concern should be discussed only with their work experience mentor in our college.

If students have a genuine difficulty during work experience, they should contact Borrisokane Community College immediately on 067-27268.

Student responsibilities on Work Experience:
- Be on time and adhere to employers start and finish times.
- Inform the employer and school of any unavoidable absences.
- Respect and comply with all rules, procedures and reasonable requests from the employer.
- Adhere to all health and safety guidelines and procedures.
- Maintain the good name of Borrisokane Community College.
- Respect the employer.
- Respect the place of work e.g. clean up after yourself.
- Report anything that makes you feel uncomfortable to the employer, your parents or the school at the earliest possible time.

- If something arises that causes distress seek support from your parents or the school.
- Pilfering, stealing or interfering with employer's equipment or stock will result in immediate dismissal from work experience and will be dealt with appropriately using the schools code of behaviour.
- Students must work closely with their LCVP teacher / TY/LCA/LCVP Coordinator and keep them fully informed.
- Credits – in order to gain credits for LCA Work Experience, students need to have satisfactory attendance in the work place and in work experience class, complete the work experience diaries and all Key Assignments in class.

This policy was ratified by Borrisokane Community College Board of Management on June 14th 2018.

This Policy will be reviewed on a regular basis.

Work Experience/Work Shadowing Employer Form

Instructions: Please complete the following form & tick the appropriate boxes

Name of Employer: _____

Address of Employer: _____

Telephone Number of Employer:_____

Name of Student: _____

Telephone Number of Student:_____

Description/Nature of Work the student will be undertaking_____
_____

3. Will the student be left unsupervised at any time while working Yes ☐   No ☐

4. Will the student be given tasks involving lifting   Yes ☐   No ☐

If you stated yes briefly explain what the students would be lifting _____

5. Will the student be operating any mechanical machinery   Yes ☐   No ☐

6. Will the student be working with or near hazardous chemicals Yes ☐   No ☐

If you stated yes briefly explain _____

7. Will the student need protective clothing and equipment (PPE)

   Yes ☐   No ☐

If you stated yes will you provide the protective clothing and equipment
Yes ☐   No ☐

8. Will the student be working at a height   Yes ☐   No ☐

If you stated yes briefly explain _____

9. Will you familiarise students with building and emergency procedures in the workplace

Yes ☐   No ☐

10. Name: _____
    Signature: _____
    Date   _____

Thank you for completing this form & for giving the student an invaluable opportunity
In the event of an accident please notify the school immediately

Borrisokane Community College

Policy for External Speakers/Coaches

<u>Mission Statement</u>

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

1. **Policy and procedures for the use of external persons to supplement delivery of the curriculum.**
2. **Policy and procedures for the use of external sports coaches.**

The Board of Management of Borrisokane Community College seeks to provide an open and friendly learning environment, which values and encourages visitors to the school. At the same time the Board has a legitimate interest in avoiding disruption to the educational process and protecting the safety and welfare of the students and staff. It is our aim to make sure that our school is protecting students and staff, during school time and extra-curricular activities and to ensure that visitors comply with the *Policy and Procedures for the use of External Persons to Supplement Delivery of the Curriculum* and the *Policy and Procedures for the use of External Sports Coaches.*

This policy should be read with the following:
- Borrisokane Community College Child Safeguarding Statement

Aims of policy:

The aim of this policy is to provide guidelines for all visitors to the school and in doing so;
- Provide a safe and secure environment for our students and staff.
- Establish protocols and procedures that effectively monitor and manage visitors, whilst not compromising the open and inviting nature of the school.

Type of visitor where this policy will apply:

- Guest speakers to supplement the delivery of the curriculum.
- External sports coaches.

Responsibilities:

The school principal shall have the authority to determine which guest speakers/coaches are permitted as well as the discretion to set any appropriate conditions on the nature and extent of such visits. If a teacher wishes to invite a guest speaker/coach to the school, it is their responsibility to receive prior clearance from the principal.

General requirements for speakers and coaches:

- All curricular support speakers and sports coaches shall report to the school office when arriving/leaving the school premises and sign in/out in the school visitors book (as per notice at school reception).
- All speakers may be requested to produce an appropriate form of identification at reception.
- All external persons to support the curriculum and extracurricular activities must comply with Board of Management and Department of Education & Skills policies, administrative rules and school regulations.

1. **Guest speakers to supplement the delivery of the curriculum**

- Guest speakers may be invited to the school where the principal's authorisation has been sought and where it has been deemed that the use of such a speaker will bring specific knowledge and expertise to enrich the planned curriculum.

- All speakers should have current garda vetting

- Guest speakers and external teachers (even if appropriately vetted) are never left unsupervised with students. The class teacher or supervising teacher is responsible for the students at all times. The school has a responsibility to check out the credentials of the speaker and to ensure that the materials in use by guests are appropriate.

2. **External Sports Coaches**

- Will work under the supervision of a designated teacher.

- Should have a recognised qualification in the activity they are to deliver.

- Must have attended Child Protection vetting

- All coaches should have current Garda Vetting

- Should have appropriate experience of working with young people.

This policy was ratified by the Board of Management on June 14th 2018 and will be reviewed as required.

Section 5

Review and Evaluation

- The School Plan will be revisited at the beginning of each school year by the Staff, Board of Management, Parents Association and Students.

- The developed school policies will be reviewed annually at staff meetings

- Each year a general review of the school will take place and new policy will be developed in areas as needs arise

Part 2 - Developmental Section
Section 1

List of School Priorities 2001-2002
- **Special Needs Education**
- **Substitution/Supervision/Teacher Hobbies/Teacher Induction**
- **Admissions Policy**
- **Healthy Living**
- **Physical Appearance of School**

List of School Priorities 2002-2003
- **Special Needs Education**
- **Subject Options**
- **School Environment**
- **Mental Health**
- **Internet Acceptable Use Policy.**
- **Girls Uniform**

List of School Priorities 2003-2004
- **Student Involvement**
- **Achieving to Ability, Subject Options, Teaching/Learning**
- **School Environment and Facilities**
- **Homework, Free Classes, Study, Punctuality, Attendance.**
- **Information Technology**

List of School Priorities 2004-2005
- **Student Achievement, Behaviour, Homework**

- **Finance**
- **Facilities/Resources- Extra Curricular Activities**
- **Curriculum Planning/Coordination, Access to Subjects.**
- **Information Technology:**
- **Healthy Eating Policy Development**
- **A draft Attendance Strategy was developed**

List of School Priorities 2005-2006
- **Student Achievement, Behaviour, Homework**
- **Finance**
- **Facilities/Resources- Extra Curricular Activities**
- **Curriculum Planning/Coordination, Access to Subjects.**
- **Information Technology:**
- **Social Personal & Health Education Policy**
- **Student Support**
- **Guidance Plan**

List of School Priorities 2006-2007
- **Subject Department Planning**
- **Student Motivation and Homework**
- **Review of Posts of Responsibility**
- **Healthy & Safety Review**

List of School Priorities 2007-2008
- **Subject Department Planning**
- **Weight of School Bags**
- **Guidance Plan**
  - **Changing Subjects and Levels**
- **Awards Ceremony**
- **Book Scheme**
- **Pastoral Care Policy**
- **Review of Role of Class Tutor – Special Duties Management Team**
- **Finance Policy**

List of School Priorities 2008-2009
- **Subject Department Planning**
- **Review of Code of Behaviour**
  - **Mentoring**
  - **Charters**
- **Fundraising Policy**
- **Healthy Living and Healthy Eating Policy review**
- **Anti Bullying Policy review**
- **Special Needs Policy Review**
- **Team Teaching training**
- **Integrating Information and Communications Technology**

List of School Priorities 2009-2010

- **Subject Department Planning**
- **Policy on Irish Exemptions**
- **Homework Policy**
- **Exceptionally Able Students Policy – Draft policy developed**
- **EAL students policy – Draft policy developed**
- **ICT Review – Audit carried out**
- **Code of Behaviour**
  - NBSS
    - **Low level disruption**
    - **Behaviour Plans**

List of School Priorities 2010-2011

- **Subject Department Planning**
- **Develop an Assessment Policy**
- **Learning School Project**
- **Building Project**
- **Review Special Needs Policy**
- **Code of Behaviour review**
- **Develop the Autism Unit**
- **Transition from Primary to Post Primary**

List of School Priorities 2011-2012

- **Review the Anti-Bullying Policy**
- **Ensure that resources for all subject areas in the new school are fitting for 21st century education. Plan for the integration of ICT into all subject areas.**
- **Review the Posts of Responsibility in the light of further cutbacks**
- **Focus on improvements in Teaching & Learning through the Learning School Project Model**
- **Focus on specific issues in relation student behaviour and organisation**
- **Continue review of Special Needs Policy.**
- **Use Self Evaluation as a tool for school improvement**
- **Review the provision of extracurricular activities**
- **Review the support to students and parents in making Subject Choices.**
- **Review the Health and Safety Guidelines from the HSA.**
- **Complete the extension to the canteen to provide additional recreational facilities for students.**
- **Subject Department Planning**

List of Priorities 2012 2013

- **Implementation of the revised Anti-Bullying Policy**
- **Improve the integration of ICT into all subject areas.**
- **Complete the review of the Posts of Responsibility.**
- **Review the Special Needs Policy**
- **Develop a Policy on Data Protection**
- **Focus on Numeracy across all subject areas.**
- **Focus on improvements in Teaching & Learning through the Learning School Project Model**
- **Focus on specific issues in relation student behaviour and organization**
- **Use Self Evaluation as a tool for school improvement**

