



# **Sacred Heart Secondary School**

## **School Plan 2023-2024**

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*PART 1. Permanent Section*

## School Mission Statement

Motto:

*Sacred Heart Secondary School, Where Learning  
Continues to be an adventure.*

Mission Statement:

*Learning to be... Learning to do... Learning to  
learn....: Learning to work together in a creative  
and Christian environment, as we prepare for the  
future.*



# **CEIST**

***“I have come that they may have life and have it to the full” - Jn.10:10***

## **Vision & Mission Statements**

### **Mission**

- ***To provide a holistic education in the Catholic tradition.***

### **Vision**

- ***A compassionate and just society inspired by the life and teachings of Jesus Christ.***

### **What we treasure**

The core values of CEIST are intended to support and nourish the lives of the people who are at the heart of our schools - students, staff and parents. These are the members of the school; their rights must be respected, and their responsibilities should be performed in a manner which promotes the spiritual development of each person, achieves quality in teaching and learning, shows respect for every person, creates a sense of community and is founded on compassion and justice. These values can only be lived out if students, staff and parents work together for the common good of all. In CEIST schools processes should be put in place to deal with areas of conflict and disagreement so that the dignity of all members of the school can be protected.

### **Promoting Spiritual and Human Development**

We believe knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.

### **Achieving Quality in Teaching and Learning**

We are committed to excellence and to continually improving the quality of teaching and learning.

### **Showing Respect for Every Person**

We respect the unique and intrinsic value of every person.

### **Creating Community**

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

### **Being Just and Responsible**

We seek to act justly and responsibly in all our relationships.

## **Profile of Sacred Heart Secondary School:**

### **Location**

Clonakilty is a thriving award-winning town of 4,000 inhabitants.

It lies among some of West Cork's splendid scenery within easy reach of Cork City, via the N71, allowing quick and convenient access to rail, sea and air routes.

Sacred Heart Secondary School occupies a prime site just five minutes from the town centre and is set on an elevated site enjoying pleasant coastal scenery.

The school serves a wide catchment area and provides education for in excess of 500 students aged between 12 and 19.

Having such attractive numbers in our school enables us to provide for our students in a personal way, within the family atmosphere and ethos we enjoy.

### **HISTORY OF SACRED HEART SECONDARY SCHOOL**

Secondary Education was introduced in Clonakilty in 1908 when students in the Primary School were enrolled to take secondary Board examinations. This continued until 1941 when, following a suggestion from the Bishop the Most Reverend Denis Moynihan, Sacred Heart Secondary School was registered as a secondary school with a student enrolment of 41 students.

Sr Columba Myott was the Principal. Miss Purcell taught History and Geography through Irish, but also taught French and Mathematics. Sr Columba taught Irish and Religion, while Sr. Genevieve and Eugenius taught the remainder of the subjects.

Tuition fee was £6 per pupil, increasing gradually to £12 by the time so called free education was introduced in 1966. The school uniform consisted of black frock, white collar and cuffs. This was later replaced by a navy gym slip and white blouse with a red jumper. In 1960 this gave way to the now familiar bottle green which has changed from a gym slip to a skirt and since 2000 with an option of black trousers, except for formal occasions.

The secondary school of 1941 was housed in the ground floor rooms to the back of the convent building which had been built as a primary school in 1856. Owing to lack of space, the first-year class continued in the primary school until the following year. Enrolment remained static until the early 1950's, when extra accommodation had to be sought and the present study was acquired from the orphanage. The curriculum was also extended to include Domestic Science and Physiology.

Numbers in the Orphanage continued to decline in the 1950's, due perhaps to the opening of St. Ann's Adoption Society and the granting of Children's allowance. In 1957 three additional classrooms were taken over to cater for the growing numbers. A year earlier, the boarding school was opened, also using what was formerly orphanage accommodation. Boarders numbered thirty-four in 1957/58, according to the Annals, adding that an increase of ten was expected the following year. From then on it was a struggle to find space for a quickly growing intake and an expanding curriculum. The boarding school had an international status with the majority of students coming from Ireland and Europe. Although the Boarding School closed in 2005, while in operation numbers reached well in excess of 600. Following its closure in 2005 the student population reduced to 438. However, numbers have begun to increase significantly since and for the school year 2012/2013, the student population will be in excess of 500. The closure of the Boarding School left a huge emotional impact on the community of Sacred Heart and Clonakilty. However, fond memories of Boarding School days remain.

Science, with its corresponding laboratory was introduced in 1964. Further dormitory and classroom space became available with the closing of the orphanage in 1967. The opening of a newly built primary school in the same year left more badly needed classrooms available to the secondary school.

Sr Brendan Scully was appointed Principal in 1948 and held that post until Sr Benedicta Barry was appointed in 1959. She held the post until her retirement in 1983. Her replacement Sr Eilis McGrath continued as Principal, except from September 2004 until February 2005 when Mrs. Mary Wycherley filled the post, due to Sr Eilis being on sick leave. This, however, has changed over the years. Mrs. Mary Wycherley retired as Vice-Principal in 2008 having given a lifetime of dedicated service to both students and colleagues. Sr Eilis McGrath served as Principal from 1986-2009 during

which time she proved herself to be forward thinking and innovative while at the same time caring for the needs of all her students and staff. The present and first lay principal is Ms Ann-Marie Brosnan. The Deputy-Principal is Mr. Brendan Walsh.

Curriculum expanded over the years. Although music was not introduced as a formal school subject until 1973, music has always been a fundamental part of life in Sacred Heart. The Sisters of Mercy encouraged students to appreciate music and drama. Two of the sisters, Sr Leila Beechinor and Sister Francis provided music lessons for students before, during and after school. There were five dedicated music rooms where students were taught instruments including piano, flute, recorder, guitar and violin as well as music theory. Students undertook instrumental and theory examinations yearly with the Royal Irish Academy of Music. The introduction of Music as a school subject brought with it the annual musical production which replaced the Shakespearean plays. The first musical staged by Sacred Heart was "Smike" in 1979 directed by Mrs. Eileen Nolan and musically directed by Mrs. Eileen Murphy. Mrs. Nolan, Mrs. Murphy along with the musical direction of Ms Pauline Cullinane (R.I.P.) continued to stage a school musical annually. This tradition has been carried on by Ms. Denise Hayes and Ms. Una Whyte. Sacred Heart presently has a school choir, a traditional Irish group and continues to participate in Feis Maitiu.

In the early days the 'cookery kitchen' was in a very old building. This was replaced in 1964 by what remains to the present time. The rooms underwent a refurbishment in 1990 and it is hoped to relocate the kitchens in September 2012.

Refurbishment and expansion took place in the early 1980's and a new school was finally opened in 1982. This extra space gave the opportunity to develop a Prayer Room and a Religion Room. Later on, the coal shed was converted into a Pottery Room and the laundry was converted into a Technology Room, when this subject was introduced in 1990. As we were one of the original schools involved in the pilot project, we were lucky again to be one of the first cohorts to be introducing the Leaving Certificate Technology programme in September 2007.

With the closing of the Boarding School in 2005 the Computer Room, Art Room and Music Room had to be relocated to temporary accommodation. In 2010, due to inclement weather, the pipes burst in the attic of the old Boarding School, causing extensive damage. As a result, there was a complete refurbishment of the Refectory and the Science Labs. The Prayer Room was also extended at that time.

Physical Education was unknown in the early years, but Miss Attridge came every week to teach dancing and drill. This ended in the late 1960's. Sport has developed over the years from the small beginnings in two tennis courts which doubled as netball courts until 1972. At that stage basketball and volleyball were introduced and the school began competing in school leagues. The volleyball grew in strength and a team represented Ireland at the World Championships in 1980. P.E. was added to the curriculum in 1981 when the first P.E. teacher was appointed. This coincided with the building of a sports hall, which was financed by the local community. In more recent times the outdoor facilities were developed, and a company set up to manage. The Clonakilty Community Sports Association has the responsibility for the all-weather pitch and all-weather tennis courts. The school has the use of the facilities during the school day. The addition of hockey, football and Camogie to the sports list has given new opportunities. In the past two years the students have excelled in ladies' football. The school continues to have great success in hockey, football and Camogie winning County, Munster and All-Ireland Finals.

Sacred Heart Secondary School has, during the past ten years, developed a unique and intensely supportive education for all our students with special education needs. An Tearmann Feasa, our Resource Room, was formally opened in 2004 by the then Minister for Education, Mary Hanafin, who was most impressed by the quality and range of the work undertaken, and by the students themselves whose energy and enthusiasm was so apparent. Our team of teachers and Students Assistants provide for their students employing a more practical and yet creative approach to learning in both academic and life skills. Both Junior Certificate and Fetac Level courses are taught in An Tearmann Feasa, in smaller groups and in ways which are inspiring, inventive and memorable.

**Whole School Planning** has been a feature of Sacred Heart since the late 1980's when external facilitators from Ireland and the U.K. have worked with the staff in developing into a modern proactive community. This development was recognised by the Department of Education when the



school was chosen in 1998 to be one of the first schools to pilot the Whole School Evaluation process. Since then, the development of policies has continued. The school launched its first school plan in 2004 and was one of the first schools to publish same. Since piloting the W.S.E Sacred Heart has since undergone a full W.S.E. and received an excellent report which is available to read on the Department of Education and Science website. As a school we are constantly looking for new challenges and are always open to finding new ways to meet the needs of our students in an ever-changing world.

New programmes have been introduced over the years. The school was one of the first to take up the offer of **Transition Year** when the programme became more available in 1984. In the early years it was by interview but now all students take the programme. Another development which was very valuable at the same time was the **Vocational and Training Preparation Programme** (VPTP) with the Senior Cert examination. This was phased out at national level on the introduction of the **Leaving Cert Applied Programme**. This school took up this programme in 1997. It has been a wonderful success for the students who have followed the programme. The **Leaving Certificate Vocational Programme** was undertaken in 1994. This is a valuable extra for many students. In 1996 it was decided to facilitate students who wished to repeat the Leaving Certificate. A special Repeat Leaving Certificate Class was introduced, including boys. This was ended in 2002 when the demand for 3<sup>rd</sup> level places changed.

