

Holy Family Senior School Ennis, Co Clare



Safety Statement Safety, Health & Welfare at Work Act 2005

Section 4 Safe Work Practices

SECTION 4 SAFE WORK PRACTICES

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4.0 SAFE WORK PRACTICES

Safe Work Practices (SWP's) are essentially codes of safe operation for basic and more complex jobs. A SWP details the procedure or system of work, i.e. how a job is to be undertaken in the interest of safety and efficiency.

Training on these procedures is essential for all staff and it is a requirement that all new and existing staff is trained on all safe work practices relevant to their work.

The school principal/safety coordinator will review Safe Work Practices on a regular basis. This will ensure that basic safety methods and elementary behaviours are continuously improved.

4.1 Housekeeping

Approximately 50% of all accidents can be attributed to slips, trips and falls and a large majority of these are the result of poor housekeeping.

The policy for good housekeeping should be “*A place for everything and everything in its place.*”

Procedures

- A high standard of housekeeping must be maintained at all times.
- Each contractor will be responsible for his or her own area, ensuring that general clean up takes place on a daily basis or upon the completion of work.
- All access/egress routes must be kept clear at all times.
- Materials should never be stored in positions, which would create hazards to staff and pupils this includes storing materials or school bags on floors and corridors,
- All openings in floors, walkways, driveways, etc. must be securely covered.
- Staff will be expected to maintain welfare facilities and leave them as close to the way they found them as possible.

4.2 Supervision of Pupils

It is essential that a person trained, to supervise children in large numbers, undertake supervision. Every effort is made at all times to ensure the safety and health of students.

4.3 Safety in the Classroom

- Children are expected to respect & obey their teachers in the classroom at all times.
- They are requested to behave in an orderly, disciplined and responsible manner.
- Children are requested to come in to class in single file and in order, and to leave in a similar manner.
- Schoolbags must be kept tidily beside the tables in such a way as not to cause any other child or teacher to trip or have an accident.
- Children are always cautioned and supervised when using scissors, compass or sharp instruments.
- Spillages are wiped up immediately when they occur.
- Windows in classrooms can be opened slowly and carefully by the teachers, or by bigger children in senior classes with the teacher supervising.
- It is the responsibility of each teacher to check that all windows are closed and locked each evening after school.
- It is also the teachers' responsibility to ensure that the blinds on the window are let up and down with care.
- All electrical equipment etc. is unplugged at the end of every school day and storage. Safely away.
- All lights are switched off at the end of the school day.
- Toilets, cisterns and sinks are checked.
- Tables, chairs, furniture and other classroom equipment are to be checked regularly to ensure that they are safe. Defective items are removed, repaired or replaced.
 - All doors on rooms are locked each evening and checked by the Caretaker.

4.4 Safety on Corridors

- Children are instructed to walk quietly on the corridors in single file, and to keep silent when doing so.
- Children are requested to come to, and depart from the hall, in silence and in orderly manner.
- Children are instructed to stand back or aside for adults entering or exiting the building, and to open doors for anyone carrying or moving heavy objects.
- External doors used by the pupils to enter and exit the school are open and held open by retainer clasps, except on windy days when special care must be given at exits.
- Spillages or breakages on corridors are cleaned up as soon as possible and floors are kept clean and free of obstacles that could be a hazard.
- Non-slip mats are provided at all main doorways, and children are reminded to use them at all main entrances on wet days.
- On wet days, damp areas around the main exits on the tiled corridors must always be cleaned and dried immediately, to prevent slipping.

4.5 Safety in the Playground – School Yard

- Pupils must always enter the schoolyard by the appropriate entrance and leave by the same entrance.
- Cycling through the school grounds is strictly forbidden, bicycles must be walked to and from the bicycle shed to the front gate.
- Bicycles are left standing in a proper manner in their respective groves in the designated area.
- Children are strictly forbidden to leave the school grounds at break times without permission at any stage.
- Children are asked to avoid rough or unsafe play that may injure themselves or other children.
- Children are **strictly forbidden** to climb on the school walls or fencing.
- Children are asked to obey the bell promptly and line up at their respective entrances in order.
- Children are prohibited from throwing stones or other objects within the school grounds

4.6 Maintenance and Equipment

- All maintenance equipment, and appliances are checked regularly, faulty items are removed for repair or replaced.
- Items of general cleaning equipment e.g. Vacuum Cleaners, mops, cleaning fluids, polish, buckets, etc, are kept in the cleaners locked room at the top of the corridor.
- Only care taking and maintenance staff uses potentially toxic substance such as paint, strong cleaning fluids and caustic. These items are safely stored in the caretaker's storage room.
- The washing and polishing of floors always takes place after school hours to eliminate danger of slipping.
- Care taking and maintenance staff must ensure that all equipment and materials are stored away safely each evening.
- Cleaning equipment is checked regularly and if found faulty it is repaired or replaced.
- Maintenance and care taking staff is requested to take reasonable care of their own safety, health and welfare while working on the premises.
- Protective clothing, rubber gloves, mask or overall is worn by care taking and maintenance staff when the type of work undertaken warrants this.
- Maintenance and care taking staff is required to engage in work practices that are performed in the safest manner possible.
 - All exit doors and windows are locked and double-checked each evening by the caretaker.

4.7 Safety in the Office

- Only authorised personnel use the photocopier.
- All windows and doors are locked and checked each evening.
- All plugs are unplugged from sockets at the end of the school day
- In accordance with the Safety, Health and Welfare at Work (General Application) Regulations 2007 Part 2 Chapter 5, DSE assessments are carried out where DSE workstations are in use.
- The contents from all rubbish bins will be removed at the end of each day.

4.8 Safety with Electrical Equipment

- All electrical equipment including, plugs, sockets, CD players, photocopier, TV. Videos, projectors, cleaning equipment, kitchen equipment etc. is checked regularly. If any of the above are found to be faulty they are replaced or repaired immediately.
- Lighting, switches and sockets are adequate and well maintained and if found otherwise it is reported and replaced.
- Extension cables, long leads, etc. are not used in such a way as to be a tripping hazard.
- Children are not allowed to handle or use electrical equipment without prior permission of teacher and supervised.
- All electrical equipment is switched off and unplugged when not in use, and at the end of the day.
- Access to the “ fuse board “ is available only to authorised persons.
- All electrical sockets and installations shall have ELCB trip switches provided and electrical installation in the school checked once a year by a competent person

4.9 First - aid

In line with the Safety Health and Welfare at Work Act 2005 Holy Family Senior School is revising its procedure for dealing with minor injuries.

The following will be policy from February 2012.

Minor Cuts and scrapes.

- Minor cuts and scrapes will be cleansed with sterile wipe or sterile water and cotton wool.
- Savlon dry antiseptic and/or hypoallergenic plaster may be applied to cut/scrape.
- Waspeze may be applied to insect stings.
- Burneze may be applied to minor burns or scalds (cooking room+).
- Parents are requested to remove plaster when child goes home and assess cut/scrape for themselves.
- If your child is allergic to any of the above applications please inform the school / class teacher immediately.