- **Focus on School Attendance**
- **Review the Health and Safety Guidelines from the HSA**
- **Complete the extension to the canteen, new school buildings and additional carparking.**

List of Priorities 2013 2014
- **Continue the integration of ICT into all subject areas and develop the ICT Plan.**
- **Focus on Numeracy & Literacy across all subject areas.**
- **Focus on Student Motivation and Homework Completion**
- **Focus on School Attendance and Punctuality**
- **Develop a Green School Policy**
- **Focus on improvements in Teaching & Learning through the Learning School Project Model**
- **Use Self Evaluation as a tool for school improvement**
- **Review the Health and Safety Guidelines from the HSA and update the Health & Safety Statement to take account of the new school buildings**
- **Increase student accommodation and develop the three storey workhouse buildings and toilets in the canteen.**
- **Review the LCA Programme**

List of Priorities 2014 2015
- **Focus on Numeracy & Literacy across all subject areas concentrating on School Improvement Plans Targets and Actions.**
- **Focus on Attendance, Punctuality and Homework Completion**
- **Achieve the first Green School Flag**
- **Complete the additional accommodation in the Three Storey Building**
- **Develop an area in relation to Teaching & Learning**
- **Achieve Inclusive Education Status for the school in line with the Inclusive Education Framework**
- **Continue the integration of ICT into all subject areas and further develop the ICT Plan.**
- **Support new staff and review Induction Policy**
- **Develop a Health Promoting School**

List of Priorities 2015 2016
- **Focus on Numeracy & Literacy across all subject areas concentrating on School Improvement Plans Targets and Actions.**
- **Focus on Attendance, Punctuality and Homework Completion implementing targets for the School Improvement Plan – Teaching & Learning. Focus on student motivation.**
- **Continue Green School Initiatives**
- **Complete the additional accommodation in the Three Storey Building**
- **Achieve Inclusive Education Status for the school in line with the Inclusive Education Framework**
- **Continue the integration of ICT into all subject areas and further develop the ICT Plan.**
- **Achieve Health Promoting School Status**
- **Review school policies in the following areas – Management Team member to coordinate with the support of a team:**
  1. Substance Use Policy - Marianne
  2. Healthy Eating & Healthy Living Policy - Orla
  3. School Attendance Strategy - Suzanne
  4. Book Scheme Policy - Paula
  5. ICT Policies – Tomas
  6. Induction of Staff – Mary

7. Develop School Tour Policy – Noel
8. Diagnostic Testing Policy – SEN Team

Priorities for school year 2015/2016
- ► Focus on Numeracy & Literacy across all subject areas concentrating on School Improvement Plans Targets and Actions.
- ► Focus on Attendance, Punctuality and Homework Completion implementing targets for the School Improvement Plan – Teaching & Learning. Focus on student motivation.
- ► Continue Green School Initiatives
- ► Complete the additional accommodation in the Three Storey Building
- ► Achieve Inclusive Education Status for the school in line with the Inclusive Education Framework
- ► Continue the integration of ICT into all subject areas and further develop the ICT Plan.
- ► Achieve Health Promoting School Status
- ► Further Develop the Students Council
- ► Review school policies in the following areas
  - ► Substance Use Policy
  - ► Healthy Eating & Healthy Living Policy
  - ► School Attendance Strategy
  - ► Book Scheme Policy
  - ► ICT Policies
  - ► Induction of Staff
  - ► Develop School Tour Policy
  - ► Diagnostic Testing Policy

Priorities for School Year 2016/2017:
- • **Focus on Literacy across all subject areas concentrating on School Improvement Plan Targets and Actions.**
- • **Focus on Teaching and Learning in particular Homework Completion and motivation of students through regular testing, tracking and target setting.**
- • **Review the Junior Cycle Programme.**
- • **Focus on Attendance and Punctuality. Implement strategies form School Attendance Strategy.**
- • **Continue Green School Initiatives**
- • **Complete the additional accommodation in the Three Storey Building**
- • **Focus on remaining areas of the Inclusive Education Framework**
- • **Continue the integration of ICT into all subject areas and further develop the ICT Plan.**
- • **Review school policies in the following areas**
  1. ICT Policies
  2. Develop School Tour Policy
  3. Review Homework Policy
  4. Review SPHE Policy
  5. Develop Policy on Well Being

Priorities for School Year 2017-2018:
- • **Continue to Focus on Literacy & Numeracy across all subject areas**
- • **Focus on Teaching and Learning in particular Differentiation, Student Reflection.**
- • **Setup a Mentoring Programme for all students.**
- • **Review the Junior Cycle Programme.**

- **Focus on Attendance and Punctuality. Implement strategies from School Attendance Strategy.**
- **Continue Green School Initiatives**
- **Provide additional dressing rooms.**
- **Further develop the History Project**
- **Continue the integration of ICT into all subject areas and further develop the ICT Plan.**
- **Review school policies in the following areas**
    1. House Exams/State Exams
    2. Special Education Needs Policy
    3. Assessment Policy
    4. One to One Teaching and Counselling
    5. First Aid
    6. Administration of Medicines
    7. Work Experience
    8. External Speakers and Coaches

1. **Priorities for School Year 2018/2019:**
    - **Focus on Literacy & Numeracy across all subject areas concentrating on School Improvement Plan Targets and Actions.**
    - **Focus on Teaching and Learning - Differentiation, Student Reflection, Feedback and Reporting.**
    - **Embed the Mentoring Programme for students.**
    - **Finalise the Junior Cycle Programme.**
    - **Focus on Attendance and Punctuality. Implement strategies from School Attendance Strategy.**
    - **Provide additional Dressing Rooms and Ball Wall.**
    - **Continue the integration of Digital Learning into all subject areas and further develop the Digital Plan.**
    - **Review New Wellbeing Framework from DES**
    - **Review Transition Year Programme**
    - **Review use of Mobile phones and Tablets.**
    - **Review school policies in the following areas**
        1. Digital Media Acceptable Use Policy
        2. Assessment Policy
        3. Healthy Eating and Healthy Living Policy
        4. Wellbeing Policy Review

Priorities for School Year 2019/2020:

- **Focus on Teaching and Learning through the School Improvement Plan Targets and Actions in particular: Success Criteria, Student Reflection, Feedback, Student Voice in the classroom, Literacy and Numeracy.**
- **Review the Mentoring Programme for students and Class Tutor system.**
- **Focus on Attendance and Punctuality. Implement the new Assembly System and keep under review.**
- **Continue the integration of Digital Learning into all subject areas and further develop the Digital Plan.**
- **Review school policies in the following areas**
    1. SPHE/RSE
    2. Attendance Strategy
    3. Guidance Plan
    4. Admissions Policy
    5. Fundraising Policy

Section 3
Subject Department Coordinators 2018/2019

Subject	Coordinator	Subject	Coordinator
Irish	Davina Fogarty	French	Orlagh Heavey
English	Marie D'Arcy	German	Darren O'Connell
Maths	Paula Molloy	Engineering	Macdara MacLochlainn
History	Cait Ryan	Art	Eileen Forde
Geography	Catriona Maher	Business Studies	Martin Hanrahan
Science	Mary Brady	Home Economics	Cornelia Walsh
P.E.	Eileen Kenny	Special Needs	Ramona Morgan
Construction Studies	Mark McGinn	Technical Graphics	Peter Dillon
Music	Noel Cronin	CSPE	Elaine Linehan
SPHE	Marianne Bergin	ICT	Tomas Maher
Guidance	Annette Tierney	LCVP	Elaine Shanahan Dunne
Religion	Clare O'Brien		

Section 4: Policies Developed during School Year 2018/2019

The following policies were developed/updated during the school year and were ratified by the Board of Management at its June meeting.

1. Internet Acceptable Use
2. Healthy Living Healthy Eating
3. Assessment and Reporting
4. Wellbeing Policy

Internet Acceptable Use Policy

School Name	Borrisokane Community College
Address	Borrisokane Co. Tipperary
Telephone	06727268
Email	info@borrisokanecc.ie
Website	http://www.borrisokanecc.ie

This policy was developed during the school year 2018/2019 and approved by the Board of Management on June 10th 2019

Contents

General Approach

The aim of this Internet Acceptable Use Policy (AUP) is to ensure that pupils will benefit from the 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. If the school AUP is not adhered to this privilege may be withdrawn and appropriate sanctions will be imposed in line with our code of behaviour.

When using the internet pupils, parents and staff are expected:

- To treat others with respect at all times.
- Not undertake any actions that may bring the school into disrepute.
- Respect the right to privacy of all other members of the school community.
- Respect copyright and acknowledge creators when using online content and resources.

This Acceptable Use Policy applies to pupils who have access to and are users of the internet in Borrisokane Community College.

- It also applies to members of staff, volunteers, parents, carers and others who access the internet in Borrisokane Community College.

Misuse of the internet may result in disciplinary action, including written warnings, withdrawal of access privileges, detention and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Borrisokane Community College will deal with incidents that take place outside the school that impact on the wellbeing of pupils or staff under this policy and associated codes of behaviour and anti-bullying policies. In such cases Borrisokane Community College will, where known, inform parents/carers of incidents of inappropriate online behaviour that take place out of school and impose the appropriate sanctions.