The original computer room was located in the old building in the room known as the Typing Room. The computers in use were Apple 2e, 512k ram machines. The Apple 2e were replaced by Apple Macintosh units in the late 1990's followed by their replacement with 24iMacs. Sacred Heart Secondary school entered the inaugural Spin a Web national competition in 1996. This competition was run by the Computer Department in Trinity College Dublin. One of our students, Ms Sarah Murphy, under the guidance of our computer teacher, Mr. Gerard O Sullivan, won that first competition. In 1997, the Typing Room amalgamated with what was then a Leaving Cert room to create two computer labs. In 2000 the first cable-based network was installed in both computer rooms on foot of grant aid from the IT 2000 School Development Plan which was started in 1997. Further development came from Schools Integration Project (SIP) in the year 2000. Sacred Heart was one of twenty schools chosen from nationwide applicants on the basis of their Information Technology project proposals. The project ran for a period of eighteen months. Sixteen new windows-based PCs were acquired by virtue of participating in SIP. New computer labs were commissioned in the new prefab complex in 2008 and the old computer rooms were decommissioned and stripped bare of all networking cable runs and fixtures in the old school

location. Sacred Heart Secondary School Computer Department is an accredited ECDL test centre since 1999. New HP multi-seat (32 workstations running from 5 computers) computer facility was installed in one of the computer labs in the prefab buildings in the 2011/2012 school year. As a result of a 2010 Department grant along with Board of Management funding, ICT was introduced to all classrooms. This continues to be developed ensuring that Sacred Heart remains at the forefront of education in the 21st century.

**Back to Education Initiative** was introduced to allow adult students second chance in education. This has proven to be a significant milestone in enabling many to return to work but has also provided a social outlet for many women who were trapped in the home. Two fully accredited FETAC Level 5 Courses are available: 1. Certificate in Community and Health Care and 2. Certificate in Youth work and Social Studies. Each course can be taken over a one- or two-year period and is a standalone qualification which may lead to direct employment. Each course can also be used to access further Third Level education such as Nursing, Social Science or Social Care. All courses are run during the school day, mostly mornings, between 9.30 am and 1.25. It is an ideal setting in which to make new friends and learn new skills.

Originally the school was under the trusteeship of the Sisters of Mercy since its foundation. Inspired by the vision of Catherine McAuley, Mercy education is committed to holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalized. Mercy education is committed to on-going whole-school development in collaboration and partnership with the Board of Management, staff parents and the wider community. In 1995 the first Board of Management was appointed. This has been a very energizing and significant development for the school. The Board continues to support in every way the development of the school. The school also acknowledges the support of members of the local community who have served on the Board over the years. Up to 2008 the Sisters of Mercy of the Southern Province remained the Trustees of Sacred Heart. In February 2008 the new Trust Body- CEIST-CATHOLIC EDUCATION, AN IRISH SCHOOLS TRUST took over as Trustees. The 21st century brought new challenges which require the creation of new structures to ensure that Catholic secondary education is a viable choice in pluralist Ireland. To this end the Daughters of Charity, the Presentation Sisters, the Sisters of the Christian Retreat, the Sisters of Mercy, and the Missionaries of the Sacred Heart have come together to form this organisation. The CEIST Charter defines the vision, values and framework by which the new Trust, its executives and schools will operate. It sets

out the Ceist Vision and Mission Statements and indicates how the values of the Charter can be lived out by all involved in Ceist and its school communities. The Charter is committed to achieving quality in teaching and learning, showing respect for every person, creating community and being just and responsible.

The Parents became actively involved in the school with the setting up of a Parent's Association in 1984. The aim was to provide a support for the parents, but they also support the school and become involved in many activities and help with functions. Sacred Heart continues to work in partnership with parents. Not only do the parents support the school in many different ways the school also continue to support the families in the local community, especially in times of difficulties.

The Student Council was established in 1998. Student Council is a key feature of our school many of the activities of the school and indeed much of the atmosphere of the school are determined here. The Student Council is a democratic structure with representatives from each year and allows pupils to become actively involved in the life of the school. The Council meets regularly and is intended to give students a meaningful voice in the life of the school.

They also raise a lot of money during the school year for various charities and school equipment. The Student Council members are always available to represent their colleagues at events outside the school as the need arises; sometimes on sad occasions when their presence is always dignified and seen as a tremendous support.

Sacred Heart Secondary School has seen many changes since its foundation-retirements of many dedicated staff members along with many physical changes. Sacred Heart continues to evolve in an ever-changing and challenging world. Sacred Heart has had much success in State examinations and has won many national and international awards in many spheres, including Young Scientist, PISA scores, YSI, Mini Company, public speaking and debating amongst others. The number of students attaining entry into Third Level courses remains high-above the national average. Our students continue to be well ahead in the areas of numeracy and literacy. What remains central to our ethos is the uniqueness of our students who are treasured and valued at all times. The philosophy of the school is to encourage co-operation between all partners in education as well as to develop close links with the local communities.

## **Outline of Sacred Heart Secondary School's Structures and Resources.**

The school building is divided into a number of separate building units/structures. These include the old building, main building, old prefabs and new prefabs as well as the physical education complex. The Old building is still utilised by the school and houses two Science Labs, RE Room, Library, Adult Education Office and Rooms, two Home Economics Labs, Dress and Design Room, Guidance Office, LCA Co-ordinators Office and School Canteen. The main building which was opened in 1982 is now the hub of the main school activities. This building is supported by two separate prefabricated structures. These are the old, prefabricated classrooms and new prefabricated classroom that hold general purpose classrooms and computer rooms. The school also contains an excellent Gymnasium and All- Weather Playing Surface.

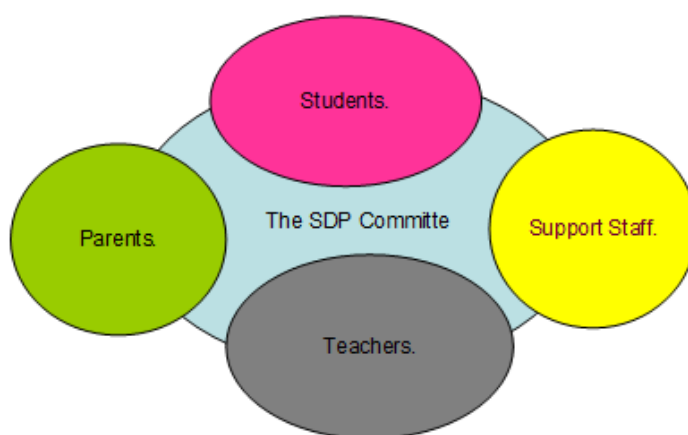
General Summary of Rooms in SHSS.

<b>Room Description</b>	<b>No. of Rooms.</b>
General purpose rooms	20
Science Labs	3
Art and Craft	2
Home Economics Lab	1
Dress and Design	1
Music Room	1
Technology Rooms	1
Learning Support	2
Library	1
Social Area/Canteen	1
RE Rooms	2
Gymnasium	1
All Weather Surface	1
Principal's Office	1
Deputy Principal's Office	1
Guidance Councillor's Office	1
SET Office	1
General Administration Office	1
Year Head's Office	2
Staff Room	1

Staff Toilets	2
Student Toilets	5
Computer Labs	2
GPR	1

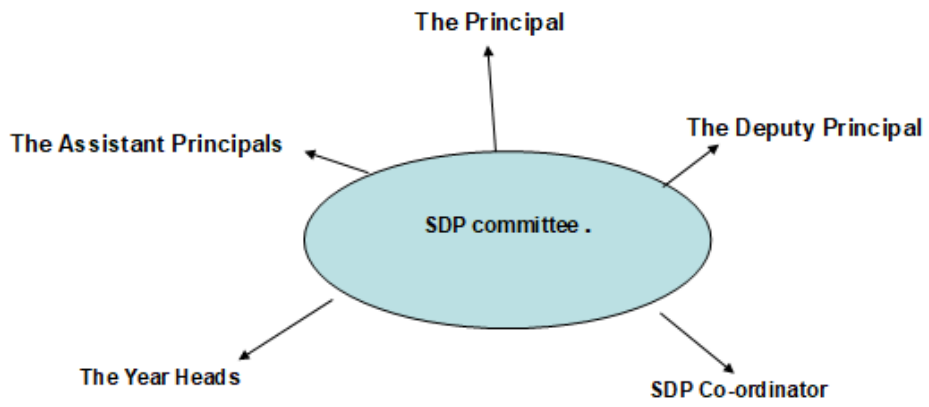
### **School Development Planning Structure.**

School development planning at Sacred Heart Secondary School underpins the value of partnership through its management of planning in all areas of school life. A structured planning process has been constructed that empowers all stakeholders to contribute to a myriad of development priorities undertaken at the school. Central to this process is the work of the planning committees and working groups. Such committees/working groups act as the catalyst for action and change, channelling the energy and contributions of all the stakeholders into a process that is inclusive and transparent. The committees/working groups in particular manage the process and structures of cyclical development and change in the school. In recent Years the SSE process has been utilised as a framework that facilitates the identification of priorities for attention and thereafter the execution of a plan to oversee the relevant implementation.



The SDP process in Sacred Heart Secondary School is formally facilitated by a variety of staff who together with the Principal & Deputy Principal gather data from stakeholders, identify areas for improvement and execute strategies and plans to ensure the effective introduction of change. Some of the recent improvement plans have focused on improving feedback to students, enhancing the use of digital technologies in the teaching and learning process and presently we are working on collaborative learning.