Serious Injuries and Sudden Illness.

- It is vital that the school office and/or class teacher has telephone numbers where parent/guardian can be reached during the school day in case of serious injury or sudden illness.
- In cases of serious injury or sudden illness the school will endeavour to contact the parent/guardian immediately to inform them and request that they come for child.
- However, if parent cannot be contacted, the school will make arrangements to have the child taken to hospital if the Principal or Health & safety Officer deem it prudent and necessary. A teacher will remain with the child until a parent/guardian arrives.

Chronic Illness:

- If a child suffers from a chronic illness e.g. asthma, diabetes, epilepsy or severe allergies the school must be informed.
- Family doctor's name and phone number together with names of medications used by child should be supplied to class teacher/ office or H.& S officer.(Anna Marie Darmody)

4.10 Code of Behaviour

The following Code of Behaviour was drawn up by staff, BOM, parents and pupils' of Holy Family Senior School Station Road, Ennis, Co Clare. In order to fulfil the main aims of primary education an atmosphere conducive to learning must be maintained. A positive school climate is one where individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching, learning and genuine communication, both within and outside the school. We need to establish a code of behaviour to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of the child to education in a disrupted free environment. Great effort is made by all staff to adopt a positive approach to the management of behaviour in the school. This is best achieved by establishing a code appropriate to the school. The policy will be submitted to the Board of Management for ratification and displayed on the website and in the school foyer. A synopsis of the policy will be included in homework journals and in parents' booklet.

Rationale:

In line with our mission statement the school recognizes the variety of differences that exist between children and the need to accommodate these differences. It is agreed that positive behaviour management requires a strong sense of community within the school and a high level of co-operation among all staff, parents and pupils.

Every effort will be made to implement our code of behaviour in reasonable, fair and consistent manner. This policy follows recommendations set in the relevant guidelines issued by the National Educational Welfare Board (Developing a Code of Behaviour: Guidelines for schools 2008) and Behavioural, Emotional and Social Difficulties (A consortium of Support: Guidelines for Teachers 2007)

Aims of our Revised code:

- To allow for the smooth and harmonious running of the school.
- To facilitate the development and education of all children in our school by promoting a sense of mutual respect among all members of the school.
- To teach life skills and develop behaviour management.
- To promote safety and happiness and self discipline by recognizing individual needs and to accommodate difference.
- To have fair and agreed sanctions that will be available to staff in response to behaviour and to ensure consistency in the application of the sanctions.
- To increase the cooperation between home and school in the implementation of our code of behaviour.

1 Guidelines for behaviour in Holy Family Senior School:

All members of the school community are expected to:

- Show respect for self and others in their interactions.
- Display a willingness to help others.
- Show courtesy and good manners.
- Be fair in their dealings with each other.
- Make an effort to resolve difficulties and conflicts in respectful ways.
- Show a readiness to forgive.

Expectations for staff:

The content of this policy is based on the promotion of positive behaviour in our school, which nurtures a culture of self-discipline among children, rather than behaviour that is tailored to please adults. All staff foster an atmosphere of co-operation and mutual respect and communications with pupils in a way that reflects co-operation, respect, tolerance and encouragement.

The overall responsibility for discipline in the school rests with the principal. However each teacher has responsibility for the maintenance of discipline within their classroom and the greater school environment. They will:

- Implement the behaviour code.
- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child.
- Ensure there is a high level of supervision at all times.
- Implement the reward /sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents in accordance with the behaviour code, of serious or gross misconduct, sanctions implemented and outcome.
- Work in partnership with parents and outside agencies.

Pupils are expected to:

- Attend school regularly and punctually.
- Wear correct uniform.
- Work to the best of their ability in class.
- Take responsibility for their actions.
- Behave in a manner that promotes a safe, positive environment.
- Respond to and treat all staff and visitors to the school with respect.
- Respect other pupils and their learning.
- Participate in school activities to the best of their ability.

Board of Management:

The Board of Management of Holy Family Senior School has a role to play in the maintenance of acceptable standards of behaviour in the school. It supports the Principal Teacher in the application of a fair code of behaviour and in the use of sanctions, to change behaviour and to help pupils understand the consequences of their actions.

- The Board of Management of HFSS is consulted in the drafting/ reviewing of the code of behaviour.
- The Board of Management is responsible for providing a safe and orderly environment for staff and pupils to work in.
- The Board of Management, through on-going consultation, supports the staff in devising and upholding the behaviour code.
- Departmental procedures are in place for the Board of Management to deal with serious breaches of behaviour.

Expectations of Parents/Guardians

Parents play a crucial role in shaping the attitudes of their children and fostering good behaviour in school. Co-operation and communication between staff and parents/guardians is actively encouraged through formal and informal meetings, written communication, information packs, communication diaries etc. A representative group of parents in the school helped devise and outline a draft policy. Parents and Guardians of newly enrolled children are informed about the behaviour code and their part in supporting it, at new parents meetings, curriculum meetings and through information packs.

Parents are expected to support the school in the promotion of positive attitudes by:

- Encouraging their children to uphold the school's ethos and code of behaviour.
- Encouraging their children to respect all members of the school community.
- Making themselves aware of and cooperating with the school's system of rewards and sanctions.
- Ensuring their children are in school on time and in correct uniform.
- Attending meetings at the school if requested.
- Ensuring their children have the necessary books and materials to complete their schoolwork and take part in school activities.
- Monitoring homework through ensuring it is allotted due time and effort.
- Encouraging punctuality and regular attendance.
- Working in partnership with teachers.

Communications:

We endeavour to communicate the message of our code of behaviour throughout the school in a positive manner by:

- Year group assemblies.
- Whole school assemblies.
- Rules developed with the pupils.
- Communication takes place amongst staff. Structures are in place within class groups, staff and management. These are constantly reviewed and updated in conjunction with behaviour committee.
- Rules/expectations on display in each classroom.
- Regular explicit reinforcement of expectations.
- Rules regarding particular areas in school e.g. corridors/halla on display in said areas.
- Behaviour contracts: signed by pupils, parents and staff.
- Code of Behaviour included in front of homework diary and on school website.
(www.hfss.org)
- Communications with pupils' council.
- Assembly award pupils' council.
- A variety of methods to communicate expectations to children with SEN will be employed including visual cues, one-to-one explanation/clarifications and social stories as deemed necessary.

2 Positive strategies for managing behaviour:

“The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place” (Managing Challenging Behaviour, Guidelines for Teachers INTO 2004:5)

Prevention Strategies:

Classroom:

A set of rules will be drawn up, in conjunction with the pupils in each class at the start of the school year. The aim is to establish a code which enables all to learn and cooperate effectively. These will then go on a display in the room and be signed by all members of the class. These “Golden Rules” will encourage politeness, kindness, honesty, gentleness, sharing, listening, etc.