Borrisokane Community College implements the following strategies on promoting safer use of the internet:

- Pupils will be provided with education in the area of internet safety as part of our implementation of the SPHE, CSPE AND Digital Learning curriculum.
- Internet safety advice and support opportunities are provided to pupils in Borrisokane Community College through our SPHE, ICT, Cairde programmes and by class teachers.

- Teachers will be provided with continuing professional development opportunities in the area of internet safety.
- Borrisokane Community College participates in Safer Internet Day activities to promote safer more effective use of the internet.

This policy and its implementation will be reviewed regularly by the following stakeholders:
- Board of Management, teaching staff, pupils and parents.

This policy has been developed in consultation with the school community including: Principal, Deputy Principal, teachers, pupils, parents/carers, and representatives of the Board of Management.

The school will monitor the impact of the policy using:
- Logs of reported incidents.
- Surveys and/or questionnaires of pupils, parents, and teaching staff.

Should serious online safety incidents take place, the relevant Year Head should be informed.

The implementation of this Internet Acceptable Use policy will be monitored by the Digital Learning Committee.

Content Filtering

Borrisokane Community College has chosen to implement the following level on content filtering on the Schools Broadband Network:

- Level 6: This is the widest level of content filtering available. This level allows access to millions of websites including games and YouTube and allows access to personal websites category, and other similar types of websites, such as blogs. It allows access to websites belonging to the personal websites category and websites such as Facebook belonging to the Social Networking category.

Pupils taking steps to by-pass the content filter by using proxy sites or other means may be subject to disciplinary action, including written warnings, withdrawal of access privileges, detention and, in extreme cases, suspension or expulsion.

Web Browsing and Downloading

Pupils will not intentionally visit internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.

Pupils will report accidental accessing of inappropriate materials in the classroom to their teacher.

Pupils will report accidental accessing of inappropriate materials in school but outside the classroom to their Year Head or Class Tutor.

Pupils and staff will not copy information from the internet without acknowledging the creator and referencing the source of the content.

Pupils and staff will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Pupils will use the school's internet connection only for educational and career development activities.

Pupils will not engage in online activities such as uploading or downloading large files that result in heavy network traffic which impairs the service for other internet users.

Pupils will not download or view any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.

- Use of file sharing and torrent sites is allowed with staff permission.

- Downloading by pupils of materials or images not relevant to their studies is allowed with staff permission.

Email and Messaging

- The use of personal email accounts is only allowed at Borrisokane Community College with expressed permission from members of the teaching staff.
- Pupils should not under any circumstances share their email account login details with other pupils.
- Pupils should not use school email accounts to register for online services such as social networking services, apps, and games.
- Pupils should only use school email to communicate with peers about school related material.
- Pupils should be aware that email communications are monitored.

Pupils will not send any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.

Pupils should immediately report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.

Pupils should avoid opening emails that appear suspicious. If in doubt, pupils should ask their teacher before opening emails from unknown senders.

Social Media

The following statements apply to the use of messaging, blogging and video streaming services in Borrisokane Community College:

- Use of instant messaging services and apps including Snapchat, G Chat etc. is not allowed in Borrisokane Community College.
- Use of blogs such as Tumblr etc. is not allowed in Borrisokane Community College.
- Uploading to video streaming sites such as YouTube and Vimeo etc. is with express permission from teaching staff.

Staff and pupils must not use social media and the internet in any way to harass, insult, abuse or defame pupils, their family members, staff, other members of the Borrisokane Community College Community

Staff and pupils must not discuss personal information about pupils, staff and other members of the Borrisokane Community College Community on social media.

Staff and pupils must not use school email addresses for setting up personal social media accounts or to communicate through such media.

Staff and pupils must not engage in activities involving social media which might bring Borrisokane Community College into disrepute.

Staff and pupils must not represent your personal views as those of Borrisokane Community College on any social medium.

Borrisokane Community College will avoid publishing the first name and last name of pupils in video or photograph captions published online.

Personal Devices

Pupils using their own technology in school should follow the rules set out in this agreement, in the same way as if they were using school equipment.

The following statements apply to the use of internet-enabled devices such as tablets, gaming devices, and digital music players in Borrisokane Community College:

- Pupils are allowed to bring personal internet-enabled devices into Borrisokane Community College.
- Pupils are only allowed to use personal internet-enabled devices during lessons with expressed permission from teaching staff.
- Pupils are allowed to use personal internet-enabled devices during social time in line with our mobile phone and tablet policy.

Images & Video

Care should be taken when taking photographic or video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

At Borrisokane Community College pupils must not take, use, share, publish or distribute images of others without their permission.

Taking photos or videos on school grounds or when participating in school activities is only allowed with permission from staff.

Written permission from parents or carers will be obtained before photographs of pupils are published on the school website or social media.

Pupils must not share images, videos or other content online with the intention to harm another member of the school community regardless of whether this happens in school or outside.

Sharing explicit images and in particular explicit images of pupils and/or minors is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved. Sharing explicit images of other pupils automatically incurs suspension as a sanction.

Borrisokane Community College will avoid publishing the first name and last name of pupils in video or photograph captions published online.

Cyberbullying

When using the internet pupils, parents and staff are expected to treat others with respect at all times.

Engaging in online activities with the intention to harm, harass, or embarrass another pupil or member of staff is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved.

Measures are taken by Borrisokane Community College to ensure that staff and pupils are aware that bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyber-bullying even when it happens outside the school or at night.

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 will be dealt with, as appropriate, in accordance with the school's code of behaviour.

The prevention of cyber bullying is an integral part of the anti-bullying policy of our school.

School Websites

Websites may only be created with permission of a teacher.

Pupils will be given the opportunity to publish projects, artwork or school work on the internet in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website.

The website will be regularly checked to ensure that there is no content that compromises the safety, privacy, or reputation of students or staff.
Webpages allowing comments or user-generated content will be pre-moderated and checked frequently to ensure that they do not contain any inappropriate or offensive content.

The publication of student work will be coordinated by a teacher.

Borrisokane Community College will use only digital photographs, audio or video clips focusing on group activities. Content focusing on individual students will only be published on the school website with parental permission.

Personal student information including home address and contact details will not be published on Borrisokane Community College web pages.

Borrisokane Community College will avoid publishing the first name and last name of pupils in video or photograph captions published online.

Borrisokane Community College
Healthy Living and Healthy Eating Policy

Mission Statement:

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

Introduction:

In Borrisokane Community College all students will be given the opportunity to choose a lifestyle that is active, healthy and meaningful. This will contribute to the preparation of the student for a life of autonomous wellbeing.

During the school year 2018/2019, a committee was formed to update this policy. The policy adopts a whole school approach that involves students, teachers, canteen caterer, parents and a dietician from the Irish Heart Foundation. High on the agenda was to launch "Wellfest Week" a whole school approach to healthy eating and living and renew the 'Healthy Eating Award".

Rationale:

For young people to achieve their potential it is essential they eat healthily and have a healthy lifestyle, it provides the building blocks for life-long health and wellbeing.

We establish eating habits at a young age, what we eat affects our own immediate health and the choices we make during our youth will determine how healthy we will be in later life. We know from recent Irish and European studies that our young people eat too much sugar, salt and fats and not enough fruit and vegetables. There is a clear link between what we eat and our risk of becoming overweight/obese and of getting heart disease and diabetes. What we eat when we are young has an impact on our quality of life in adulthood. If we encourage young people to choose and enjoy healthy foods, we give them lifetime encouragement to make healthful choices. Young people spend a large part of the day in school where they eat at least one of their main meals. The home plays the major role in determining healthy eating habits for example; eating a nourishing breakfast and lunch allows them to take full advantage of the education provided for them.

Regular exercise is important to teenagers because it helps maintain their physical and mental health. Teens should strive for at least 60 minutes of moderate to vigorous physical activity daily, aiming to spend less time being sedentary and more time being active, according to Teens Health. If teenagers can discover physical activities they enjoy, they are more likely to exercise on a regular basis and continue exercising into adulthood. So again we can make an important contribution here.

A **whole school approach** is recommended as it creates a sense of ownership. This involves providing a physical and social environment that encourages healthy eating. Teaching healthy eating and healthy living skills that extend outside of the classroom- Developing Important Life-skills. Having consistent healthy eating messages throughout the whole school.

Our policy is both timely and critical for the health and development of children especially due to the recent research highlighting increase in teenage obesity and diabetes.

- Healthy Ireland Survey (2015) established that 1 in 5 secondary school aged children are overweight, moreover 15% of the population aged 15 and over are considered overweight or obese
- 85,000 of our young people will die prematurely from obesity
- Irish teenagers aged 15 to 19 have the 10th highest obesity level in the developed world
- The prevalence of diabetes is increasing rapidly

Aims and Objectives

This policy aims to help all involved in our school - students, parents, and staff – to develop a positive attitude towards eating and an appreciation of the contribution that good food makes to our physical and mental health.

The policy will:

- Contribute to the nutritional knowledge of the students so as to help them develop the skills and confidence needed to make healthy food choices.
- Actively encourage all members of the school community to avail of the healthier alternatives available to them.

- Foster positive attitudes towards food with a view to improving concentration, learning and physical energy levels.
- Include all members of the school community in the development and promotion of this policy

Success Criteria
The success of this policy will be measured in terms of:
- ✓ how the pupils participate and levels of enthusiasm in relation to healthy eating and living
- ✓ That all families are more aware of and improve their food choices.
- ✓ That teachers continue to note the knock-on effects in terms of good learning.
- ✓ That by taking a cross curricular approach to this initiative, there are benefits to promoting healthy food for healthy minds.