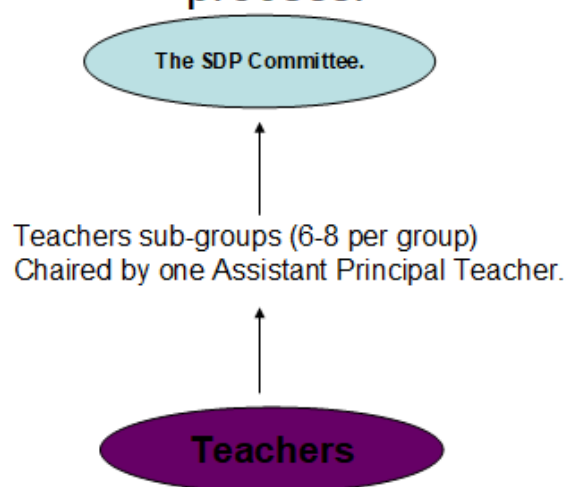
## The composition of the SDP committee



## The Voice of Staff Members.

All staff is welcome to forward suggestions/ideas on school planning to management. As a complement to this process each assistant principal is assigned as a team leader/chair to represent a cohort group of staff members. Staff members include, teaching staff, special needs assistants, administrative staff, care takers and support staff. All issues concerned with the SDP process are encouraged to be voiced by all staff either directly to management or via any assistant principal. Thus, in turn these concerns/suggestions are prioritised by all staff members. This structuring of staff is particularly significant during staff planning days/staff meetings when staff are organised into their specific groupings. Action plans together with targets, tasks, time frames and evaluation procedures are designed and acted on. These priorities will form an integral part of the planning cycle for the school year.

### How Teachers contribute to the SDP process.



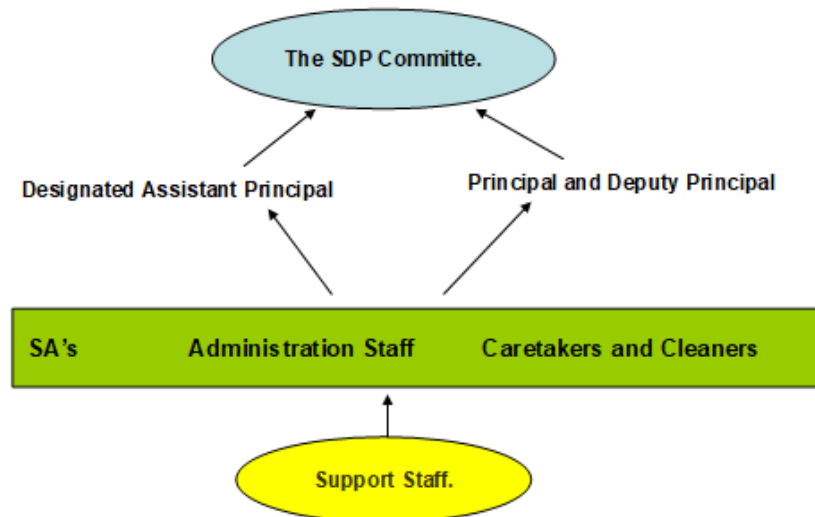
All comments and contributions are noted and forwarded to the school management at the weekly care team meetings.

Staff surveys and staff meetings also provide the opportunity for all staff members to provide valuable information on many aspects of school planning. Priorities for the school year planning cycle in particular are agreed on through staff surveys/meetings. In recent years the adoption of the G-Suite for education has facilitated the issuing of surveys to all staff in a quick and effective fashion. The surveys are automatically collated with the results being used as a basis for making decisions.

Particular measures are put in place to make the support staff of the college significant members of the planning process in the school. They are included in staff planning days, are given a designated assistant principal for whom they can channel their thoughts/considerations directly to the SDP committee and are made equal members of staff in all formal and informal matters. Furthermore, they are provided with cyclical meetings with the principal and deputy principal throughout the year where all aspects of their duties and experiences in Scared Heart are discussed.



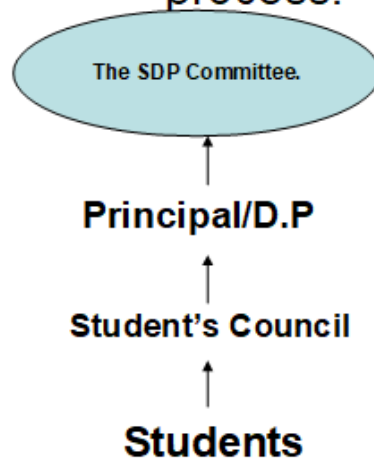
## How Support Staff contribute to the SDP process.



### The Voice of Students

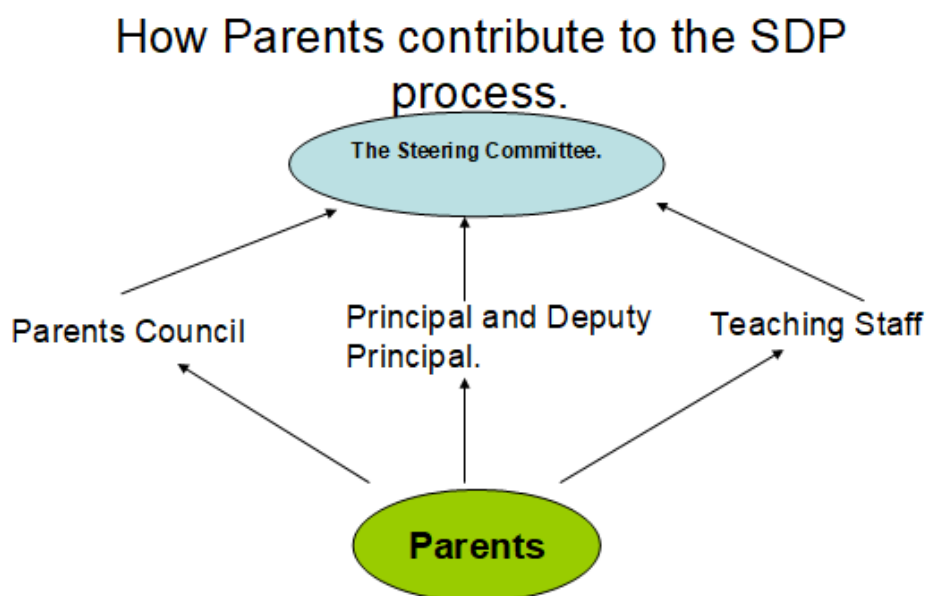
The student's council provides a significant forum for raising the views of all students. The student's council is led by the student from all year groups who are elected annually by the students from their respective year groups. Two student representatives are elected from year cohort. Once a week the student council meet with their liaison teacher, Ms. Kiely, (post holder), to update all students on all school matters and to provide a forum for discussion. At this meeting issues concerning students are raised and debated. Outstanding concerns that the students have voiced are formally addressed towards the principal who meets with the student's council on a periodic basis, (once a term).

## How Students contribute to the SDP process.



## **The Voice of Parents**

The parent's council forms an integral part of the planning process in Sacred Heart Secondary School. The parent's council meet once every month with their liaison teacher, Ms. Kiely, (post holder), to discuss all aspects of life at SHSS. At such meetings information on school activities is shared, ideas for enhancing the experience of students and parents are discussed and respective events organised. The voice of parents is further enhanced by the participation of parents on the Board of Management. Every two years, two parent's representatives are elected to the Board of Management. All parents are advised on this opportunity to become a parent representative. Parents are encouraged to voice any issues concerning them through monthly meetings with their liaison teacher and through monthly meetings with the Board of Management. Furthermore, open nights, parent information nights and parent teacher meetings are further opportunities for all parents to discuss and communicate school matters with members of the school community. This is further supported by opportunities to schedule individual meetings with staff members including the Principal and Deputy Principal.



## **Integrating the Process into Action and Change.**

The main function of the SDP committee as mentioned is to channel the opinions and considerations of all the stakeholders into working action plans that become official school policy that ultimately get ratified by the board of management. Each year a number of priorities are agreed on by management. These priorities, stem as mentioned, from the combined input of all partners. This list of priorities may be added to throughout the year as circumstances demand. An action plan outlining who is responsible for conducting the action, how the priority is conducted, when each priority is to be completed and a date for review, is drawn up for each specific priority to be completed.

**Staff handbook extract**

## SCHOOL CALENDAR 2023-2024

*(In accordance with the Department of Education and Science standardisation of school year)*

REOPENING OF THE SCHOOL YEAR 2023-2024	
Friday August 25th	Special Class (11.00am-12.30am) 5th Year induction 10.30-12.30
Monday August 28th	1st year Induction (9.00-12.30pm) 6th Year Induction (11.00-12.30)
Tuesday August 29th	2nd & 3rd Year Induction 1st, 2 <sup>nd</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> & 6 <sup>th</sup> Year (Full Day)
Wed. August 30th	4th Year Induction 1st, 2nd, 3rd, 5th & 6th (Full Day)

School Holidays		
	Closing	Opening
<b>School Closed</b>	29-09-23	
<b>Mid-Term Break</b>	27- 10 - 23 (3.20pm)	06- 11 - 23 (8.50 a.m.)
<b>School Closed</b>	04-12-23 Dept. of Education Junior Cycle Subject Cluster Day	
<b>Christmas Holidays</b>	22 - 12 - 23	08 - 01 - 24 (8.50 a.m.)
<b>School Closed</b>	05-02-24	
<b>School Closed</b>	08-02-24 Dept. of Education Junior Cycle Staff Planning Day.	
<b>Mid-Term Break</b>	09- 02 - 24 (3.20pm)	19- 02 - 24 (8.50 a.m.)
<b>School Closed</b>	18 -03-24	
<b>Easter Holidays</b>	22- 03 - 24 (3.20pm)	08- 04 - 24 (8.50 a.m.)
<b>School Closed</b>	06 & 7-05-24	
<b>Summer Holidays</b>	31-05 -24	

*Contingency arrangements due to time lost due to unforeseen school closures are in place for 2023-2024. Where contingency arrangements are required, a school authority may reduce the length of the February mid-term break by remaining open up to and including Wednesday 14h February 2024. Where contingency arrangements are required, a school authority may reduce the length of the Easter break by remaining open up to and including Wednesday 27th March 2024.*