- Put your best effort into your work.
- Be fair and honest with classmates & teachers.
- Play and work safely.
- Respect people in our school community.
- Respect property in our school community.
- Listen well & take turns.

Playground:

The above code for the classroom incorporates the principle of respect for others. Teachers and SNA’s will monitor behaviour and ensure that pupils are playing in their various zones. Sharing and caring apply to yard rules. Pupils are encouraged to play so no child is excluded. By adhering to our code for lining up on time, they will receive a smiley face token. Jostling and overtaking is not acceptable.

- We always play safely-no rough play.
- We play only in our designated area.
- We never use appropriate, insulting or racist language towards others.
- We try to play in a way that does not exclude other pupils.
- We always ask permission to leave that area for toilet, etc.
- We obey the whistle/bell.

Any pupil who is in breach of our yard rules will have their names written into our yard books, and depending on the seriousness of the misdemeanour, may receive a sanction.

Withdrawal/detention under supervision or time out will apply to any violations.

Other areas in the school & Movement throughout the school

In order to minimize problems in the corridors, classes will be accompanied by their teacher/SNA to the school yard at break times and at the end of the day.

Children must always **walk** within the school buildings for safety of themselves and others.

On wet days, the pupils remain in their classes for SOS and are permitted to sit and draw, or watch a DVD. For lunch time the pupils either go to the café or to the hall. The pupils must sit down in the designated area of the hall and watch the big screen DVD. Activities that each year group can use are distributed by the SNA staff. There is absolutely no running or sliding in the hall. Different classes are given the opportunity to sit on the fold down seats/tables at various times of the year in the hall.

School related activities

Standards and rules contained in the code of behaviour would usually apply in any situation where pupils are still the responsibility of the school. Children are expected to adhere to the same rules that are in place in the school, especially yard rules when on school tours, our homework club policy, after school activities, at matches, swimming pool or any school trip. Generally, a permission letter must be signed by parents for out-of-school-grounds events.

3 Rewards and Sanctions

Good behaviour is publicly recognised both in class and in the wider school environment using a variety of the following rewards:

- Regular whole school assemblies: at least one a month, merit certificates and homework passes awarded for good behaviour and academic achievement.
- Individual awards within classes for achievements in work or kindness towards others.
- Group of the week.
- Class of the month.
- Smiley faces/tokens for lining up after breaks. These can then be exchanged for various treats outlined in Appendix.
- Individual behaviour plans for SEN children with appropriate rewards for reaching realistic targets.
- Class awards token/smiley faces, pizza parties, trips to town, farmers market, cinema etc.

These rewards are communicated to the school at assemblies, where children receive certificates of merit, and to parents using a monthly newsletter and school website (www.hfss.org).

Strategies for responding to inappropriate behaviour:

The Education (Welfare) Act 2000, section 3, states that a school must outline: ‘the measures that may be taken if a pupils fails to observe the standards of behaviour that the school has outlined’.

a) Minor misdemeanours include:

Classroom:

- i Talking out of turn in class.
- ii Moving around the room without permission.
- iii Disturbing others, passing notes.
- iv Once off name calling.
- v Refusing to compete work.
- vi Coming and going in the classroom inappropriately.
- vii Repeatedly “borrowing” others belongings.
- viii Not wearing uniform.
- ix Unfinished uniform.

Yard:**Anything relevant from classroom misdemeanours in addition to:**

- i Playing outside assigned areas in the yard.
- ii Running in corridors and stairs.
- iii Littering.
- iv Not willing to make up after an argument.
- v Ignoring bells

b) Major misdemeanours include:

Classroom:

- i Defiance (back answering, ignoring direct instruction) when given an instruction by a staff member.
- ii Repeated refusal to cooperate with homework policy.
- iii Interfering with others property.
- iv Aggressive behaviour/language towards children or adults.
- v Persistent name calling.
- vi Stealing.
- vii Intimidating/Threatening behaviour to school community.
- viii Telling lies
- ix Disrespect.
- x Inappropriate use of mobile phones on school premises,

Yard/Hall:

- i Physical fighting/aggression.
- ii Unacceptable language/racial comments/rude gestures.
- iii Leaving school premises without permission.
- iv Back answering a member of staff/ignoring instruction in the yard/disrespecting staff (mimicking etc).
- v Running in the hall.
- vi Not taking responsibility for their personal rubbish in the hall.

c) Gross misdemeanours include:

Whole school environment

- i Bringing dangerous objects to school with intent to cause harm/damage.
- ii Deliberately injuring/damaging another pupil/staff member or property.
- iii Behaviour which has serious detrimental effect on the learning of others.
- iv Behaviour which is a threat to the safety of others.
- v The pupil is responsible for serious damage to property.

These are circumstances when minor or major misdemeanours become more serious. This can depend on the frequency of the behaviour and thereafter is upgraded on our ladder of intervention.

- i When despite interventions, the behaviour persists and causes serious disruptions to the teaching and learning in the classroom.
- ii The repetitiveness of the behaviour may lead to it being upgraded to a more serious level.

Strategies used to deal with minor misdemeanours in the classroom and wider school environment where appropriate:

- Verbal warning.

- Withdrawal of privileges.
- Request to re-do work or complete work appropriately.
- Incident Report form completed.
- Note in journal to be signed by parent.
- Written exercise.
- 'Time Out' in classroom or 'Buddy class' or designated zone in yard.
- Detention.

Strategies used to deal with major misdemeanours:

All if the above strategies may be employed but if persistent the next stage is:

- Extended lunch time detention.
- Report card or daily report sheet.
- Request to meet parents by note or phone.
- Report to Deputy Principal or member of school management team.
- Report to principal.
- Principal will work with the teacher, pupil and parent and may restrict privileges, withdraw from class grouping for a period of time: request the pupil to commit to a behaviour contract and seek parental support in managing the behaviour of the pupil.

Strategies used to deal with gross misdemeanours:

- Use of above sanctions from major but if deemed to be persistent or gross the next stage is to follow the guidelines in accordance the NEWB guidelines:
- Parents/guardians may be asked to supervise/withdraw pupil during breaks on an agreed basis.
- Formal report to the Board of Management.
- Suspension in accordance with guidelines below.

4 Suspension and Expulsion

The Education and Welfare Act , 200, stipulates that a code of behaviour shall specify...’The procedures to be followed before a pupil may be suspended or expelled from the school concerned’ and “the grounds for removing a suspension imposed in relation to a pupil”

Suspension

The principal shall inform the education welfare officer, in writing, when a pupil is suspended from a recognised school for a period of not less than 6 days. Circular 20/90 states that: ‘Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated.