Promoting Healthy Eating in the Canteen
Healthy Eating is encouraged by the products available in the canteen and by the pricing structure where the cost of the main course dinner at lunchtime is kept to a minimum.
The following are school food standards that we implement in our canteen as recommended by the Irish Heart Foundation. These guidelines apply to food the whole school day, including breakfasts, morning breaks and lunch. Ideally they form part of the overall health promoting school activities, to help support everyone's efforts in improving our, health and wellbeing

Bread
- Cereals and Grains of One or more portions of food from this group are offered at each meal.
- A choice of wholemeal/grain is included e.g. wholemeal bread, cereal, rice, pasta, potato with skin.
- Starchy food cooked in fat or oil is available no more than three days each week e.g. Chips, wedges.

Fruit and Vegetables
- One or more portions of vegetables or salads is offered as part of a hot meal, or sandwich or as an accompaniment every day.
- A new wider variety of whole or chopped fruit is available all day, every day.
- If desert is offered at meal times, it is fruit based at least twice per week.

Dairy Foods
- At least one portion of food from this group is provided in the canteen every day and low fat options are available e.g. Low fat spread, yoghurt, milk, and cheese.

Meat, Fish, Egg or Beans
- At least one meat or poultry and one other choice of food from this group is offered daily.
- Fish is offered as part of a main dish at least once a week. Oil rich fish is included on the menu at least once a week such as salmon as a main dish or as a sandwich choice.

Healthier drinks
- There is access to fresh drinking water in water fonts throughout the school. There are no sugar sweetened drinks. No added sugar juice drinks and milk (<5% sugar content) are available.

Foods high in Fat sugar and salt
- Foods from the top shelf of the food pyramid e.g. high in fat, sugar and salt are minimised in the school e.g. Standard size chocolate bars, high fat crisps, sweets or sugar sweetened drinks are not available. Alternatives such as unsalted nuts*, cereal bars (<150kcaI), rice & oatcakes, flapjacks etc are available.
- Food that is deep-fried, or batter-coated, or processed is offered no more than twice a week. Wednesday is the only day chips are sold.
- Tuesday, Thursday and Friday are designated healthy days where snacks with less sugar, fat and salt are available like homemade flapjacks and healthier chocolate brownies.

A healthy lunch box includes
- At least **2 portions from the bread/cereals group** e.g. pasta, rice, cous cous, potato etc

- **One portion from the meat and the meat alternatives group** e.g. ham, chicken, beans etc 2-3 portions from fruits and vegetables.
- **One portion from the dairy products**. E.g. yoghurt, milk, cheese etc

The following foods **do not** support a healthy lunch policy and **should be excluded** from your lunch box; crisps, sweets, bars (including chocolate based cereal bars), lollypops, chocolate, winders, chocolate buns and sugar sweetened drinks.

Healthy snack options (Lower in sugar and fat)

Foods from the top tier of the food pyramid should not be included in your child's lunchbox. Sometimes it can be difficult to think of alternatives to these. Here are some tasty alternatives.

- ✓ Fruit (for example, an apple or banana, handful of grapes)
- ✓ Vegetables
- ✓ Plain pop corn
- ✓ Plain breadsticks, unsalted plain or wholewheat crackers, crispbreads or water biscuits served with fruit or cheese.
- ✓ Plain rice cakes.
- ✓ Natural or low fat yogurt with fresh fruit (fresh, frozen or tinned in its own juice)
- ✓ Wholemeal or plain scones.
- ✓ Fruit bun or mini fruit loaf.*
- ✓ A slice of banana bread or home tray bake.*
- ✓ Sugar-free jelly pots or fruit jelly.
- ✓ Pot of custard or rice pudding.

*These are best taken with meals (when they are less damaging to the teeth) and should not be taken too frequently between meals. These snacks are nutritious, but still contain some sugar, fat and salt.

Promoting Healthy Living & Eating

School Meals Programme: Funding is made available from the Department of Social and Family Affairs for needy students. The parents' and student's will be informed of the scheme and how to apply for it. The Principal will decide the eligibility of students based on applications received. Parents must apply every year to avail of this.

Healthy Eating Award: Due to the hard-work of the whole school community with special mention to the canteen caterer and his staff, we have renewed the 'Healthy Eating Award' for all the positive changes that have been made since 2016.

P.E. Classes:

- All class groups in the school have one timetabled 58minute P.E. class each week.
- P.E. Curriculum: Junior students follow the PE syllabus laid down by the Department of Education & Science which includes a number of areas of study representative of a range of practical activities, each of which has particular characteristics and contributes to the attainment of the overall aim of physical education. These areas of study are – Adventure, Athletics, Dance, Invasion Game, Net and fielding games, Gymnastics, Health related activity. We are currently implementing the new JCT short course including CBA's. Transition year and Leaving Certificate Applied students get the opportunity to sample adventure activities in Outdoor Education centres. Transition year students also get to take part in Wheel chair basketball during the year.
- Senior Cycle PE is now offered as an exam subject

North Tipperary Sports Partnership: This is an organization operating in conjunction with the local ETB and the Irish Sports Council. They recently provided funding towards classes in the school where we targeted girls who enjoyed keep fit classes for all levels of fitness as well as designing fitness plans and sports science elements of LC PE. A Sport Leadership Course was also provided for the LCA's for the first time.

Our Student Support Team which meet weekly give many supports to students and the whole idea of Health Promotion has grown from the seeds sown by the student support Team over the years.

The Health Promoting School Committee at Borrisokane Community College organised many events over the past few years including a day that will never be forgotten by those present when Bressie, the band Heathers, Jim Breen from Cycle Against Suicide and local GAA Player Seamus Hennessy addressed the whole school in the Sports Hall. The message from Cycle Against Suicide *"It OK NOT TO FEEL OK AND ITS ABSOLUTELY OK TO ASK FOR HELP"* lifted the roof of the sports hall when it was sung by all present. This is still a strong message that is continuously echoed throughout the whole school. The 'Jim Breen Cycle against suicide' was such a success last year that it has been made an annual event in the school now. This is organised by a combination HPS committee, healthy eating and living committee and the PE department.

Heart Safe School: The school is committed to obtaining Heart Safe School status from the Irish Heart Foundation. Transition Year students obtained training in CPR and this will allow them to train their family members in these lifesaving skills. The school promotes Healthy Eating and Exercise which will help reduce heart disease. There are two AED located in the school, one in the staffroom and one in the office. A large number of staff are now currently trained users. The school was awarded Heart School Status in May 2016.

Ty Future Leaders Programme: is a joint initiative from the GAA and the Professional Development Service for Teachers (PDST). It is a cross-curricular programme comprising of a series of modules designed to encourage maturity, initiative, responsibility and leadership skills in pupils. The Programme gives pupils the knowledge and skills to support all roles required in the effective staging of Gaelic Games. As part of the programme pupils are challenged to organise and run a GAA Super Games Blitz or set up a Super Games Centre for younger students and/or support coaching of younger players in their school or community.

Sli na Slainte: The school has registered with the Sli na Slainte, a health promotion initiative of the Irish Heart Foundation aimed at encouraging people to walk on a regular basis. It also aims to collaborate school and the local communities through physical activities. It maps distance in both Km's and steps for the 3 routes. It gives an estimated time of how long each route should take to give students a indication of fitness levels and to set improvement targets.

Facilities: The school has state of the art facilities: sports hall, fully equipped gym, 4 outdoor courts, soccer pitch, GAA pitch, 1km walkway, athletics track which is available to us by the community when needed. A ball-wall and new changing room facilities are currently under construction.

Extra-Curricular Activities: There is a broad range of activities available to all students including - soccer, hurling/camogie, football, basketball, tennis, athletics, badminton, pool, table tennis, golf, horse riding, aquatics, cycling, 1st year homework club, a supervised library and Junior maths clinic.

Many other activities take place in the school to promote positive health each year including:

- The Friendship Café which opens on Wednesday's and Thursdays, supervised voluntarily by teachers from the Student Support Team
- Mentoring Sessions
- Friendship week
- Anti-bullying awareness week
- Well-fest weekly newsletters emailed to all staff and students
- Retreats
- Fancy Dress for Temple Street feel good fundraiser day
- Speakers for students' staff and parents on various topics which this year involved an invaluable Soar workshop for some 2nd and 5th year Students and a "Let's talk about drugs together programme" delivered over the course of two nights.
- Student council random acts of kindness
- Billy Goulding Fundraiser- 3rd Year sleepover
- Ty Healthy Relationships Programme
- Gender swap non uniform day
- Walk for Living Links
- First year sports day
- Weekly staff after school sports activities

Teaching and Learning
The promotion of healthy eating is addressed through the following subjects- Home Economics, Social Personal and Health Education, Science and Physical Education as well as through social and cultural activities and all extra-curricular activities.

The missing ingredients in school food policy
While health and nutrition education has improved, nutritionists say that Critical Thinking and Cooking Experience are lacking. Students know what they should be eating but they don't read food labels, understand food labels, know portion sizes, understand the function of foods, have no cooking skills and have a conflicting array of claims and beliefs about certain foods. To help address we should maximise the time spent doing Home Economics in 1st year and Transition Year and include elements of Critical Thinking and Cooking Experience in a whole school context during mentoring and well-fest week.