**Parent Teacher Meetings**

<b>Class</b>	<b>Day/Time</b>	<b>Time</b>
<b>6<sup>th</sup> Year</b>	Monday 16/10/23	4.15-6.45pm
<b>3<sup>rd</sup> Year</b>	Thursday 26/10/23	4.15-6.45pm
<b>1<sup>st</sup> Year</b>	Tuesday 21/11/23	4.15-6.45pm
<b>4<sup>th</sup> Year</b>	Monday 11/12//23	4.15-6.45pm
<b>5<sup>th</sup> Year</b>	Thursday 25/01/24	4.15-6.45pm
<b>2<sup>nd</sup> Year</b>	Tuesday 06/02/24	4.15-6.45pm

**Schedule of Afterschool Staff Meeting**

Date		Schedule	Croke Park	Cl M58/04
Thursday	24-08-23	Staff meeting	6	
Wednesday	06-09-23	Staff Meeting (all-student review)	1	
Wednesday	20-09-23	Subject Department Meetings (2-way)	1	
Thursday	05-10-23	Open Night	3	
Wednesday	11-10-23	Staff Meeting (6th + 3rd yr review)	1	
Monday	16-10-23	6th Year P/T Meeting		3
Thursday	26-10-23	3rd Year P/T Meeting		3
Wednesday	08-11-23	Staff Meeting (1st + TY yr review+ TYRO)	1	1
Wednesday	15-11-23	Subject Department Meeting (x-mas test)	1	
Tuesday	21-11-23	1 <sup>st</sup> Year P/T Meeting	3	
Monday	11-12-23	4 <sup>th</sup> Year P/T Meeting	3	
Wednesday	17-01-24	Staff Meeting (5th + 2nd yr review)	1	
Thursday	25-01-24	5 <sup>th</sup> Year P/T Meeting	3	
Thursday	06-02-24	2 <sup>nd</sup> Year P/T Meeting		3
Wednesday	28-02-24	Staff Meeting (ISM review)	1	1
Wednesday	24-04-24	Subject Department Meeting	1	
Wednesday	08-05-24	Staff Meeting	1	1
<i>'Planning &amp; Development on other than a whole school basis &amp; as approved by management'</i> <i>Subject Department meetings &amp; CPD'</i>			6	
<b>Total assigned</b>			<b>33 hours</b>	<b>12 hours</b>

## SHSS TIMETABLE 2023-2024

TIME	MON	TUE	WED	THUR	FRIDAY
8:50-9:30am	1.	1.	1.	1.	1.
9:30-10:10am	2.	2.	2.	2.	2.
10:10-10.50am	3.	3.	3.	3.	3.
10.50-11:05am	BREAK	BREAK	BREAK	BREAK	<u>BREAK</u>
11.05-11.45am	4.	4.	4.	4.	4.
11:45-12.25pm	5.	5.	5.	5.	5.
12:25-1.05pm	6.	6.	6.	6.	6.
1:05-2.00pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2:00-2:40pm	7.	7.	7.	7.	7.
2:40-3.20pm	8.	8.	8.	8.	8.
3:20-4:00pm	9.	9.	Finish <u>3.20pm</u>	Finish <u>3.20pm</u>	Finish <u>3.20pm</u>

### STAFF LIST 2023-2024

<b>Teaching Staff</b>	
Aine Flanagan	Josephine Keane

Ann Marie Brosnan  
Aoife Brennan  
Brendan Walsh  
Brian Daly  
Bríd Ní Ghriofa  
Brid Hennessy  
Caragh Bell  
Chelsea Love  
Claire Holland  
Clare O' Donovan  
Colette Harte  
Dave Pegler  
Denise Hayes  
Donna O' Regan  
Eileen Harte  
Elaine Galvin  
Elizabeth O' Sullivan  
Frances O' Donoghue  
Gearóid O' Donovan  
Helen Shanahan  
Jennifer Harrington  
Joanne Nash  
John Woods

Judy O'Connell  
Kara O' Callaghan  
Kate Barry  
Leona Meade  
Louise O' Flynn  
Marie O' Flynn  
Máire O' Brien  
Mary Holland  
Mary O' Riordan  
Mairead Kingston  
Niamh Russell  
Niamh Hogan  
Noelle Lynch  
Nicola Crowley  
Nikita Good  
Paula O' Donovan  
Rosemarie Sexton  
Rob Barry  
Sinead Mangan  
Sinead McEvoy  
William Browne

**Post Grad. Masters in Ed.  
Students (PME)**

PME 2 James Sugrue  
PME 2 Jeff O' Mahony  
PME 1 Billy Whyte  
PME 1 Erin Griffin  
PME 1 Anna Maria Surdu



**Clerical**

School Secretary

Eileen Cahalane

Receptionist

Catherine Callaghan

Library

Mary O’Sullivan

**Caretaking**

Kevin O’ Sullivan

Batt Cahalane

**Cleaners**

Olena Demchenko

Anastasiia Nedoluzhenko

Yana Morenko

**Student Assistants**

Anna McCarthy

Ber Downey

Clare Shorten

Imelda Kingston

Mary Rose Hurley

Miriam Walsh

**Principal** Ms. Ann Marie Brosnan

**Deputy Principal** Mr. Brendan Walsh

Assistant Principal 1	Roles & Responsibilities
Rosemarie Sexton	1st Year Head
Elizabeth O’Sullivan	2nd Year Head
Jo Keane	3rd Year Head
Dave Pegler	5th Year Head & ICT Coordinator
Frances O’Donoghue	Leading & Managing the SET Team
Eileen Harte	Programme Coordinator (Transition Year)
Caragh Bell Daly (acting)	6th Year Head & Applied Leaving Certificate Coordinator
John Woods	Assessment Coordinator Leading & Coordinator of Sustainability & Health & Safety
Assistant Principal 2	Roles & Responsibilities
Mary Holland	Book Rental Coordinator
Denise Hayes	Leading Learning & Teaching and Academic Tracking
Marie O’ Flynn	Leading & management of the coordination of Junior Cycle implementation including Wellbeing
Leona Meade	Student Leadership & Celebrating Student Achievement
TBC (acting)	Communication, Celebration & Staff Well-being & Collaboration
Donna O’ Regan	Leader and coordinator of parent voice, community and business links and open evening.
Claire Holland	Lead and foster an inclusive school community with a focus on equality of opportunity for all & the holistic development of all students. Leading and managing of the corodination of school self-evaluation

## Leaving Cert Grading System

New Grades and Common Points Scale for Leaving Certificate 2017			
Grade (%)	Points	Grade (%)	Points
H1 (90-100)	100		
H2 (80<90)	88		
H3 (70<80)	77		
H4 (60<70)	66		
H5 (50<60)	56	O1 (90-100)	56
H6 (40<50)	46	O2 (80<90)	46
H7 (30<40)	37	O3 (70<80)	37
H8 (0<30)	0	O4 (60<70)	28
		O5 (50<60)	20
		O6 (40<50)	12
		O7 (30<40)	0
		O8 (0<30)	0

**What points will be given for the Leaving Certificate Vocational Programme?**

LCVP Grade	2017 Grade equivalent	Revised LCVP Points
Distinction	H4	66
Merit	H6/O2	46
Pass	O4	28

## Matriculation Requirements

From 2017, a Higher Level E grade will contribute to the new basic matriculation requirements which the universities and institutes of technology have introduced to take account of the new grading scheme. These basic matriculation requirements for 2017 applicants and the grades required from pre-2017 applicants are detailed in the Table below:

2017 Matriculation requirements	Pre-2017 Leaving Cert grades required
2 H5 and 4 O6/H7 grades	2 HD1 and 4 OD3/HE grades
5 O6/H7 grades	5 OD3/H E grades
3 H5 and 3 O6/H7 grades	3 HD1 and 3 OD3/HE grades

## Junior Cycle Grading System

### Grading of the Final Examination

<b>GRADE</b>	<b>RANGE (%)</b>
Distinction	≥90 to 100
Higher Merit	≥75 and <90
Merit	≥55 and <75
Achieved	≥40 and <55
Partially Achieved	≥20 and <40
Not Graded	≥0 and <20

### Classroom Based Assessment Descriptors

Each subject will have 2 CBA's, CBA 1 to be completed in 2<sup>nd</sup> Year and CBA 2 to be completed in 3<sup>rd</sup> year. Each CBA will be at a common level. Each CBA will be undertaken in a defined time period. In many subjects, the 2<sup>nd</sup> CBA completed in 3<sup>rd</sup> year will be followed by a written Assessment Task. This Assessment Task will be submitted to the SEC for marking and will be worth 10% of the final assessment. Subjects such as Art, Home Economics, Music and Technology will not have an assessment task but will retain their practical component. The CBA's will be assessed by the relevant subject teachers. Teachers are supported in this by JCT, the Features of quality descriptors and the assessment toolkit for their subject which is available on [www.curriculumonline.ie](http://www.curriculumonline.ie).

<b>Classroom Based Assessment Descriptors</b>
<b>Exceptional</b>
<b>Above Expectations</b>
<b>In Line with Expectations</b>
<b>Yet to Meet Expectations</b>

## GENERAL ADMINISTRATION

### Staff Absences

#### What to do

If you are unable to attend school, please make contact **as soon as possible** with the following numbers, **Mr. B. Walsh at 085 7393865** or **Ms. A.M. Brosnan at 085 1458666**. If you are unable to make contact with the above mobile numbers please contact the main school office at 023 8833737 between **8.30 a.m. – 8.45 a.m** at the latest, so that cover can be arranged. ***Please indicate when making contact, whether a medical cert will be submitted on return.***

**A medical certificate is required for absences in excess of 3 days.**

#### Personal Days

The DES position on personal days is outlined below for the attention of all teaching staff.

‘Personal Days may be granted following a written request from staff and are subject to the approval of the Board of Management and Principal under certain conditions. The DES will permit such paid leave subject to the approval of the school principal and where there are no additional costs to the DES. Please fill in hand written request in person to Principal, on behalf of the Board of Management, **well in advance** for permission.