Procedure employed in Holy Family Senior School in relation to suspension and expulsion:

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

Grounds for suspension of Pupils:

- Their behaviour has had a seriously detrimental effect on the education of other pupils.
- Their continued presence in the school at this time constitutes a threat to safety.
- They are responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

For gross misdemeanours, or repeated instances of major misdemeanours, suspension will be considered. Aggressive, threatening, or violent behaviour towards a member of staff will be regarded as major or gross misdemeanour.

The Board of Management has authorised the Principal and or the Chairperson to exclude a pupil from the school for a maximum period of three days initially.

Procedures that ensure fairness when suspending a pupil will include:

- Ensuring other means of intervention and dealing with the behaviour has been tried.
- Parents will have been invited to the school to discuss the intention to exclude/suspend.
- A fair investigation will be conducted, taking both the parents' and pupils' perspective into account.
- Parents and pupil will be informed about the complaint.
- Parents and pupil will be given the opportunity to respond.
- Parents may be informed by phone or in writing.

(The Education Welfare Act, 2000 Sections 23 (2) c, d & 21 (4) a (18))

- In the case of immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected.
- The BOM will ensure its decision to exclude/suspend a pupil will be reached in an unbiased manner. Suspension will be in accordance with the Rule 130(5) of the Rules for National Schools.
- Following suspension, a plan to re-integrate the pupil will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Pupil contracts will if necessary be put in place for the pupil and his/her parents. This will enable the school to set behavioural goals with the pupil and parent. All efforts will be made to support for their child at all times. Regular positive contact will be necessary until the pupil has re-settled.
- When an immediate suspension is considered by the Principal, a preliminary investigation will be conducted to establish its validity. The formal investigation will follow the imposition of the suspension.
- The Board of Management has authorised the Principal, with the approval of the chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion.
- The National Education Welfare Board will be notified by phone, fax, or email and using the standard form if a pupil is suspended for a cumulative total of six or more days.

Implementing the suspension:

The Principal shall notify parent in writing of the decision to suspend their child including:

- Letter stating period of suspension-dates it begins and ends.
- Reasons for suspension.
- Any programme to be followed by pupil and or parent.
- Arrangements for returning to school and any commitments to be entered into by pupil and parents.
- Provision for an appeal to Board of Management.
- Right to appeal to the Secretary General of the DES (Education Act 1998 section 29).

Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000 “A pupil shall not be expelled from a school before passing of twenty school days following the receipt of a notification under this section by an educational welfare officer’ (Section 24 (4).

It is the right of the Board of Management to take: ‘such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of pupils is secured’ (Section 24 (5).

The Board of Management has the authority to expel a pupil. As a matter of best practice, this should be reserved for the BOM and not delegated.

Procedure for expulsion

Before a pupil is expelled a meeting is held with parents and pupil to try to find ways of helping to change their behaviour. The school will ensure:

- The pupil understands the consequences of their actions will result in expulsion.
- All possible options have been tried
- The assistance of support agencies has been sought.

Serious grounds for expulsion

- Pupil’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil’s presence constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

Examples of behaviour that might result in immediate expulsion:

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other pupils in the school.
- Sexual Assault.

Appeal Process

Parents are entitled to appeal, under Section 29 of the Education Act, 1998, to the Secretary General of the Department of Education and Science, against some decisions of the Board of Management, including:

- Permanent exclusion from a school.
- Suspension which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Parents/Guardians will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the pupil.

Once a decision to suspend a pupil is made, parents will be alerted that they have 42 calendar days to bring an appeal.

Parents will be given a copy of Circular 2012.

The Board of Management will prepare an appeal if the school is being investigated by the Department of Education and Science.

5 Keeping Records

The following procedures are in place to document behaviour in the school. These are in line with school guidelines and data protection legislation.

Class Level

- Teachers record incidents of major and gross misdemeanours and file as appropriate.
- Detention slips are sent to the principal's office.
- Teachers report on behaviour during parent teacher meetings and in end of year school reports.
- Teachers write notes in the pupil's homework diaries to communicate both positive and negative behaviours.

Playground

- Teachers record any breach of the yard behaviour code in the supervision books.
- When detention is given the class teacher and principal are informed through detention slips and recording of name in the blue yard books.
- Incident report forms are sent to the principal's office.
- Memos, internal email and intercom system inform all staff of incidents of major and gross misdemeanours.

School Records

- Behaviour observation records, recording diaries, incident report forms and IBP's are kept in the child's file in the classroom, in a locked filing cabinet.
- Detention slips are sent to the principal's office and stored in the Childs file.
- All documentation related to suspension/expulsion is kept in the pupils file in the principal's office.

6 Procedures for notification of pupil absences from school.

The Education Welfare Act, 2000 Section 23 (2) (e) states that the code of behaviour must specify: "the procedures to be followed in relation to a child's absence from school". Section 18 stipulates that parents must notify the school of a pupil's absence and the reason for this absence.

Attendance:

- Children at risk of developing attendance problems will be identified at an early stage. Class teachers will communicate with the Deputy Principal., H.S.C.L and relevant class teachers regarding children with previous poor attendance record.
- Roll will be called every day by 10.30.
- Class teacher are to record explained and unexplained absences of above children in our new electronic roll calling system-ALADDIN.
- Deputy Principal will be notified of any concerns/improvements.
- Every effort will be made to raise children's awareness of the importance of punctuality and good attendance, by means of class teacher and regular assemblies. Classes achieving full attendance for one week will be rewarded by being publicly acknowledged and receiving immediate reward.
- Parents are reminded of the electronic roll calling system and the importance of punctuality and good attendance, through monthly newsletter and parental contact with HSCL.
- Parents are expected to provide a written note or telephone to office, stating the reason for child's absence.
- Children with good attendance or whose attendance improves will be rewarded at the teachers' discretion on a monthly basis e.g. extra golden time, extra P.E., Art, video etc.
- All NEWB reporting is carried out through new electronic Aladdin system.

- All records of attendance are stored through new electronic roll calling system (www.aladdinschools.com), and through Dept. Roll Books.

7 Reference to other policies, procedures and action plans:

- SPHE Plan
- Anti-Bullying
- Enrolment
- Record Keeping
- Home/School Links
- Health and Safety
- Equality
- Special Educational Needs
- Child Protection Policy
- Mobile Phone Policy
- Substance Use Policy
- Homework Policy
- Homework Club Policy
- Attendance

8 Success Criteria

This code of behaviour will be monitored through the following:

Regular review of number of pupils in detention.

- Behavioural Committee meetings.
- IBP's
- Staff Meeting.
- Assemblies.
- Student Council
- Parents Association
- Policy Review in conjunction with BOM.

Some practical indicators of the success of the code include:

- Observation of positive behaviour in class rooms, playground and school environment.
- The practices and procedures of this code are consistently implemented by staff.
- Positive feedback from teachers, pupils and parents.