Co-Curricular Activities: The following subject areas will endeavour to support and promote the Healthy Living and Healthy Eating policy – Drama, Religion, Business, Art and English as well as the Transition year, LCA, SPHE and LCVP programmes

Mentoring: A questionnaire was carried out with a sample population of the students to explore current healthy eating and living habits. The results from this gave us a focus for our mentoring session content. A mentoring session was delivered to all students focusing on "Healthy Eating and Living". A power-point was used to generate discussion. Students were shown a you tube clip to show the effects of energy drinks on the body and they were given handouts on healthy eating, food labelling and portion sizes.

Well-fest Week: has now replaced Active Schools Week, Positive Mental Health Week and Healthy Eating week which this year was launched with a Sean and Conor Price fundraiser concert and Noel McGrath as a guest speaker. It comprised of the following: Health and well-being homework activities, Healthy pancakes for sale on pancake Tuesday, Basketball, Soccer Volleyball, Zumba, Rounder's, 6th Years V Staff Volleyball match, Pilates, Fitness Tests, Pedometer challenge for staff, Fair trade events, Breast Cancer Awareness Talk, Mini Sports Day, Cookery demonstration from head chef in Ballyfin House, CPR training, well-being coffee morning for 6th Years and mindfulness activities. A sugar board made by Transition Year students was displayed in the reception area of the school highlighting visually how much sugar is in popular drinks and foods eaten by teens.

Power points circulated from the committee to all SPHE teachers to encourage a continuation from the mentoring power point. Topics included
   ✓ A guide to the food pyramid
   ✓ Healthy lunchboxes
   ✓ Food labelling – Traffic Light Labels
   ✓ Sugar
   ✓ Hydration
   ✓ Importance of daily physical activity

Well-fest highlighted all aspects of Healthy Eating and living, positive mental health and mindfulness.

Guest Speaker: Visitors and guest speakers will be invited where possible to offer their expertise on physical and mental health. Highlighting the connection between Food and Mood.

Parents: Parents are aware of relevant healthy eating information in the school and in general via the school website and the Parents Association. A presentation was given to the parents' association and feedback welcomed.

Promoting the policy: The policy is promoted through the flat screen in the canteen, noticeboards around the school, poster displays, in many subject areas, mentoring sessions and year head assemblies.

Areas for improvement/Targets: The following are the areas we wish to focus on in the near future:
   ✓ Provide information on healthy eating and living through the Student Journal, School Website and school social media pages
   ✓ Strive towards getting the Active School Flag
   ✓ Provide whole-school CPR training
   ✓ Maintain the Healthy Eating Award
   ✓ Get feedback from Canteen Caterer and promote any new initiatives in the canteen
   ✓ Not all fundraisers to be cake sales, set a maximum number to be spread out over the year
   ✓ Healthier eating habits in after school study- no energy drinks or fizzy drinks

✓ School trips stop at food outlets that have a variety of choices available to students

Evaluation:
An evaluation will be carried out regularly by a group of staff, students, canteen management and parent's representatives.
This policy was reviewed during the school year 2018/2019 and adopted by the Board of Management on June 10th 2019.

Assessment and Reporting Policy

Borrisokane Community College

<u>Mission Statement.</u>

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

"Is ar scáth a chéile a mhairimid"

<u>1. Definition:</u>

The term "Assessment" refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs.

<u>2. Why Assess?</u>

* to monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning.

* to provide students and parents with information regarding progress and make suggestions for areas of improvement.

* to establish baseline data in relation to a student's attainments in certain subjects

* to assess a student's eligibility for additional support and services.

<u>3. Types of Assessment.</u>

* Formative – Questioning, Observation, AFL, CBAs Project work, portfolios etc.

* Summative - Exams, Class Test, Assessment Tasks and CBAs etc.

* Diagnostic – D.A.T. and CAT4 (ability), NGRIT (English), PTM(Maths) and PASS (Attitude to school). Further testing carried out to determine students SEN.

<u>4. Legislation:</u>
 * The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement.

<u>5. Formative Assessment:</u>
Definition: Formative assessment involves a range of strategies designed to give both students, teachers and parents' feedback about students' understanding of elements of their learning in courses. The aim is to improve learning. The class teacher sometimes gives students opportunities to self-asses their own work or their peers work. This allows students to identify gaps in their own learning and give and receive positive feedback to and from their peers.

Borrisokane Community College has adopted the Assessment for Learning (AFL) approach to formative assessment. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to

learn. We recognise, however, that not all aspects of this approach are of benefit in all curriculum areas and the discretion of the teacher is advised to adapt the theory to suit the particular demands of the subject. The use of Assessment for Learning strategies allow the teacher to continuously assess their students and ensure that learning is at the optimum level.

The following are some of the Assessment for Learning strategies which can be used:

* Learning Intentions at the beginning of lessons
* Homework given at the beginning of lessons
* Creating success criteria
* Effective questioning techniques
* Wait time after asking questions
* Summarising at the end of the lesson
* Giving students feedback throughout the learning process.
* Comment only marking
* Beginning the next lesson with a recap
* Pair Work
* Group Work
* Peer Assessment
* Setting targets helps to focus the students on particular issue

Using these student-centred learning strategies gives lessons structure and stimulates learning.

6. Summative Assessment:

Definition: Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.

House Exams:

➢ Sixth year students have exams in October, Mock Exams in February and the Certificate Examinations in June.
➢ Third year students have Mock Exams in February and Certificate Examinations in June.
➢ Fifth year students have exams in December and May/June.
➢ Second year students in subjects with no CBA's have exams in Summer 2019 but no exam from 2020 as CBAs will be in place in all subjects.
➢ First year students have exams in May/June
➢ Transition Year student's complete projects during each session. These contribute towards the credits awarded for each session. The year is broken into two sessions ending in December and May/June.

Duration of House Exams:

➢ 1st Years: For summer duration of exam should be 1 hr.
➢ 2nd Years: CBAs
➢ 3rd mocks in line with state exams.
➢ 5th Year: Two hours per subject.
➢ 6th Years: One to Two-hour exam in October and Mock Exams in line with State exam times.
➢ The content of house exams for all students will be in line with state exams at the appropriate level and depending on the course covered at that time.

Assessment of non-written aspects of subjects:

- An increasing number of subjects have elements which are examined at certificate level by non-written methods e.g. Practical Subjects, Language subjects, History and Geography at Leaving Certificate level.
- Students will be given a percentage of marks in their house exams in relation to these non-written elements. Teachers will assess students by project work or class questioning during the term or the submission of a project at the end of term.

7. Involving the Partners:

It is well known that the student's progress in school is best achieved when all partners – student, teacher and parent are working together. The follow are the responsibilities of each:

- Student: Prepare well for exam. Follow guidelines for study at home as outlined in the school journal. Students are encouraged to self-assess with guidance from their teacher and eportal. Keep a record of exam results in journal and predict and set goals for future results.
- Class Teacher: Prepare student, set exam, correct exam, (following AFL guidelines), assign projects, give feedback to student, fill in reports, organise aural and oral assessments outside of timetabled exams and set targets for each student on eportal.
- Parent: Show interest in student's school work, exam prep, exam performance, encourage, motivate and act on recommendations. Parents should also monitor progress on eportal. Provide a quiet place to study.
- Year Head: Sign each student's report, speak to students re performance if necessary, comment on progress and help students set targets and goals.
- Subject Department: Common Assessment, following same scheme, drawn up in subject planning meeting. Where possible common exam should be given to classes in the year group.

8. Communication with parents/guardians:
Parent Teacher Meetings:

- In the case of first year parents/guardians a parent teacher meeting takes place in November/December and a further meeting takes place in the second half of the school year.
- Third and sixth year students have a parent teacher meeting in November.
- Other year groups have one parent/teacher meeting each year.
- Teachers will have results of class tests and assessments during the term available for parents/guardians at the parent/teacher meeting.

School Examination Reports:

- All assessments are recorded on EPortal with comments from teachers to guide learning. Parents and students are given access to EPortal.
- In January and in June reports are sent home to parents/guardians of second and fifth-year students.
- Sixth year students receive reports home following October and Mock examinations.
- Third year students receive reports home following the Mock Examinations.
- Transition Year students are assessed twice during the school year and reports are sent home following each assessment.

9. Junior Cycle- Classroom Based Assessments and Assessment Tasks
- From 2020 all subjects will complete 2 CBAs and one Assessment Task in addition to the State Exams.
- CBAs must be completed in time period allocated as specified in the assessment guidelines for each subject. A schedule of CBA's will be available in the school journal.
- The SLAR meetings should take place no more than a month after the CBA.
- Students who have a medically explained absence for missing a CBA cannot be accommodated after the SLAR meeting has taken place.

- If a student misses the Assessment Task a medical cert. must be provided to the Principal within a week of the date of the Assessment Task.
- Short Courses are assessed by CBAs alone. These dates will be published each year on the school calendar and in the journal

10 Level 2 Learning Programmes

Assessment of Level 2 Learning Programmes is school-based and ongoing. Students create a portfolio of evidence which demonstrates their achievement of learning outcomes over the three years of Junior Cycle. Evidence can be hard copy, audio, video, blogs, photographs, artefacts and so on. This promotes much more accessible learning and assessment activities. As there is no exam, assessment is no longer a barrier but an opportunity to showcase a student's strengths, skills and talents.