Cover for personal days must be arranged with colleagues on a voluntary basis. This must be arranged before leaving the school, work should be marked, and class lists left with appropriate teacher. The cover arrangements must be submitted to the Deputy Principal prior to the date.

Details of who is covering classes should be left with the deputy principal. “Personal Day Forms” are available in the staff room for staff to complete.

If a teacher is on supervision duty on that day cover should be arranged.

Where a teacher is granted personal leave, he/she must furnish the Principal, the actual substitution arrangements they have made for the classes to be covered. Such arrangements shall be put in writing to the school management prior to departure on the personal leave day (s)’.

**IF YOU ARE TO BE ABSENT FROM ANY CLASS:**

***Permission to be absent from any class for any activity or reason needs to be requested in advance from the Principal.***

Thereafter the teacher is required to provide the following:

- **The Cover required form is to be completed and handed to the deputy principal so that all classes are covered by a substitute teacher.**

- **Work must be assigned for the class**; this is to be placed in the appropriate slot in the tray in the staff room, with a class list, so that the supervising teacher may access this.

**NO TEACHER MAY ABSENT THEMSELVES FROM CLASS WITHOUT PRIOR APPROVAL.**

The form below needs to be filled out and handed to the *Deputy Principal* at least **2 DAYS** prior to any activity that requires cover for any class. Notification of absence from any class should however be made as soon as possible. **It is not possible to provide substitution cover in all cases, particularly if advance notice of at least 2 days is not provided.** Copies of this form are available in the staff room.

Today's Date:   /   /

Reason for Absence \_\_\_\_\_

Date of Absence   /   /

Signature of Teacher:   \_\_\_\_\_

  Please circle the periods for which you will require cover

  1   2   3 Small break   4   5   6 Lunch   7   8   9

  Are you on Break/ lunch supervision? YES / NO

### Photocopying

1) Teachers should be aware of:

- Limits to use of copier under copyright regulations
- Cost of copying - who is carrying it?

Will the notes be used? As part of the schools policy on e-learning, teachers are advised that an alternative way of delivering such materials to students is via electronic means.

2) Each teacher will be issued with a code for use in the reprographics room.

**3) If you want to hand in copying to be done in office, please allow at least 24 hours longer when it comes to large quantities.**

4) Typing may be done by office staff, but whole - school issues will always take priority over individuals, so allow plenty of time.

5) Laminating and Binding facilities are available in office also.

### [Bus Hire](#)

Bus Hire must be arranged in advance and a bus requisition form must be completed. This book is available in Eileen's office.

### [Purchase Requisitions](#)

**Prior to purchasing any goods and services a purchase requisition form must be completed and approved by the principal.**

**A purchase order must appear on the invoice.**

**Each department must submit a balance sheet showing all financial incomes and expenditure for the academic year.**

### [Cheque Requisition](#)

**All requests for checks must be made in advance by means of completion of a cheque requisition form.**

**Goods of any nature are no longer available on credit from any store.**

### **CASH**

- All monies collected must be counted, checked and handed personally to the office. The amount will be receipted.

### [Maintenance](#)

A Room maintenance book is available in reception.

All maintenance requests **must** be logged in this book.

- Requests for routine repairs must not be directed toward the caretaker but instead be documented in the logbook in reception.
- Requests for non-routine maintenance must obtain Principal's approval prior to being entered in the book.

### [Ordering of Supplies](#)

Only the school Principal is authorised to approve expenditure. Requisition forms are available from the school office. Completed requisition forms with three quotations should be returned for approval to the Principal. All orders are processed through the school office. All orders are subject to approved school audit protocol.

**Child Safeguarding Statement**

**Sacred Heart Secondary School** is a post-primary school providing primary/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 [insert school name] has agreed the Child Safeguarding Statement set out in this document.

- 1 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
- 2 The Designated Liaison Person (DLP) is **Ann Marie Brosnan**
- 3 The Deputy Designated Liaison Person (Deputy DLP is **Brendan Walsh**
- 4 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.

- 5 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
  - The 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 school’s 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.

**Note:** The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

6 This statement has been published on the school’s website and has been provided to all members of school personnel, the Parents’ Association (if any) 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.

- 7 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.

#### **How should I deal with a disclosure from a child?**

- You should deal with disclosures of abuse sensitively and professionally. The following approach is suggested as best practice for dealing with these disclosures.
- React calmly
- Listen carefully and attentively
- Take the child seriously
- Reassure the child that they have taken the right action in talking to you
- Do not promise to keep anything secret
- Ask questions for clarification only. Do not ask leading questions
- Check back with the child that what you have heard is correct and understood
- Do not express any opinions about the alleged abuser
- Ensure that the child understands the procedures that will follow
- Make a written record of the conversation as soon as possible, in as much detail as possible
- Treat the information confidentially, subject to the requirements of Children First Guidance and legislation

#### **Mandated persons have two main legal obligations under the Children First Act 2015**

- To report harm of children, above a defined threshold, to Tusla
- To assist Tusla, if requested, in assessing a concern which has been the subject of a mandated report
- As a mandated person, under the legislation you are required to report any knowledge, belief or reasonable suspicion that a child has been harmed, is being harmed, or is at risk of being harmed. The Act defines harm as assault, ill-treatment, neglect or sexual abuse, and covers single and multiple instances.
- The reporting requirements under the Children First Act 2015 apply only to information that you as a mandated person, received or became aware of since the Act came into force. However, if you have reasonable concern about past abuse, where the information came to your attention before the Act and there is possible continuing risk to children, you should report it to Tusla under the Children First Guidance 2017.

For more information see;

<https://www.tusla.ie/children-first/mandated-persons/how-should-i-deal-with-a-disclosure-of-abuse-from-a-child/>

Written Assessment of Risk of Sacred Heart Secondary School.

#### **Child Safeguarding Risk Assessment**

#### **Written Assessment of Risk of Sacred Heart Secondary School**

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Sacred Heart Secondary School.

## 1. General Daily Activities

List of School Activities	The school has identified the following risk of harm in respect of its activities	The School has the following procedures in place to address the risks of harm identified in this assessment
<ul style="list-style-type: none"> <li>• Early Arrival</li> <li>• Daily arrival and dismissal of pupils</li> <li>• Mid-morning Break</li> <li>• Lunchtime for students who remain on the premises</li> <li>• Lunchtime for students who leave the premises</li> <li>• Use of school canteen</li> <li>• Use of Toilet facilities</li> <li>• School Transport</li> <li>• Use of Technology in areas other than the classroom</li> <li>• Congregation in locker areas &amp; toilets</li> <li>• Supervised after school study</li> <li>• Leaving school without permission</li> <li>• Non authorised access to school buildings</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Risk of harm not being recognised by school personnel.</li> <li>• Risk of harm not being reported properly and promptly by school personnel.</li> <li>• Risk of student being harmed by a member of school personnel.</li> <li>• Risk of student being harmed in the school by another child.</li> <li>• Risk of harm due to bullying of student</li> <li>• Risk of harm due to inadequate supervision of student in school</li> <li>• Risk of harm where student finds herself last/first in the school building.</li> <li>• Risk of students being harmed while not in school.</li> <li>• Risk of student harm by non-school personnel accessing school</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• The school has a corridor/grounds supervision protocol to ensure appropriate supervision of students during arrival and break times and in respect of specific areas such as toilets, changing rooms etc.</li> <li>• The school has a Health and Safety policy.</li> <li>• The school has in place a Code of Behaviour for students.</li> <li>• All staff are Garda Vetted</li> <li>• All staff have been provided with the Child Safeguarding Statement and have had appropriate training.</li> <li>• The DLP &amp; DDLP have received appropriate training.</li> <li>• The name of the DLP &amp; the Child Safeguarding Statement &amp; Risk Assessment are prominently displayed in the reception area.</li> <li>• The school has an Anti-bullying policy and procedures in place, which have been explained to the whole school community.</li> <li>• Comprehensive induction programme for all year group and regular class and year groups assemblies.</li> <li>• Recording attendance in all classes</li> <li>• Sign in procedures at main office for all visitors to the school and CCTV on entrances to old school building and prefabs</li> <li>• </li> </ul>

## 2. Teaching & Learning Activities

List of School Activities	The school has identified the following risk of harm in respect of its activities	The School has the following procedures in place to address the risks of harm identified in this assessment
<ul style="list-style-type: none"> <li>• Classroom interactions</li> <li>• One-to-one teaching</li> <li>• Outdoor teaching activities</li> <li>• Use of off-site facilities for school activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Risk of student being harmed in the classroom by another student.</li> <li>➤ Risk of harm due to inadequate supervision of students in classroom</li> </ul>	<ul style="list-style-type: none"> <li>✓ The school implements in full the SPHE curriculum.</li> <li>✓ The school implements in full the Wellbeing Programme at Junior Cycle</li> <li>✓ All school personnel are provided with a copy of the school's <i>Child Safeguarding Statement</i></li> </ul>