9 Review and Monitoring

This policy will be monitored and reviewed by the Board of Management

4.11 Waste and Water Management

Every effort is being made in the Holy Family Senior School to reduce waste and the amount of water being used. We feel that we have been very proactive in this area. We take an active part in all competitions from Best Kept Schools, to Ennis Tidy Towns. We believe in educating the children to be litter and water reduction conscious. Together with these initiatives we have:

- A school policy that every child has a lunch box in which they take home their litter.
- We have litter wardens who meet regularly.
- We recycle our waste in the school, which includes: separating of materials in the classroom and in the staff room.

We recycle the printers ink cartridges.

Since the refurbishment of our school we do not have a problem with water wastage.

- All the class taps have automatic stoppers on them.
- Children are constantly reminded to turn off taps in the cloakroom and these are regularly checked.
- We also have an outdoor water tap for children, which supplies just the required amount,

We are happy that we are taking every initiative to conserve water and reduce waste in our school.

4.12 Special Educational Needs

Introduction:

This is a whole school plan for inclusive special needs education. It was initially devised after consultation with parents, staff, pupils and school management in 2004 and was updated in 2011 in light of practical changes within school organisation.

Rationale

The purpose of this policy is to provide practical guidance for teachers, parents and other interested parties on the provision of effective support for:

- Pupils who are experiencing low achievement and / or learning difficulties.
- Pupils who have recognised Special Educational needs as outlined by Circular 23/04
- Pupils with identified Reading Difficulties
- Children for whom English is a Second Language
- Pupils from the travelling community.

The policy fulfills our obligations under the Education Act 1998.

Vision

The Holy Family Senior School is a co-educational school, catering for pupils from second to sixth class in a mainstream setting. There is also a special class catering for children who have been identified with Reading Difficulties.

This plan is underpinned by the vision of our Founder Catherine McAuley that education should be

- Child centred
- Holistic.
- Aspiring to allow each child to fill their true potential regardless of disadvantage or marginalisation.
- Supported by a Catholic ethos.

The spirit of the school provides pupils, parents, teachers and special needs assistants with opportunities to experience and appreciate our diverse society in all aspects of school life. We belong to an educational community which values all.

Aims

Aims for the SEN Pupils:

This plan seeks to ensure pupils with special educational needs:

- Have specific needs identified at the earliest opportunity.
- Are provided with support / teaching services where necessary, and within the limits of available provision from the Dept. of Education and Skills.
- Are taught in an environment which is conducive to learning, and which allows them to develop and learn at an individual pace.
- Through inclusive practices, develop an appreciation of their own worth and respect for the diversity of others.
- Enabled to develop friendships with peers in the classroom and wider school environment.

Aims for other pupils:

This plan strives to allow children to:

- Develop an understanding that everyone has unique characteristics and abilities and enable them to be tolerant of and value difference.
- Foster an appreciation of the diverse community we live in.
- Promote empathy throughout the school community.

Aims for teachers and SNAs:

This plan aims to support class teachers and SNAs by:

- Promoting positive attitudes to inclusive education.
- Facilitating a shared sense of responsibility for SEN pupils within the school, through supplementary and team teaching.
- Providing information on professional development and training in SEN education.
- Sharing expertise and responsibilities on differentiation of the curriculum.

Staged Approach to identification, screening and referral for pupils with special needs

Enrolment of children with identified special education needs:

Children with Special Educational Needs apply to the school through the normal channels and their application will be subject to the criteria listed in the schools enrolment policy. Parents are expected to inform the school of any educational needs their child may have, and furnish the school with appropriate documentation as required.

Once the child has been offered a place, the SEN post holder and principal will apply to the Special Education Needs Officer for the resources needed to support the child in their learning.

The school will ensure that a transition programme is put in place to enable the child to move to the new environment as easily as possible. The child and parents will have a named member of the team who will meet with them prior to admission, discuss their needs and ensure they are comfortable with the processes and procedures in the school. This person shall be available to the parents as a contact point during the transition process.

Provision for children with emerging special educational needs

The school implements the staged approach to assessment as recommended by the NEPS service.

Stage 1: Identification.

- The class teacher, parent(s) or guardian(s) have concerns about the development of pupils in the classroom or home.
- The school principal, other teachers or SNAs may contribute confidentially any relevant observations or concerns. These may be observations on playtime behaviour or small group activities. These will be conveyed to the class teacher.
- Behaviour charts and incident forms will be used to highlight children who are experiencing social and emotional difficulties in the school.

Screening

- Class teachers, with aid of the support team, administer screening measures.
- Teachers observe the pupil formally and informally.
- The teachers keep written records of their observations.
- Teachers communicate their concerns to parent(s) / guardian(s) and keep them informed by means of regular progress meetings.
- The Drumcondra Reading and Maths Tests are administered to all classes from 2nd to sixth in October each year. The Special Education Co-ordinator takes responsibility for distributing, collecting and arranging correction of these.
- Cognitive Abilities Test 3 will be administered in 3rd class. The SEN co-ordinator takes responsibility for distributing, collecting and arranging correction of this. S/he will also ensure the results are correctly recorded and held in the pupil's record form.

Planning

The class teacher draws up a simple plan for extra help within the normal setting.

- The class teacher will differentiate the curriculum in line with the child's needs.
- The class teacher will involve the pupil in individual or small group teaching as required.
- The class teacher with the support of an SNA where appropriate, will source extra concrete material as required.
- The class teacher will record any adaptations or differentiation of the curriculum in the cuntas form.

Consultation

The teacher consults the Special Needs Post Holder or any other member of the team after two terms if there is still a concern about a particular pupil.

- The SEN post holder will initiate the referral process.

Stage 2: Referral

The pupil is referred to learning support with parental permission for further diagnostic testing. It is the responsibility of the class teacher to inform the parent(s), guardians of this process. Personal contact is advised.

Supplementary teaching (Learning Support) is arranged

The school year is divided into two instructional terms for the provision of learning support, September – February and February to June.

Pupils already receiving resource support are excluded from learning support.

However where a pupil could benefit from a programme set up for a resource child they may join the programme. This support could be based on curricular or social and emotional needs.

The following priorities are considered in the arrangement of supplementary teaching by the support team.

- Pupils from 2nd to 6th class at or below the 12th percentile in literacy /and or numeracy.
- Pupils between the 12th and 20th percentile in literacy and numeracy in 2nd to 6th class if caseload allows.

Group profiles and learning programmes

Parents, guardians class teachers are involved with the learning support teacher in drawing up a profile and learning programme.

The IPLP will be devised in accordance with the pro-forma as advised in the Learning Support Guidelines (2000). It should contain;

- Assessment results (before and after supplementary teaching)
- Learning strengths and attainments.
- Priority learning needs.
- Learning targets for the instructional term.

- Teaching strategies / materials / resources.
- Accommodations required for the classroom.