11. Students with Additional Needs

The following tests are administered to first year students by the Guidance Counsellor and Special Needs Teachers at the beginning of October each year:

* CAT4
* NGRIT
* PTM

When the results of the tests become available the SEN team meet to discuss the results and students with literacy and numeracy needs are identified. Students who score under the 10th percentile are offered learning support where available.

As part of planning for students with additional needs testing may be carried out by the Special Education Teacher (SET). A small number of students may require further investigation and assessment these are referred to the NEPS Psychologist. Parents are involved in this referral and subsequent assessment.

12. State Exams

State Exams begin on the first Wednesday in June each year and run for 3 weeks.

It is school policy that Junior Cycle students remain in the exam centre for the duration of the exam. Leaving Certificate and Leaving Cert Applied students are also advised to remain in the centre for the duration of each exam.

- Reasonable Accommodations for State Exams

In order to apply for reasonable accommodations students may need to be tested further using the WIAT III and oral reading of exam papers along with written samples of work. An application will then be made to the SEC to grant these accommodations. Where a student qualifies for accommodations every effort will be made to provide those accommodations during house exams when and where possible.

13. Guidance Related Tests

- Differential Aptitude Tests (DATS) are administered to all Transition Year students. The results of the test are forwarded to parents.
- Centigrade Testing is done with fifth year students.
- All staff are informed of students with additional needs who receive support. Psychological reports are kept on file and can be accessed by all class teachers through the SEN coordinator.

This policy was adopted by the Board of Management on June 2nd, 2011

This policy was reviewed during the school year 2018/2019 and adopted by the Board of Management on 10th June 2019.

WELLBEING POLICY

WE SEEK TO PROMOTE A CARING AND
COMMITTED SCHOOL COMMUNITY
WHICH WILL FACILITATE THE EDUCATION OF
OUR STUDENTS
AND WHERE EACH INDIVIDUAL IS VALUED AS A
UNIQUE HUMAN BEING.

"IS AR SCÁTH A CHÉILE A MHAIRIMID"

Wellbeing Policy

This document is prepared by the wellbeing committee on behalf of, and in consultation with, the Borrisokane Community College staff, students, parents and board of management.

Our Vision

The Wellbeing Committee **aims** to lead the school community in the creation of an environment where;

"Borrisokane Community College students want to come to school because they feel safe, connected, supported, cared about and challenged. They will leave Borrisokane Community College proud, resilient, respected and respectful of others, able to be responsible for their actions and capable of building positive relationships with a range of people."

We hope to build on and reinforce the results of recent whole school PASS testing which indicated that the vast majority of students feel connected to the school community.

STRUCTURE OF THE POLICY

The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines the aim of which is to support schools in planning and developing a coherent Wellbeing programme that builds on the understandings, practices and curricula for wellbeing already existing in schools.

The framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students' wellbeing. This area of learning will make the school's culture, ethos, and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community. The junior cycle Wellbeing programme will begin with 300 hours of timetabled engagement in 2017 and build up to 400 hours by 2020 as the new junior cycle is implemented fully in schools.

The Wellbeing Policy Statement and Framework for Practice 2018-2023 was launched by the Minister for Education and Skills in July 2018.

The policy includes a set of Statements of Effective Practice in relation to wellbeing promotion within the school system. The statements will support schools in reviewing their current provision in each of the four key areas of wellbeing promotion and in setting goals for improvement. The Wellbeing Policy Statement and Framework for Practice is available to download https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%E2%80%932023.pdf

ACHIEVING OUR VISION

We aim to achieve our vision through;

1. Use of the School Self-Evaluation process developing and implementing policies and procedures to support student wellbeing.

2. Building on the good work already happening in our school to ensure that best practice of whole-school wellbeing promotion is embedded across the system.

3. A multicomponent whole school preventative approach to the promotion of wellbeing with interventions at both universal and targeted levels

4. Ensuring student wellbeing is central to teaching practices and student learning.

5. Raising awareness in the school community of issues related to student wellbeing.

6. Embedding the four key areas of wellbeing promotion in our school by 2023 – Culture and Environment, Curriculum, Policy& Planning, Relationships & Partnerships.

7. School wide inclusion of wellbeing in subject and progamme plans.

WELLBEING-an overview

Wellbeing is described as the state of being comfortable, healthy and happy. In Borrisokane Community College we also believe that wellbeing is a balancing process between skills/resources and challenges.

Our priority is the contentment and wellbeing of our students as outlined in our mission statement. "We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being".

The wellbeing in a school starts with the frontline staff and there is a commitment in Borrisokane CC to promote the emotional and social wellbeing of all. It is the goal of the College to create a mutually respectful atmosphere between all individuals involved within our school including management, teachers, staff members, students, parents, & visitors. We recognise the importance of students having one good adult role model in their lives and seek to provide this within our school community.

CURRICULAR PROVISION

- From September 2017 wellbeing will require a minimum of 300 hours timetabled engagement and 400 hours by 2020.

- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students.

- Wellbeing will be further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE, PE and guidance related learning.

- Wellbeing is inclusive of all and some students are offered Level 2 priority learning units including wellbeing.

WELLBEING INDICATORS

There are six indicators central to wellbeing;
1. Active

2. Responsible

3. Connected

4. Resilient

5. Respected

6. Aware

From September 2017 a poster displaying these indicators has been displayed in all classrooms.

WELLFEST WEEK

- The aim of the annual Wellfest week is to create awareness around all elements of health including being active, making healthy food choices and looking after your mental health. This week adds to the positive atmosphere of the school. Ultimately, it seeks to highlight what keeps us well, content and whole.

    Activities include- Poetry competitions, information area with posters in the foyer on health and wellbeing, meditation and yoga classes, positive thoughts presentation, mindfulness coloring competition's, sporting boot camps, SOAR workshops and talks on mental wellness/coping strategies from outside agencies such as St. Patrick's Mental Health Hospital through the Walk in

Your Shoes Campaign, funky shoes day and workshops on Health and Wellness from Templemore College of Further Education for example.

ADDITIONAL

- The school is a key setting for health promotion. Borrisokane Community College became a "Health Promoting School" in January 2016. HPS supports a whole school approach to promoting health and well-being. It strives to create an environment where positive relationships are fostered among students, staff, parents, guardians and the wider school community. There is a strong evidence base for engaging in the HPS process. Ongoing evaluations of the ENHPS report the following outcomes:

    - Improved staff well-being
    - Better learning outcomes for students
    - A more coordinated approach to social, physical and environmental needs
    - Increased student self-esteem
    - Lowered incidence of bullying
    - School environment is safer and more secure
    - Better understanding of a school's health aims
    - Improved relationships within the school
    - More involvement of parents
    - Better use of external agencies.

- Music and Drama play an important role in the college with musical instruments, the music room and the option to join the school choir and strings orchestra available to all students. Our annual Christmas Concert/TY night/school service/graduation service also gives students the opportunity to display their talent on an annual basis.

- The ability to plan effectively is a skill, which can be of great practical value to students during their time at school, in their future studies and in the world of work. By encouraging students to get involved in enterprise activities teachers can help them to make informed decisions based on careful research and analysis. Through involvement in the college's Christmas Market and other enterprise initiatives students are facilitated in planning, setting up and running their own enterprise projects as vehicles of learning. It helps students to grasp real life skills associated with running a real enterprise including, working as part of a team, managing production and finances, organising a sales and marketing campaign and liaising directly with customers and the media.

- Subject related weeks help to build positive relationships, improve self-esteem and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many different ways. By interacting with their classmates and teachers, and by taking part in activities inside and outside the classroom, each student is challenged to problem solve outside of their comfort zone. These weeks promote positive supportive relationships within the school and wider community.

    - Mentoring Programmes such as Cairde and academic mentoring of LCA/exam class students.
    - Transitioning programmes
    - Friendship Café/Seomra Caidrimh
    - Library
    - Alert Programme in conjunction with the NBSS
    - Meditation and Yoga in PE and RE.
    - Rainbows
    - School Counselling Service/College Chaplain/Guidance Counsellor

- Foreign Trips-Annual trips to Holland, Paris, London, Germany and Erasmus projects develop student's intercultural skills and cultural awareness. This allows students to develop their self-confidence and develop their coping skills, independence and self-awareness.

- Check & Connect and Focus In/Out

All of these activities and more incorporate all of the six wellbeing indicators.

Links with other policies

As all school policies are developed and reviewed we refer to the Wellbeing Framework.

GUIDANCE RELATED LEARNING

Guidance in schools refers to a range of learning experiences that helps students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas; personal and social development, educational guidance and career guidance. Whole school guidance related learning can be delivered by all staff.

ROLE OF THE YEAR GROUP LEADER OF TEACHING AND LEARNING

- Monitoring of academic progress.
- Implementation of code of behavior, which helps, provide a safe space for all students in which to develop linking directly to our ethos.
- Liaise with class tutors/mentors with regard to the progress of the students individually and class groups collectively.
- Develop relationships with students, teachers and parents. In 2017/2018 we introduced a whole school mentoring programme where each teacher had contact time with a small group of students once per term. Over the next few years we will continue to review mentoring and embed the programme to support all students.
- Work within student support structures.
- Support a positive work ethic in the year.
- Acknowledgment of achievement through positive feedback.
- Hold assemblies thus providing a forum for students to voice their issues/opinions.