<ul style="list-style-type: none"> <li>● Guidance/counselling one-to-one sessions</li> <li>● Curricular Content and/or presentation SPHE/RSE/Wellbeing</li> <li>● Use of substitute teachers</li> <li>● Teachers' absence</li> <li>● Meetings with Senior Leadership Team members on one-to-one basis</li> <li>● Use of Technology in the classroom.</li> <li>● Students participating in work experience placement.</li> <li>● Supervised Study</li> <li>● SNA's providing additional support before and after school.</li> <li>● Student Teachers on placement.</li> <li>● Transition Year Activities e.g., Digital one to one, School Bank, Literacy lift off, Community awareness</li> <li>● The use of external personnel to support teaching and learning.</li> <li>● Time out for students taking emotional breaks.</li> <li>● Remote Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Risk of harm not being recognised by school personnel.</li> <li>➤ Risk of harm due to inadequate supervision of children while attending out of school activities</li> <li>➤ Risk of harm is classes are unsupervised.</li> <li>➤ Risk of harm not being reported properly and promptly by school personnel.</li> <li>➤ Risk of harm due to bullying of student in classroom</li> <li>➤ Risk of student being harmed in the classroom by teacher or substitute teacher.</li> <li>➤ Risk of harm in one-to-one teaching</li> <li>➤ Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school</li> <li>➤ Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other.</li> <li>➤ Risk of harm to students</li> <li>➤ Risk of harm while carrying out work experience</li> <li>➤ Risk of harm caused by personnel not differentiating for the needs of students with Special Needs</li> <li>➤ Risk of unauthorised access by non-school personal to an online class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> are made available to all school personnel.</li> <li>✓ School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i></li> <li>✓ All absence from class notified in advance and substitution put in place.</li> <li>✓ The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.</li> <li>✓ The school has codes of conduct for school personnel (teaching and non-teaching staff)</li> <li>✓ The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum.</li> <li>✓ The school has in place a code of behaviour for students.</li> <li>✓ The school has protocols in place for work experience in an external organisation</li> <li>✓ The school has in place a policy and procedures in respect of student teacher placements.</li> <li>✓ The school has in place a mobile phone policy in respect of usage of mobile phones by students.</li> <li>✓ The school has in place an Acceptable Use policy in respect of usage of all Computers, Internet and Social Media</li> <li>✓ The school has a Special Educational Needs policy.</li> <li>✓ Students taking emotional breaks need to report to reception so that they are accounted for.</li> <li>✓ The school has in place a policy and procedures in respect of pupils of the school undertaking work experience and or community work in external organisations or attending external educational events.</li> <li>✓ Every member of the school community has a unique log in credentials for our Google platform.</li> </ul>
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### 3. Pastoral Care

List of School Activities	The school has identified the following risk of harm in respect of its activities	The School has the following procedures in place to address the risks of harm identified in this assessment
<ul style="list-style-type: none"> <li>● One-to-one counselling</li> <li>● School outings</li> <li>● School trips involving overnight stay.</li> <li>● School trips involving foreign travel.</li> <li>● Care of International students and students with special educational needs, including intimate care where needed,</li> <li>● Management of challenging behaviour amongst students.</li> <li>● Administration of Medicine</li> <li>● Administration of First Aid</li> <li>● Curricular provision in respect of SPHE and RSE.</li> <li>● Prevention and dealing with bullying amongst students.</li> <li>● Training of school personnel in child protection matters.</li> <li>● Care of students with specific vulnerabilities/ needs such as: <ul style="list-style-type: none"> <li>-</li> <li>▪ Students from ethnic minorities/migrants</li> <li>▪ Members of the Traveller community</li> <li>▪ Lesbian, gay, bisexual or transgender (LGBT) students</li> <li>▪ Students perceived to be LGBT.</li> <li>▪ Students of minority religious faiths</li> <li>▪ Students in care</li> </ul> </li> <li>➤ Supporting students involved in misuse of Social Media</li> <li>➤ Sanctioning students involved in misuse of Social Media</li> </ul>	<ul style="list-style-type: none"> <li>➤ Risk of harm in one-to-one counselling situation</li> <li>➤ Risk of harm not being recognised by school personnel.</li> <li>➤ Risk of harm not being reported properly and promptly by school personnel.</li> <li>➤ Risk of harm to students through bullying when away from home on school trips</li> <li>➤ Risk of mishandling of students with challenging behaviour</li> <li>➤ Risk of harm due to inadequate supervision of student</li> <li>➤ Risk of harm to students through lack of understanding of specific needs, including sexual identity, religious and ethnic background</li> <li>➤ Risk of harm to student</li> <li>➤ Risk of harm caused by one student to another via inappropriate social media contact, texting, digital device or other.</li> <li>➤ Risk of harm to students by the use of inappropriate or over-harsh sanctions for bullying/misuse of social media</li> </ul>	<ul style="list-style-type: none"> <li>✓ The school has a Health and Safety policy.</li> <li>✓ Risk assessment to be conducted in advance of school trips.</li> <li>✓ The school has in place a Code of Behaviour for students.</li> <li>➤ The child safeguarding statement is reviewed annually.</li> <li>➤ All staff have been provided with the Child Safeguarding Statement and have had appropriate training.</li> <li>➤ A copy of the child safeguarding statement has been provided to the patron and is available on the school website.</li> <li>➤ The school has an Anti-bullying policy and procedures in place which have been explained to the whole school community.</li> <li>✓ The school has in place a Student Care policy.</li> <li>✓ The school has in place a care team that meets every week.</li> <li>✓ The school has in place a Peer mentoring programme for 1<sup>st</sup> year students.</li> <li>✓ School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i></li> <li>✓ The school has in place a mobile phone policy in respect of usage of mobile phones by students.</li> <li>✓ The school has in place an Acceptable Use policy in respect of usage of all Computers, Internet and Social Media</li> <li>✓ The school has a code of conduct for school personnel (teaching and non-teaching staff)</li> <li>✓ The school has appointed qualified Guidance teachers.</li> <li>✓ The school has recruited teachers with Special Education Needs training and qualifications.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ The school appoints qualified SNA's were deemed necessary and funded by the DES</li> <li>✓ The school has a Tour policy which covers protocols for overnight stays.</li> <li>✓ The school has a Special Educational Needs policy.</li> <li>✓ The school has an active Pastoral Team with particular understanding of the needs of the students in its care, including their background.</li> <li>✓ The school has a set of procedures in relation to the administration of medicines.</li> <li>✓ The Child Protection Oversight Report is presented at each BOM meeting.</li> <li>✓ The board of management has arrangements in place to ensure that all members of the board of management have the necessary familiarity with the Child Protection Procedures for Primary and Post Primary Schools 2017 to enable them to fulfil their responsibilities.</li> </ul>
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#### 4. Extra-Curricular & Trips

List of School Activities	The school has identified the following risk of harm in respect of its activities	The School has the following procedures in place to address the risks of harm identified in this assessment
<ul style="list-style-type: none"> <li>• Travelling to matches</li> <li>• Changing in school's changing room</li> <li>• Access to toilets in Gym</li> <li>• Changing in the changing rooms of other schools</li> <li>• Annual Sports Day</li> <li>• School trips involving overnight stay.</li> <li>• Administration of First Aid following a sports injury</li> </ul>	<ul style="list-style-type: none"> <li>➢ Risk of one teacher accompanying group to out of school activities</li> <li>➢ Risk of harm to students</li> <li>➢ Risk of a student being harmed by a member of school personnel, a member of staff of another organisation or other person while participating in sporting activities.</li> <li>➢ Risk of harm to student while student is receiving First Aid treatment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All staff and volunteers are Garda Vetted</li> <li>✓ Support for staff travelling with groups.</li> <li>✓ There should be no access to the toilets in the Gym until such time as all students have left the school.</li> <li>✓ All staff have been provided with the Child Safeguarding</li> </ul>

<ul style="list-style-type: none"> <li>● Use of external personnel to support sports and other extra-curricular activities.</li> <li>● Sports coaches</li> <li>● School Musical</li> <li>● Open night.</li> <li>● Fund raising events involving pupils and Parents' Association</li> <li>● Volunteers/Parents in sports activities</li> <li>● Student PE teachers</li> <li>● Use of social media to record and comment on sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Risk of harm due to inadequate code of behaviour</li> <li>➤ Risk of harm in one-to-one coaching situation</li> <li>➤ Risk of harm to student due to lack of experience of Student PE teachers</li> <li>➤ Risk of harm caused by members of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner.</li> <li>➤ Risk of harm caused by members of school personnel or a student circulating inappropriate material in relation to sporting activities via social media, texting, digital device or other manner.</li> </ul>	<p>Statement and have had appropriate training.</p> <ul style="list-style-type: none"> <li>✓ School sports personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> and also are required to adhere to the <i>Children First Act 2015</i></li> <li>✓ The school implements in full the Wellbeing Programme at Junior Cycle, incorporating PE.</li> <li>✓ The school has an Acceptable Use Policy in relation to the use of digital media.</li> <li>✓ The School has a Code of Behaviour, drafted in consultation with all stakeholders.</li> <li>✓ The School has a supervision protocol for all major events.</li> <li>✓ The school has a supervision protocol for transport to and from sporting activities.</li> <li>✓ Coaching Staff are trained in First Aid</li> <li>✓ The school has a Tour policy which covers protocols for overnight stays.</li> <li>✓ The school has in place a policy and procedures in respect of student teacher placements.</li> <li>✓ The school has in place procedures and guidelines in respect of usage of mobile phones by pupils.</li> <li>✓ The school has in place a Code of Behaviour for students.</li> <li>✓ The school has a Health and safety policy.</li> <li>✓ Changing room guidelines and protocols are in place.</li> </ul>
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## 5. Recruitment

List of School Activities	The school has identified the following risk of harm in respect of its activities	The School has the following procedures in place to address the risks of harm identified in this assessment
<ul style="list-style-type: none"> <li>✓</li> <li>✓ Principal</li> <li>✓ Deputy Principal(s)</li> <li>✓ Teachers</li> <li>✓ Student Teachers</li> <li>✓ SNA's</li> <li>✓ Sports coaches</li> <li>✓ Volunteers/Parents in school activities</li> <li>✓ External Tutors/Guest Speakers</li> <li>✓ Administration staff</li> <li>✓ Caretaking Staff</li> <li>✓ Housekeeping Staff</li> <li>✓ Cleaning Staff</li> <li>✓ Short or long-term Contractors</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓ Risk of harm to students by personnel who are not qualified.</li> <li>✓ Risk of harm to students from personnel who have a history of unacceptable practices in previous employment.</li> <li>✓ Risk of harm to students from a member of personnel with a history of abuse</li> <li>✓ Risk of harm to a student by a member of personnel unwilling to commit to the expected standards of the school.</li> <li>✓ Risk of child being harmed in the school by volunteer or visitor to the school.</li> <li>✓ Risk of harm not being reported properly and promptly by school personnel.</li> <li>✓ Risk of child being harmed by a member of school personnel, a member of staff of another organization or other person while child participating in out of school activities e.g. school trip, swimming lessons</li> <li>✓ Risk of harm due to inappropriate relationship/communications between child and another child or adult</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓ The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting.</li> <li>✓ The school has an Employee Handbook and Induction programme for school personnel (teaching and non-teaching staff)</li> <li>✓ When appointing, detailed references are sought.</li> <li>✓ The school has a rigorous interview process.</li> <li>✓ All school personnel are provided with a copy of the school's Child Safeguarding Statement</li> <li>✓ The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel.</li> <li>✓ The school has a code of conduct for school personnel (teaching and non-teaching staff)</li> <li>✓ The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum</li> <li>✓ The school has in place a policy and procedures for the use of external sports coaches.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Risk of harm in one-to-one teaching, counselling, coaching situation</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ All staff have completed online Child Protection training by TUSLA and Legal Island</li> <li>✓ The school provides annual Child Protection training for staff at the commencement of the school year.</li> <li>✓ All members of school personnel have been made aware of the action to take if they receive an allegation or have a suspicion that a child may have been abused or neglected, is being abused or neglected or is at risk of abuse or neglect.</li> <li>✓ All registered teachers have been made aware of their responsibilities as a mandated person.</li> </ul>
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**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.