Reassessment

If significant concerns exist after one instructional term in learning support, the pupil will be moved to Stage 3 of the process.

- The learning support teacher will reassess the pupil at this point.

Stage 3: Referral to outside agencies

The school in conjunction with the pupil's parents / guardians will request an assessment of need from the relevant specialist or professional.

- The Special Needs post holder, in consultation with the Principal, co-ordinates the referral of pupils to outside agencies.
- A priority list of children is drawn up by the school principal and SEN post holder in consultation with the support team for referral to NEPS and other agencies.
- The support team and class teacher may meet with the pupils parents / guardians to discuss the need for referral and to seek consent.
- Class teacher fills in the referral form in consultation with appropriate school personnel.
- A parent may have a child assessed privately if the waiting list is too long in the school and if they deem it necessary and have the means to do so.
- When children enter the school with a previous assessment the principal and SEN post holder or assigned support teacher will meet with the parents / guardians and the relevant external agencies to discuss the pupils strengths and needs prior to entry in the school or during the first term after entry.
- Following the referral, the external professional will visit the school to meet with the pupil, parents / guardians, class teacher and support teacher as appropriate and the assessment will be conducted.
- The recommendations from the assessment will be communicated and the implications considered.
- In consultation with the parents / guardians and relevant specialists the support teacher and class teacher will draw up a specific learning plan using the IEP and IPLP school format.
- Necessary resources will be identified and sourced for the pupil as required. The principal and SEN post holder will liaise between the Dept of Education and Skills in providing specific resources and services for the pupil.
- The school will review these plans twice yearly (a special needs instructional term) unless a need arises.
- Referral for specialist review will occur where it is deemed necessary to draw up a more appropriate IEP or IPLP according to a child's changing needs.

Individualised Planning

The IEP will be devised in accordance with the guidelines from the Primary Curriculum Support Programme, and inservice training courses. It should contain:

- Assessment results (before and after supplementary teaching)
- Summary of other information. (psychological assessment and reports from other agencies.)
- Learning strengths and attainments.
- Priority learning needs.
- Learning targets for the instructional term.
- Teaching strategies / materials / resources.
- The services needed.
- Assistive technology if required.
- Accommodations required for the classroom.

Group learning plans will also be used where appropriate.

Teachers should aim to set targets which are SMART

- Specific
- Measurable
- Achievable
- Relevant
- Time limited.

IEPs are the result of collaboration and partnership between parents / guardians, class teachers, SNAs and other disciplines. The first IEP meeting will be held at the beginning of term one. The meeting may be held inside or outside of the school day depending on the parties involved and the level of supervision available to release the class teacher. IEPs will be reviewed at the end of each instructional term (twice yearly, February and June) and a new IEP will be devised as necessary.

Short term plans

Fortnightly plans should be kept, specific learning targets are prioritised and attainments are recorded.

Inclusion

Holy Family Senior School use a variety of strategies to ensure inclusive practices are successful. These are dependent on the needs of the individual child and include SPHE lessons, circle time, group and paired work and buddy systems.

Where children are accessing special classes we ensure that they are integrated into a regular class for P.E., religion and art where possible.

Organisation of supplementary teaching

Timetabling

- The support teacher and class teachers co-operate in drawing up a timetable.
- Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend supplementary teaching outside the classroom.
- Account is taken of subjects these pupils may excel at, e.g. Art, P.E. Computers etc.
- Where a child has an exemption from Irish, the teachers should endeavor to timetable around this.
- Timetables are changed as the need arises with minimum classroom disruption where possible.

Models and approaches to supplementary teaching

The support teachers will adapt their teaching approaches and strategies to meet the individual needs of the pupils in their caseload. The 3 year action plans in English and Maths are used to direct the level and scope of supports required and the methodology to be used. This will involve managing the pupils learning by:

- Withdrawing pupils on an individual basis to the Support room for one to one or group teaching.
- Co-teaching with a class teacher. Both teachers are present in the classroom, working to meet the needs of the pupils.
- Strategic Learning in the classroom. The support teacher may schedule time to collaborate with a class teacher to teach a specific learning strategy that would meet the needs of the SEN pupil and also the other pupils. e.g. Social skills or circle time.
- Class teaching. The support teacher may on occasion teach a particular subject area to a whole class and enable the class teacher to withdraw an SEN pupil or group and provide supplementary teaching to them.
- Focused group teaching for maths in various year bands.
- The school is committed to recognizing and remediating learning difficulties as early as possible in the pupils' education experience. To this end, extra resource and interventions are focused on 2nd class. Children who are considered at risk of having a specific learning disability will be screened using the DSJ, with the aim of inclusion into the reading unit in third class.

Provision of supplementary teaching

Learning Support

The support team will provide supplementary teaching in accordance with the staged approach to intervention. Learning support children will be identified through this approach and programmes established as set out in section 4.

Resource Support

Resource children have access to supplementary teaching as outlined by DES Circular 08/02 (See Appendix). These children will be considered to be at Stage 3 in section 4 of this policy. DES Circular 24/03 states that although resource teaching allocations have been sanctioned on the basis of individual applications, the overriding principle is that resources be deployed in the manner that best meets the needs of the pupils with special needs in the school. In line with inclusive practices in the school we engage in group teaching for resource pupils and other pupils, if we feel it is meeting the specific learning targets set for the SEN pupils. We also provide co-teaching and strategic teaching in the mainstream classroom.

English as a second language

Pupils who are eligible for supplementary support are identified by Department of Education and Skills guidelines (circular 15/2009) and through use of the appropriate assessment procedures. (The Primary Assessment Kit)

- The EAL teacher will withdraw children in small age appropriate groups depending on the pupils' command of the language.
- Where the pupil qualifies for an exemption for Irish as per circular 12/96 the school will enable the parents to seek this.
- Every effort will be made to help the pupil and parents to settle into the school, using the HSCL teacher as necessary.
- Where available other parents or pupils may act as translators or interpreters for the pupils and their family initially. If necessary the B.O.M. will provide funding for translation of important school correspondence.

Reading Class

Any 3rd or 4th Class student in Co. Clare who has been assessed by a psychologist as having specific learning difficulties, and whose performance in reading is under the 2nd percentile, is eligible to apply for a place in the reading unit.

Each application will be considered by the Reading Unit Admissions Committee which includes NEPS Psychologist, The Special Class Teacher and the School Principal.

- Teaching takes place in small groups with additional individual support when required. These small groups are arranged around class groupings.
- The Dyslexia Institute Literacy Programme is used. This is supplemented and modified according to the pupils' needs.
- Individual Education plans are drawn up and reviewed twice yearly. These are based on teacher observation and assessment and on the results of psychological testing.

- Targets are set and reviewed by the teacher informally testing reading, spelling and comprehension on a daily and weekly basis.
- Formal tests at the end of IEP period and end of year.
- Review will be held at the end of placement in the unit. (See Appendix: Reading Unit Policy.)