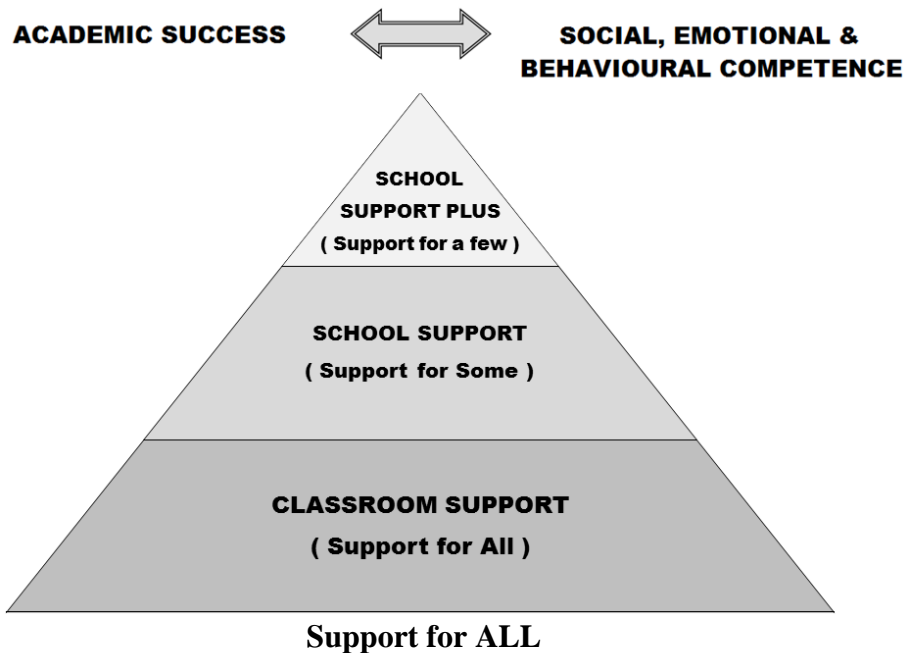**Professional and personal commitment to the wellbeing of our students**

Our staff sees its role as supporting and developing student potential in keeping with our mission statement, we seek to promote a caring and committed school community where each individual is valued as a unique human being. Staff at the school aspire to develop the whole person, spiritual, emotional, intellectual, social, cultural and physical. All relationships in our school are built on the central tenet of respect. To launch our wellbeing policy, we focused on the area of respect and highlighted this with the re-introduction of our respect charter in all classrooms.

- R – Respond to others with kindness
- E – Establish friendships with all classmates
- S - Share responsibilities
- P – Prepare for class
- E – Expect the best of yourself
- C – Co-operate with others
- T – Talk appropriately to peers and adults

Student Support

Once concerns are identified, information is then gathered and a plan is created and reviewed in line with NEPs continuum of support. The support offered is broken into 3 categories as outlined below.

ACADEMIC SUCCESS ⬌ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

SCHOOL SUPPORT PLUS
(Support for a few)

SCHOOL SUPPORT
(Support for Some)

CLASSROOM SUPPORT
(Support for All)

Support for ALL

At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing (3) early identification and intervention in the cases of challenge

Support for Some

There is a more focused approach adopted with a number of identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. A recent addition in this area is the Alert programme, supported by the National Behaviour Support Service (NBSS). Our student support team, SEN team and management team also contribute to supporting students in this area.

Support for a few

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of an ISP (Individual Student Profile/Plan) and IBP (Individual Behaviour Plan). The details of the development of these plans are outlined in the SEN policy of the school. In some cases, students under the care of the student support team will also have a student support file.

Staff Wellbeing

Staff at Borrisokane Community College work in a supported environment. Undoubtedly, the nature of the role, in seeking to develop the whole person is hugely demanding. At Board of Management meetings, the principal's report keeps the board informed of the work of staff. This is formally affirmed at staff gatherings, through the agreed report and through contact from the principal, deputy principal and Chair of the Board with individual members of staff.

The College has been recently upgraded to include more modern staff facilities and workrooms as well as subject relevant technology and software that is up to date. Teacher based classrooms are in the majority and this has led to improved working conditions for staff. Our staff room is well equipped and provides a communal space for staff. There is a separate staff workroom area available.

School management work collaboratively with the whole staff. Management respect the professional commitment of each staff member and regard them as colleagues and friends. Management is understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.

Borrisokane Community College promotes a culture of collaborative collegiality locally, nationally and internationally. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on Sharepoint, as well as participation in

programmes such as the Learning School Project and Erasmus+.The whole school email system and digital school calendar are used regularly to ensure all staff are aware of important events and opportunities.

The school has a staff social committee which organise events periodically throughout the year to enhance personal relationships between staff members. Carecall is available to all teachers, provided by the ETB, as well as individual union related supports that staff can avail of.

POLICY PROTOCOL

All elements of this policy are reviewed periodically, through informal student feedback on the speakers, programmes and activities, by questionnaires and small group discussions. The policy document will be formally reviewed on a regular basis from the time of ratification.

Ratified by the Board of Management: June 10th 2019

Appendix 1:
WORK TO DATE
Wellbeing Committee Work to Date as of March 2017:
At the beginning of the new academic year 2016/17 a committee of 6 interested teachers was established to focus on the area of student wellbeing. The following is a breakdown of work completed and action points identified, as well as future aims:

Activities undertaken;
Planning session with PDST mentor - Bríd Kennedy
Identification of policy focus and discussion of pre-existing policies and initiatives to be linked in.
Agreement of structure of policy as well as multiple drafts, reviewed and agreed on at regular meetings.
SSE 6 step process followed
A random sample of students from each year group was surveyed to investigate areas of wellbeing in need of further attention.
Results of this were reviewed and summarised before being taken to a focus group of student council members to gain more in depth feedback.
Similarly, an online survey was distributed to all staff members to gauge opinion on wellbeing in the school from their perspective.
Both sets of results and the focus group feedback were taken into account in deciding an area of action for this academic year.
Email to all staff to inform them of area of action and invite feedback.
Also liaised with teachers of SPHE/religion and care team members in finalising the area of action to ensure cohesion of efforts.
Re-introduction of Respect charter, copies for classrooms and highlight at roll call.

Going forward;
- School commitment to Wellbeing visible to students, developing a culture of well-becoming
- Students to be involved in decisions which affect them as much as possible
- More positive wellbeing means more positive cognitive outcomes
- Holiday related posters in different languages and from different traditions
- Continued drafting of Wellbeing policy, specifically the Evaluation and Conclusion sections
- PASS test results from all students to be analysed once available.
- Committee to present an update on the Wellbeing policy at whole staff meeting – April 5th
- The committee going forward aims to comprise representatives in line with the wellbeing guidelines.

Work carried out by the Wellbeing Committee in 2018/2019:
- Updated Wellbeing policy
- Wellbeing in Subject Department Plans (staff reminded at final staff meeting)
- Focus areas: Policy and Planning, Relationships
- Wellbeing Promotion Indicators for Success being met:

Policy & Planning

• Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.
• Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.

Relationships & Partnerships
• Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
• All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

· Wellbeing Tree at Christmas
· Time-Out/Take 5 for your Mental Health Presentation
· No phone day (in line with Internet Safety Day)
· Staff Wellbeing Activity - 1 hour of Croke Park - Walk/Pilates/Sport/Personal Planning Time
· Staff Room Treat Days
· Motivational quotes for teachers put up in prominent areas
· Chocolates and motivational quotes given to teachers as a token of appreciation
· Student Wellbeing: Coffee Morning 6th years
· Mindfulness Workshops at lunch – Trudy
· Lollipops given to students – Good Luck gesture for exam students
· Staff Lotto-final day and staff feedback will be sought for staff lotto once a month next year

Borrisokane Community College Calendar 2019/2020

Staff Professional Development Thursday August 22nd **6 hours**

Staff Planning Friday August 23rd **6 hours**

First Year Induction Day - Monday August 26th.

All Students - Tuesday August 27th**.**

Information meeting for fifth year parents – Tuesday 3rd September 8pm

Induction meeting for first year parents – Thursday 5th September 8pm

Information meeting for 2nd and 3rd year parents on new Junior Cycle Assessments – Tuesday 10th September

Leaving Certificate Geography Field Trip – Thursday 12th September

TY DAT tests – week commencing September 16th

Friendship Week – September 23rd to September 27th

Careers Exhibition – Monday September 23rd

Transition Year Killary Trip – September 25th to 27th.

JCT Staff Development Day – Tuesday October 1st 2019

Staff Meeting - Monday October 7th 4.05 - 6.05 – **2 hours**

Maths Week – October 7th to October 11th

Sixth Year Exams – October 22nd to October 25th

Third Year Tour – Wednesday October 23rd - Saturday October 26th.

Mid-Term Break - Monday October 28th - Friday November 1st.

Meeting for Leaving Certificate Parents on the CAO system – Wednesday November 6th 8 pm.

Literacy Week – November 11th to November 15th.

Science Week – November 11th to November 15th

Open Night – Tuesday November 12th 7.30pm **- 3 hours**

First Year Parent/Teacher Meeting – Thursday November 21st 4.15pm to 6.45pm – **3 hours**

Parent/Teacher Meeting 3rd and 6th Year -Thursday November 28th 4.15pm to 6.45pm

Enterprise Week – December 2nd to December 6th

Fifth Year Exams – Friday December 6th – Wednesday December 11th.

Christmas Concert – 18th and 19th December 8pm.

Christmas Holidays – Closing Friday December 20th – Reopen Monday January 6th

First Year Tour to Young Scientist Exhibition – Thursday January 9th

Transition Year trip to Paris: Tuesday January 14th to Friday 17th.