## Student Matters

### Attendance/Absences

1. Students are expected to attend school everyday.  
The Educational Welfare Board is notified of 20 days or more absence.
2. All students must be punctual for class. Classes begin at **8.50am** in the morning and **2.00pm** in the afternoon.
3. Pupils who are not on time for the first class in the morning must sign 'the late book' or will be marked absent for the day. Transgressions of this rule will be subject to sanction.
4. Students must come directly from the bus to the school in the mornings. School cannot be responsible for students who go to town.
5. Students remain in the school at lunch hour. A lunch pass may be given to students to go home (with friend or to restaurants not allowed) for lunch. This pass is issued in September and has to be requested by the parents and sanctioned by the school.
6. No student may absent herself from school without permission.
  - **School absences:**  
Parents must sign the reason for absence in the student's diary (note section) when the student is returning to school. This is counter signed by the year head.
  - **Permission to leave school early.**  
Parents write note (in student's diary) for permission for the student to leave school early stating the time and date and who is collecting her. This is signed by the year head and the student signs the register before leaving and again on return, if on that day. Parents/Guardians are expected to personally sign out their daughter(s). In exceptional circumstances where this is not possible, parent(s)/guardian(s) must make contact with the school to confirm this.
7. Truancy for full day or part thereof will result in automatic sanctions.

## **NOTES FOR ABSENCE:**

In the event of a student being absent from school a text message will be issued to their respective parents/guardians.

On returning to school following a period of absence the student will be required to have a note in the journal **signed by** the parents.

**Permission to leave school** in same section – student gets permission from Year head or Deputy Principal or Principal and then sign book in reception. Student signs in if they return before end of day.

## **Attendance Recording:**

- ✓ All teachers take a record of attendance at the beginning of each class.
- ✓ At **8.50 a.m.** and **2.00 p.m.** the whole school attendance is taken. Please complete the attendance of your class at these times on Vs Ware . If you note a any unusual absence with any student, check daily absence sheet and consult with the relevant Year Head.

## Standards of Behaviour.

(Extract from Code of Behaviour Policy)

### Expectations:

- We expect our students to attend school every day (refer to Attendance Policy & student journal).
- We expect students to attend punctually.
- Full school uniform to be worn every day.
- RESPECT for all in an Inclusive, fair, safe and positive environment see, Anti-bullying & Substance misuse and health and safety Policies).
- Students should do their best and work to their full potential.
- Students to follow all school procedures (Health and Safety Policy)

### Unacceptable Behaviour

- Non-attendance is unacceptable (refer to Attendance policy for procedures relating to notification of a child's absence from school).
- Behaviour deemed to be of a bullying nature. (See anti-bullying behaviour policy)
- Behaviour that compromises learning and teaching.
- Damage to property.

- Possession, use of and/or supply of tobacco-based products, alcohol and illegal and non-disclosed drugs, legal drug substitutes, addictive substances, vaping devices and pornography, during school hours and during school related activities.
- Theft.
- Use of electronic devices & mobile phones during school times.
- Personal presentation that contravenes the Uniform Code (refer to Uniform Code).

## Uniform/Appearance

### Rationale

The school uniform is necessary in the interest of hygiene and health, inclusion and high standards of presentation. Our school uniform is the means by which pupils are identified as members of our school community. As a social measure, it removes expense for families and removes undue pressure, distraction and competitiveness in the school community.

It is the intention, at all times, to maintain the integrity of the school uniform. As fashions are constantly changing and students are always imaginative and forward looking in relation to innovations which may breach the spirit if not the letter of the code it may be necessary to update the code during the course of the school year. In such circumstances the Principal, or in her absence the Deputy Principal will be the final arbiter of what is acceptable.

Sacred Heart Secondary School Uniform Policy is as follows:

- ✓ All students are expected to have their hair in a neat and clean condition.
- ✓ All items of uniform should be labelled with pupil's name.
- ✓ School jackets should be placed in lockers/bags when not in use.
- ✓ Permitted Jewellery includes a watch, ring, one ear stud or sleeper in each ear lobe for Junior Cycle students. In addition Senior Cycle students (students wearing the red jumper; 4th, 5th and 6th) are allowed to have one small discreet stud facial piercing. During PE, Science and Home Economics; these piercings, need to be removed. In the case of a new piercing which isn't fully healed and can't be removed, the piercing needs to be covered for health and safety reasons. Students are permitted to wear piercings of cultural significance.
- ✓ Students who fail to wear full, correct uniform may not be admitted to class, or attend school activities on that day. Students must have an explanatory note, countersigned by the Principal/Deputy Principal prior to admittance to class.
- ✓ The uniform, which must be clean, tidy and in good repair, consists of:

#### **For all First, Second and Third year students.**

V-neck bottle green jumper with school crest

- Tartan Pleated Skirt/(Leggings/tracksuit pants are not allowed) or Black Pants/Trousers
- White blouse with reverse collar
- Green bobby sock or green/black socks/tights
- Dark coloured flat shoes

- Outdoor jacket – Red/Black fleece.

**For all TY and 5<sup>th</sup> & 6<sup>th</sup> year students.**

- V-neck red jumper with school crest
- Tartan Pleated Skirt/(Leggings/tracksuit pants are not allowed) or Black Pants/Trousers
- White blouse with revere collar
- Green bobby sock or green/black socks/tights
- Dark coloured flat shoes
- Outdoor jacket – Red/Black fleece.

**P.E.**

Pupils must have appropriate sportswear, including runners, for P.E. To avoid competition students are asked that these items are not branded. For security reasons and to avoid unnecessary competition students are asked not to bring designer sportswear to school. School team sports tops/jackets' may not be worn during the school day.

**PRACTICAL CLASSES**

Protective clothing and goggles must be worn as instructed.

**Runners (of any colour or make)** are not permitted – except for P.E./games or on presentation of a Doctor's cert.

**Note: No other variation of uniform is permitted.**

Breaches of the Uniform Code will result in sanctions. A student not wearing full uniform or in breach of any of the above may not be allowed attend class until he/she complies with the Code. Persistent breaches of the Uniform Code may result in suspension.

**The aim of the Code of Behaviour is to avoid minor incidents escalating into major issues**

Promoting Good Behaviour

Mechanisms

- Reports
- Merit Letter
- Written Comment in Journal
- Parent/Teacher Meetings
- Phone call
- Co-curricular & Extra-curricular Activities
- Student Council/Peer mentoring/YSI Advocates
- School Tours
- Pastoral Care Team
- SNA support where applicable.
- Career Guidance
- SEN team including Learning Support and Resource Teaching,

- Curricular Provision
- Awards (Awards Night, 4<sup>th</sup> Year & 6<sup>th</sup> Year Graduation)

#### Involving Students & Parents in the Life of the School

- Assemblies
- Parent / Guardians' Information Nights
- Parent / Guardians' Teacher meetings
- Reports
- Sports – camogie, hockey, ladies football.
- Other co-curricular and extra-curricular activities.
- School Musical, Choir and Orchestra
- School Liturgies and Retreats
- School trips.
- Student Council/YSI and Peer Mentors
- Parents Association
- Team Building Activities
- Fundraising
- Tours
- Awards
- Leaving Cert Graduation Mass
- Fourth Year Graduation Night
- Policy Review

## Implementing the Code of Behaviour

Implementation is run in line with the pastoral care system. Each level is to be exhausted before moving on to the next.

Starting point:

- Teacher and or supervising teacher.
- Class tutor
- Year Head
- Deputy Principal
- Principal
- Guidance counsellor

Where appropriate as deemed by the relevant Pastoral Care Team, link with other agencies.

## Response to Inappropriate Behaviour

Procedures for dealing with minor issues will be followed: (in no particular order)

- Verbal reprimand: by class teacher / supervising teacher.
- Homework Journal: the teacher records the incident in the student's journal. This is then countersigned by the parent/guardian.
- Change of seating arrangement:
- Removal of privilege: Student denied access to school trips/games/tours.
- Extra homework: Class teacher assigns extra relevant homework to the student.
- Detention.
- Extra school duties: student is given tidying/cleaning/improvement of environment duties.
- Phone call home:
- Time Out: Class teacher places the student at the back of a colleague's classroom for the duration of that class.
- Referral to Guidance and where appropriate to external agencies.
- Repeated minor incidents will have to be investigated.
- Parent- Guardian/Teacher conference requested.
- Student placed on Daily Report.
- Progress Report compiled by Year Head.

It must be acknowledged that minor incidents can escalate and become a cause for concern, and may need further investigation.