Exceptionally able pupils

The Department of Education and Skills have provided no extra resources for students who are exceptionally able.

The learning of these children is supported in the mainstream classroom through differentiating the curriculum by;

- Modifying the content of the curriculum. E.g. Exploring more abstract ideas and themes through group or individual work.
- Modifying the process. Developing research skills through project work.
- Modifying the product. Pupils will be given opportunities to present their work in different ways e.g. Blogs

Continuing and Discontinuing Supplementary Teaching.

In the case of learning support teaching a decision should be made at the end of two instructional terms whether to continue supplementary teaching. If necessary the pupil may be moved onto stage 3 of the staged approach as outlined in section 4. Post assessment, supplementary teaching may be continued or the pupil may be returned to the mainstream class with no further input.

- The decision making process should involve consultation between the principal, the class teacher, the support teacher and parents/ guardians.
- Account should be taken of the overall learning support demands in the school.
- Adherence to the schools policy on the provision of supplementary teaching must be clear.
- Drumcondra standardised results and a consideration as to whether the pupil has achieved some / all of the learning targets set will be used to support the decision.
- Consideration will also be given as to whether the pupil will be able to cope independently in the classroom environment.
- Continuing the provision of learning support should result in a review of a pupils learning plan.
- Similar criteria will apply as to whether a pupil should continue with resource teaching, but this will include consultation with the principal, NEPs psychologist, parents / guardians and any other specialists or professionals involved with the child.

Resources

The support team comprises seven teachers and seven SNAs. Each support teacher has their own classroom. SNAs are allocated duties on a yearly basis in conjunction with the Principal and in line with the SNA policy in the school. (See appendix)

- Support teachers have access to a variety of resources and materials which they store in their rooms. The school encourages sharing of resources as necessary and materials can

be exchanged between classroom and support room as required. Support teachers are expected to keep track of these resources.

- There is a resource library for SEN materials. This is located outside Room 21. These materials may be borrowed by all staff members and are managed by the SEN post holder.
- There is a P.C. in each support room. Software is shared amongst support teachers and may be shared with class teachers if required.
- There is a central area for assessment materials in the Resource library.
- Support teachers have a separate supply of reading materials for their pupils. However they also use the materials from the classroom in their teaching.
- Six computers have been bought for the SEN team to use with groups of children. A wireless network has been established in 6 of the resource room and a trolley will be available to transport the laptops between rooms.

Records

Each child with designated low incidence hours will be in receipt of a report from a psychologist or a psychiatrist. These reports are kept in the child's file in the main office. Support teachers may have a copy of these to aid the preparation of IEPs and these copies are kept locked in a filing cabinet in their offices. A current copy of the child's profile and IEP is also kept in the school office.

Each Support teacher also keeps on record copies of the child's IEP and any programmes of work s/he has prepared for the child. Assessment and observations of the child's progress are also held, all these will be in a locked cabinet in the support teacher's room. The class teacher will also keep a copy of these in a locked filing cabinet in their rooms.

After 6th class all relevant files will be put into the school archives and kept for the legally required amount of time.

Transition to Second Level Schools for children with Special Educational Needs

Holy Family Senior School supports the child and their parents preparing for the transition to second level. The school runs a six week transition programme that is differentiated to meet the needs of children with special educational needs. We liaise with the second level schools around the needs of the child and if necessary support the child in visiting their new school.

Co-ordination of SEN Personnel

The principal is directly responsible for the co-ordination and management of special needs personnel but she may assign duties to the Special Needs Post holder.

The principal may, where appropriate, deploy individual SNA resources to support several pupils with special needs. This may involve the deployment of an individual SNA in more than one classroom. (circular 24/03)

The support teacher responsible for a particular child will co-ordinate the visiting teacher service for that child in consultation with the principal or special needs post holder.

Collaboration and Communication

Liaison between support teachers and class teachers

Regular consultation with class teachers is essential. Support teachers may use the time they have allocated for planning and review to consult with class teachers on the curriculum programme for the special needs pupil.

In certain circumstances the principal or other support teachers may be in a position to facilitate consultation time for class teachers through arranging for supervision of their classes.

All other meetings either formal or informal will have to take place outside school hours.

Support teachers have a consultative role to play in their liaison with class teachers. They should;

- Aid the class teacher in meeting the special educational needs of pupils in the regular classroom by giving advice on how particular difficulties may impact on the pupils' curricular performance.
- Advise on inclusive practices.
- Help the class teacher in the differentiation of the class curriculum to meet the needs of the SEN pupils.
- Assist in the interpretation of psychological and other specialist reports and support the teacher making adaptations as recommended in these reports.
- Support teachers in the administration and collation of the results of standardised tests.
- Advise on assistive technology needs of the SEN pupil and on software that may be used to allow the pupil to access the mainstream curriculum.

Liaison between support teachers and school management

The SEN post holder should meet regularly with the principal in relation to special needs provision in the school.

The support team act as a resource for school management in responding to queries from parents in relation to special needs provision.

Support teachers may carry out behaviour observations and consult with the principal in relation to behaviour issues for pupils who are presenting with special educational needs.

Liaison with the Department of Education and Skills

- *The principal and the SEN post holder will be responsible for preparing data for the Dept. of Education and Skills to support requests for additional resources and personnel to meet the needs of SEN pupils.*
- *The principal will be responsible for allocating exemptions for Irish on request from parents.*
- *The support teacher assigned to a pupil will research and determine the most appropriate technology for the pupil in consultation with visiting teacher service, parents / guardians or other outside agencies.*
- *The principal will be responsible for applying to the Dept. of Education and Skills for the various grants available for pupils with SEN.*
- *The principal will be responsibility for paying outside personnel who provide a service approved by the Dept. of Education and Skills.*
- *The Special Needs Post holder will assist in and facilitate in the formulation of a school policy on special education needs within the context of the overall plan as required by the Department of Education and Skills.*

Implementation and Review:

The implementation of this policy will commence in _____. It will be reviewed at the end of every _____ school year, or as circumstances may warrant.

Ratification:

This policy was ratified by The Board of Management of Holy Family Senior School at its meeting on _____.

Communication:

This policy will be available through _____.

Appendices:

- **SNA policy**
- **Assessment Policy**
- **Behaviour Management Policy**

4.13 Traffic Management

Joint Policy for Traffic Management –September 2012

Introductory Statement

This joint policy was drawn up to meet the needs of the school communities of Holy Family Junior and Senior Schools. While both schools already had policies in place, it was felt necessary to agree on and to draw up a joint policy to ensure that all risks were identified and agreed solutions sought, to ensure best practice for the safe passage of pedestrians, cyclists and motorists on our campus.