Parent/Teacher Meeting 2nd and 5th Year - Thursday January 23rd 4.15 pm to 6.45pm

Staff Meeting Tuesday Jan 28th 4.05 - 6.05 - **2 hours**

JCT Staff Cluster Day – Monday February 3rd

Mock Exams - Monday February 3rd – Friday February 14th.

Transition Year Work Experience – Monday February 10th - Friday February 14th.

LCVP Work Experience – Wednesday February 12th – Friday February 14th.

Mid – Term Break – Monday 17th – Friday 21st February.

Staff Meeting Tuesday February 25th - 4.05 - 6.05 – **2 hours**

Meeting for First year Parents on Choosing Option Subjects – Wednesday February 26th 7pm.

Meeting for parents of 3rd and TY students – Senior Cycle Options Wednesday February 26th 8 pm.

Closing Date for LCVP Portfolio – Friday February 28th.

WellFest Week – Monday March 2nd – Friday March 6th.

Seachtain na Gaeilge – March 2nd to March 13th

Closing Date for Leaving Certificate History Project – Friday March 13th.

St. Patricks Weekend Holiday – Monday March 16th

St Patrick's Day Bank Holiday – Tuesday March 17th

Parent /Teacher Meeting 1st and Transition Year - Thursday March 19th 4.15pm to 6.45pm

Staff Meeting Monday March 30th - 4.05 - 6.05 – **2 hours**

Easter Holidays – Closing Friday April 3rd – Re-open Monday April 20th.

Staff Meeting Wednesday April 29th 4.05 - 6.05 **- 2 hours**

Bank Holiday – Monday May 4th

Transition Year Work Experience – Monday May 18th to Friday May 29th

Summer Exams – Monday 25th May.

Summer Holidays – Friday 29th May.

Junior & Leaving Certificate Exams commence Wednesday June 3rd 2020.

Junior & Leaving Certificate Exams finish Tuesday June 23rd 2020.

Croke Park hours not on calendar – to bring to total of 36 hours.

Year Head/Class Tutor Meetings throughout the year.

School Planning Committee Meeting.

Remaining hours – Subject Department Meetings, Peer Observation, CPD, additional School Planning Meetings, etc.

If involved in Peer Observation for one class of observation and meeting before and after of 15 mins each – Total 1.5 hrs.

Up to 5 hrs can be used for relevant pre-approved CPD.

Junior Cycle 2nd & 3rd year Assessment Dates 2019/2020
If a student is absent for a CBA or AT they must furnish a doctors cert and can only complete if examined before SLAR meeting has taken place.

3rd year Subjects:	Duration	Completion Dates
CBA 2 Visual Art		09th Sept -29th Nov 2019
CBA 1 Gaeilge	3 weeks	18th-22nd Nov 2019
CBA 2 Business	3 weeks	18th -22nd Nov 2019
CBA 2 PE		25th – 29th Nov 2019
CBA 2 English	3 weeks	02nd-06th Dec 2019
CBA 2 MFL	3 weeks	09th-12th Dec 2019
CBA 2 Science	3 weeks	13th-17th Jan 2020
CBA 2 Gaeilge	3 weeks	20th-24th Jan 2020

2nd year Subjects	Duration	Completion Dates
CBA 1 PE		23rd-27th Sept 2019
CBA 1 Visual Art		06th Jan-May 15th 2020
CBA 1 Home Economics		27th Jan – 03rd April 2020
CBA 1 Geography	3 weeks	20th-24th Jan 2020
CBA 1 Business Studies	4 weeks	13th-17th Jan 2020
CBA 1 MFL	3 weeks	27th-31st Jan 2020
CBA 1 Maths	3 weeks	03rd-7th Feb 2020
CBA 1 Music		24th-28th Feb 2020
CBA 1 History	3 weeks	09th-13th Mar 2020
CBA 1 Science	3 weeks	30th Mar- 03rd April 2020
CBA 1 English	3 weeks	27th April-01st May 2020

New Junior Cycle – Grading.

The following subjects will be following new subject specifications in 2019/2020

First Year: All Examination Subjects.

Second Year: English, Maths, Irish, History, Geography, Science, French, German, Art, Business Studies, Home Economics, Music.

Third Year: English, Irish, Science, French, German, Art, Business Studies.

Classroom Based Assessments (CBAs) take place in 2nd and 3rd year – see calendar above for dates.

CBAs will be reported on EPortal and on the Junior Cycle Profile of Achievement (JCPA) using the following descriptors:

Descriptor	Code on EPortal and School Reports
Exceptional	EXC
Above Expectations	ABV
In Line with Expectations	INL
Yet to Meet Expectations	YME

Grades for Examinations.

Subjects that have not changed to the new subject specifications will have the original grades A, B, C, D, E, F and NG.

Subject with the new subject specification will use the following descriptors:

Descriptor	Percentage	Code on EPortal and School Reports.
Distinction	90 to 100%	DN
Higher Merit	75 to 89%	HM
Merit	55 to 74%	ME
Achieved	40 to 54%	ACH
Partially Achieved	20 to 39%	PAR
Not Graded	0 to 19%	NG

		Code on EPortal and School Reports.

Borrisokane Community College
Our Self-Evaluation Report and Improvement Plan 2019
1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1   Outcomes of our last improvement plans:

Numeracy 2013-2016	Literacy 2014-2017	Learning & Teaching 2015-2018	Learning & Teaching 2016-2019	Learning & Teaching 2017-2020	Learning & Teaching 2018-2021	Learning & Teaching 2019-2022
Numeracy Rich Environment Numeracy Moments Common Conversions Collaboration of Resources Maths Events	Keywords DEAR Literacy Week Literacy Events Library	Groupwork Student Reflection Homework Use of Journals Effective Questioning	Groupwork Effective Questioning Learning Intentions Differentiation Sharepoint One Note	Learning Intentions Success Criteria Effective Questioning Differentiation Reflection Groupwork Target Setting One Note/Sharepoint	Learning Intentions Success Criteria Formative Feedback Reflection Target Setting Mentoring Differentiation Effective Questioning One Note Wellbeing	Learning Intentions Success Criteria Formative Feedback Reflection Target Setting Mentoring Differentiation Effective Questioning One Note Wellbeing Student Voice Attendance

1.2   The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2018-May 2019. We evaluated aspects of teaching and learning through feedback from Staff meetings, Surveys from main stakeholders (Parents, Students and Staff) and guidance by the quality framework, LAOS 2016.

2. Findings:

Effective / very effective practice in our school:

Practice	Effective/ Highly Effective
Use of Learning Intentions	Highly Effective
Creation of Success Criteria	Effective
Formative Feedback	Effective
Reflection	Effective
Target Setting	Highly Effective
Groupwork	Effective
One Note	Effective
Sharepoint	Highly Effective
Mentoring	Effective
Wellbeing	Effective

This is how we know:
- **Feedback from Students**
- **Feedback from Staff Meetings.**
- **Feedback from Parents at PT Meetings or Information Evenings.**
- **Feedback from Focus groups.**

This is what we are going to focus on to improve our practice further:
- Embedding Success: Criteria into our practice- co-creating criteria with students.
- Formative Feedback: Developing Feedback Culture so that students are encouraged to write don feedback themselves, and use feedback to enhance and improve Learning
- Improve Attendance: Use of Assembly and Attendance Strategies to improve attendance in all years.
- Increase use of One Note: Increase the competency of all staff in the use of One Note
- Student Voice: Develop strategies with students to a standard whereby students are recording own feedback
- Mobile Phones: Review and Implement strategies to encourage appropriate use of Mobile Phones
- TY Review: Review and implement strategies to encourage students to benefit from and develop in TY

Our Improvement Plan
Timeframe of this improvement plan is from Sept 2019 to June 2020

Actions		Criteria for Success
Students will: - be aware of and understand **learning intentions and success criteria.** - review **achievement of learning intentions** regularly in lessons - understand and be able to **explain the purpose** of the learning task they are engaged in. - be able to **report on, present** and explain the process and outcome of the learning activities to a highly competent level. - engage and learn through **feedback** **engage with recording own feedback** **assess their progress** and consult with teachers in order to develop as learners **follow guidance** they receive to improve their work - complete regular **Student Reflection** - demonstrate a reflective approach to classwork and homework - attend school, assembly and class every day	Teachers will: - display clearly **Learning intentions** in all lessons and use suitable resources and plan for assessing students' attainment of the learning intentions. - Develop Success Criteria with students - Use effective questioning - engage in regular **CPD,** external and in-house. - hold regular **subject department Meetings**(Professional time) - engage in **Peer Observation/ Team Teaching** - regular **Formative feedback** (AFL toolkit) and provide developmental oral and written feedback regularly to students. - encourage regular **Student reflection** during lessons and for homework. Review the learning regularly through feedback from student's reflection. - Use One Note with classes where practicable **Collaborate** and share good practise	**Learning Intentions & Success Criteria** Understanding of learning intentions and success criteria demonstrated through copies, surveys, verbally. Share point – Subject department folders T & L Initiatives, Conference posters, Videos Staff Meeting – Feedback Competency in line with ability demonstrated in CBA's. **Formative Feedback** Frequent Formative Feedback evident in copies, verbally, One Note e-portfolios, school reports. **CBA** presentations Parent Teacher Meetings Annual reports. **Student Reflection** Evidence of regular Student Reflection Student reflection of learning intentions evident in copies, portfolio's.