Rationale

This policy has been drawn up by the management of Holy Family Junior School and Holy Family Senior School to:

Review current policy and practice

Consider traffic management issues that are unique to our schools

Devise a traffic management plan that will help to ensure the safety of all users

Ensure unimpeded access for emergency vehicles

The core of the policy is that there is clarity and understanding as to how the safe movement of pedestrians, cyclists and motorists can be managed on our shared campus.

Relationship to Characteristic Spirit of the School

Holy Family Junior School and Holy Family Senior School aspire to achieve the full potential of each child with particular concern for those who are disadvantaged or marginalised. It is our intention that the procedures identified in this policy will contribute to best practice in the management of the movement of pedestrians, cyclist and motorists within our school grounds and that clear and concise guidelines will help to make our campus safe for all users.

Aims

The primary aims/objectives of the policy are;

- Analysis of existing conditions
- Identification of risks
- Management of pedestrian access and movement during school hours
- Management of cyclists and provision of bicycle parking facilities
- Management of vehicular access, routes and parking
- To ensure that there is safe and easy access for emergency vehicles

Guidelines (content of policy)

In collaboration with the following representatives, an analysis of existing conditions, identification of risks and guidelines for pedestrians, cyclists and motorists were drawn up:

- Clare County Council Safety Officer
- Garda Traffic Co-ordinator
- Schools' Principals

with input from Coleman Engineers and Allianz Insurance

Analysis of existing conditions

Grounds – Holy Family Junior and Senior Schools share a campus situated on a site on Station Road, with access from Station Road, Dunnes Stores and Friar's Walk.

- Pedestrians – There are four pedestrian entrances (see map, Appendix -). Good practice was noted whereby a large majority of pupils and parents had made efforts to use the pedestrian entrance at the front, as had been requested in newsletters and had been promoted by school staff patrolling the entrance. (see example newsletter, Appendix -). Even though there are ground markings at the entrance to the junior school car park, these are not always adhered to and there are inadequate ground markings at the other end of this car park. During the day, pedestrians may need to walk through the car parks. This issue will need to be addressed.
- Cyclists – while the majority of cyclists dismount in the pedestrian areas, as per the Health and Safety Policies of the schools, the procedures regarding cycling in the car parks and driving areas need to be addressed. There are a number of bicycle racks in the senior school playground.
- Motorists – There are two vehicular entrances which can only be accessed using an electronic fob or opened from inside the schools. While there is a narrow opening at the front entrance, where vehicles and pedestrians both need to traverse, the width, at 3.5 metres, is wide enough to accommodate both, as advised by Clare County Council.* A pathway needs to be identified and marked out for the safe passage of pedestrians at this entrance.

*Historically there was a separate vehicular entrance. This was lost due to a compulsory purchase order by the council to make a new road at Friar's Walk. An approach was made to the management of the Old ground Hotel to purchase some land to widen the front vehicular entrance. This was unsuccessful so, although there are no departmental guidelines for the traffic management in existing schools, we have sought the advice of the County Council and Garda in revising our traffic management policies.

Identification of risks

- Small number of pedestrians and cyclists entering through barrier access
- Pedestrians and cyclists sharing the same space
- Pedestrians/cyclists/motorists share route for short distance at front
- Some ground markings not being adhered to
- Speed limits not always being adhered to
- Two parking spaces at the entrance to the junior school car park need to be decommissioned

to improve the sightline for traffic exiting (see map -)

Guidelines for pedestrians

Pedestrians will use the pedestrian entrances only. Pedestrians will follow pathways where indicated and will also adhere to ground marking directions. While pedestrians take precedence in our school grounds, care must be taken at all times while walking in/near an area where cars are parked/driving. Pedestrians must never enter or exit through the traffic barrier entrance.

Guidelines for cyclists

We actively encourage cycling to school and provide bicycle racks at – and – on the map. (Appendix) All cyclists are asked to dismount on entering the school and will walk with their bicycles to the bicycle racks or to the classrooms where they are dropping off their children. It may be possible to consider dedicated bicycle paths at a later stage, if funding becomes available.

Guidelines for motorists

Only staff cars, CIE taxis dropping pupils to school, visitors on official school business and deliveries will be allowed to drive onto the grounds during the school day. All motorists must take the utmost care, not exceeding the speed limit of 10mph. There are a number of pedestrian crossings as identified on the map at -, -, and - . Precedence must **always** be given to pedestrians within our school grounds.

No **vehicles** allowed in play areas during school hours.

Senior school staff members are asked to use the entrance and car park at the back of the senior school building. The members of the junior school staff will use the front entrance and will park in the car park at the back of the junior school building.

Taxis will drop and collect pupils at the middle door at the back of the school.

Success Criteria

This policy is considered successful if there are

- Agreed procedures for pedestrians/cyclists and motorists while on our school grounds during school time
- Systems in place to ensure that the campus of Holy Family Junior and Senior Schools is a safe and user friendly environment for the whole school community
- Positive feedback from the school community

Actions, Roles and Responsibility

Improved Signage - Pedestrian entrance notices at all pedestrian entrances. These will also indicate that cyclists must dismount on entering the school.

- New signage at barrier entrance
- Staff only sign at back entrance
- Sign on wall at back entrance indicating car park area
- Signs indicating safe routes to all facilities on campus

Ground markings –

- Pathways delineated in shared vehicular/pedestrian areas.
- Zebra Crossings at front entrance as marked on map –
- Zebra Crossing at back entrance, see map
- Additional No Pedestrians at entrances to car parks
- Markings for pedestrians from back doors of senior school to playground
- Zebra crossing from middle door of junior school across to walkway to Scoil na nÓg

The Boards of Management of Holy Family Junior and Senior Schools will provide funding for the above and ensure that the work is carried out within the agreed timeframe.

It will be the responsibility of the principals to ensure that the school community is aware of any changes to traffic management in our school.

It is the responsibility of the Preschool/Afterschool Facility and Montessori School Management to inform the parents of their pupils of any changes to policy

It is the responsibility of the principals of Holy Family Junior and Senior Schools to liaise with management in CIE with regards to taxis.

It is the responsibility of all users to abide by the school rules

4. Timeframe for Implementation

The procedures outlined in this policy will take effect immediately.

The improved signage will be put in place with immediate effect, on advice from Clare County Council, Ennis Garda and Allianz Insurance (Easter 2012)

The Zebra crossings and No Pedestrians markings will also be completed during this period. The other ground markings, as outlined above will be completed during the summer holidays 2012.

5. Timeframe for Review

This policy will be reviewed in twelve months time and amended as necessary by due consultation.

6. Responsibility for Review

The review will be instigated by the Chairpersons of Holy Family Junior and Senior Schools.

7. Ratification and Communication

This policy was posted on our websites after the new signage and guidelines had been put in place. Parents and staff were consulted and their contributions were included in the final amended policy. The Boards of Management will then ratify the revised policy at the September Meeting 2012. The ratified policy will be posted on our website and will also be available in hard copy form in reception. Parents will be notified of this in a newsletter.