## Mobile Phones & Electronic Devices

The use of all electronic devices such as mobile phones and iPads and electronic devices is prohibited, with the exception of students who have permission to use same as an educational tool during class. All phones must be powered off and out of sight from 9am to 4pm. If a student uses a phone or is seen to have a phone on display, the phone & the SIM card will be confiscated for one week on the first offence and two weeks for each subsequent offence. Refusal to comply immediately is a serious offence and will be dealt with as a refusal to comply with the school's code of behaviour.

- Students who need to contact a parent/guardian are welcome to use the phone in the school office on request.
- Students are responsible for their mobile phones and the school has no responsibility if a student loses a mobile phone.
- Parents must not call or text their children during the school day. Contact at any time must be made through the school office.
- Videoing or recording another person (staff or student) without their knowledge is an invasion of privacy and any student caught doing so may face suspension.
- 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 are dealt with under the school's Code of Behaviour. However placing a once off offensive message, image or statement on a social network site or public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour and may be dealt with under either or both policies.

#### Indecent, Pornographic or Socially Objectionable Material.

Any Indecent, pornographic or socially objectionable material will be confiscated and can only be returned when the student is accompanied by a parent. Possession and / or circulation of such material will be considered a serious offence. It is to be noted that any offence coming under the remit of the Child Protection Policy will be handled in accordance with the procedures of that policy and where appropriate, may be reported to the Child and Family Agency, TUSLA and/or the An Garda Síochána.

#### Method of fair procedures for investigation and decision making:

The investigation may be carried out by a subject teacher, class tutor, Year Head Deputy Principal and/or Principal or Acting Principal using the following procedure:

- Teacher Referral Form may be filled by the teacher(s) involved. (Appendix 2)
- Student Incident Form may be filled by the student(s) involved. (Appendix 1)
- Contact may be made with the parents/guardian to inform them that an incident is being investigated.
- The teacher(s) may interview both parties separately and or together and may also interview others.
- Parents/Guardian may be invited to come to the school to discuss and or contribute to the investigation.

The school reserves the right to contact the Gardaí immediately where a serious breach of the code occurs during school time. While the following list is not exhaustive it could include offences such as serious threat of violence to others in the school, actual violence to another, sexual assault, supplying illegal drugs to others or being under the influence of alcohol and drugs in the school.

#### Authority to Suspend:

The B.O.M has delegated to the Principal the authority to suspend, in accordance with the school's code of behaviour, student(s) up to and including 3 days and with the approval of the Chairperson of the Board, the authority to suspend student(s) up to and including 5 days.

The B.O.M can suspend a student for up to 10 school days on any one period of suspension.



#### Principal's Accountability to BOM:

- Principal reports all suspensions to the BOM and the reasons for them.
- Records are to be kept of all suspensions.
- Report to TUSLA as per Child Protection Guidelines.
- Parents will be informed in writing of the decision to suspend.
- Parents have the right to appeal.

#### Procedures for Suspension:

Procedures as set out in the schools Suspension and Expulsion Policy will be followed.

#### Post-Misbehaviour Procedure

i.e. supports for re-integration after Time Out / Suspension / Expulsion.

Reintegration will involve some or all of the following:

- Support meeting for the Student and Parent/Guardian with the Principal and/or the Deputy Principal and/or Year Head prior to reintegration.
- Recommit to the Code of Behaviour and re-sign the code of behaviour in the presence of parent(s)/guardian(s).
- Referral to Guidance Councillor where applicable.
- Student may be placed on "Behaviour Focus Report/Progress Report"
- Pastoral Care Team meeting may be informed.

## Sanctions

### The use of sanctions

The Board of Management should promote a whole-school approach to the use of sanctions. This approach should provide for:

- clarity about the role and purpose of sanctions
- good practice in the use of sanctions
- the school's duty of care
- supports for students with special educational needs.

### **The objective of a sanction is to help the student to learn.**

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping students to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, other students and adults, safe.

### Good practice in the use of sanctions

Sanctions should be used in a way that ensures that:

#### **Sanctions are part of a plan to change behaviour**

A sanction is a form of positive intervention. However, sanctions are unlikely to change behaviour on their own. They should be used as part of a wider plan to help the student to learn.

A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely.

### **Sanctions are used consistently**

All staff are informed of the contents of the Code of Behaviour and the appropriate sanctions that may be used.

### **Sanctions are appropriate**

They should be appropriate to the age and developmental stage of the student and comply with equality legislation, and sanctions should not be used in a manner that discriminates.

### Responding to inappropriate behaviour

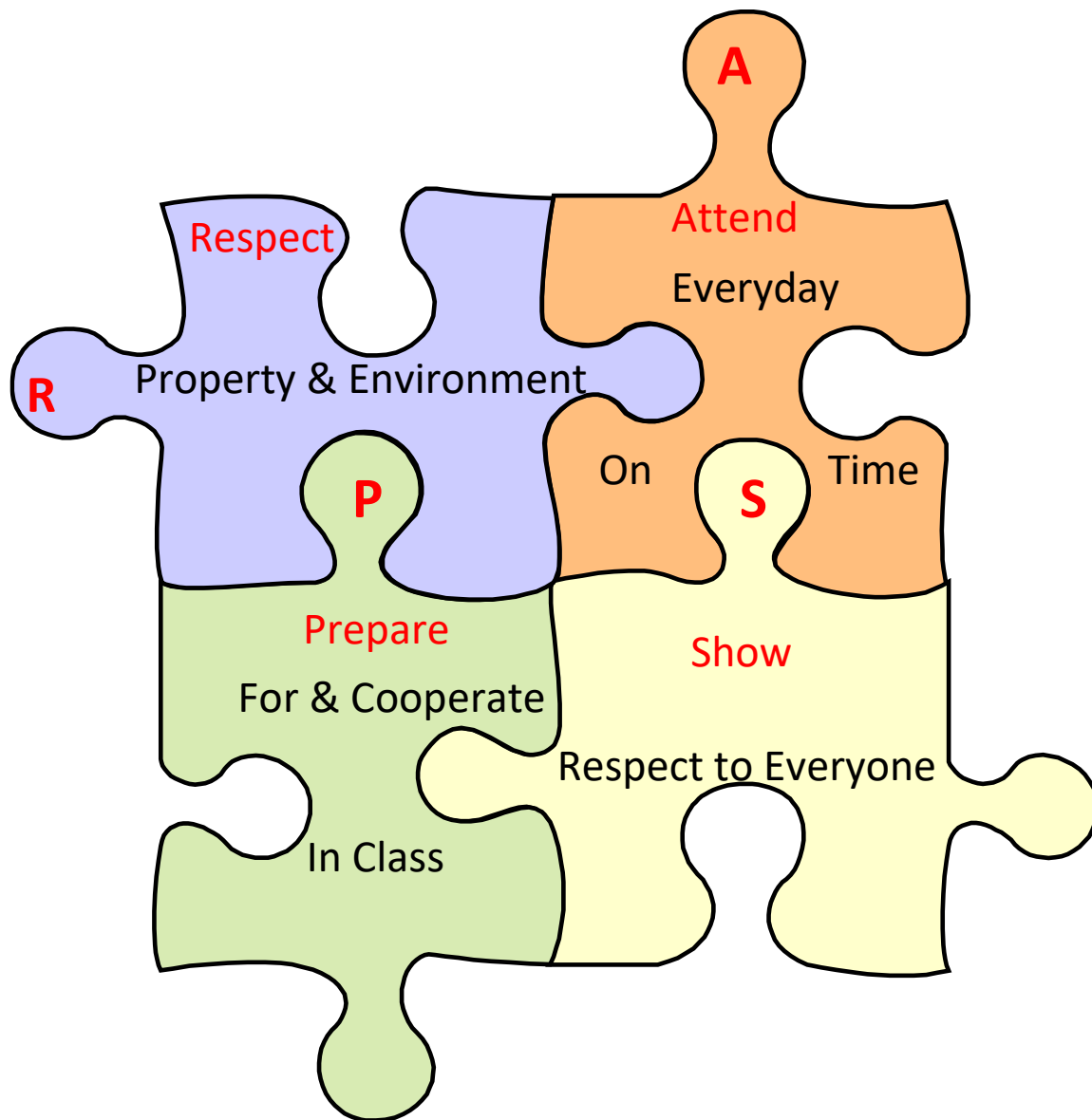
The school's response to inappropriate behaviour is communicated at paragraph 3.7 of this policy

When after school detention is used as a sanction, parents will have 24 hour notice of the detention.

### Inappropriate sanctions include:

- physical punishment or the threat of physical punishment: physical chastisement of a student is illegal under section 24 of the *Non-Fatal Offences against the Person Act 1997*
- ridicule, sarcasm or remarks likely to undermine a student's self confidence
- public or private humiliation
- applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- leaving a student in an unsupervised situation (e.g. a corridor) while in the care of the school
- persistent isolation of, or ignoring, a student in class
- sanctions that are used in a discriminatory way: the Equal Status Acts 2000 to 2004 require that schools do not discriminate in the use of sanctions.

# R.A.P.S



**In the event of the non co-operation of a student, the following procedures may be useful:**

- Take time to talk to the students in a calm atmosphere. Remember to listen to what they have to say. Try to reason with them while making sure that they understand the consequences of their actions for everyone involved.
- Any sign of improvement needs to be met with approval.
- Verbal reprimand may suffice.
- Be critical of the behaviour, not the student.
- Consider the change of location within the class.

- Send note to parents in Student Journal.
- Issue extra work assignments(Proportionate to the level of indiscipline)
- Consider removal of privilege.
- Formal Referral to Year Head. (Fill in an incident form)
- Formal Referral to Deputy Principal in the case of Gross non-compliance.

**NOTE:** Any problems should, where possible, be resolved at Subject Teacher level before being referred on to the Year Head.

Where indiscipline occurs, the manner in which the student is managed by staff should be in accordance with the procedures outlined in the school's code of behaviour.

Keeping written records of all incidents that breach the school's code of behaviour is crucial for all members of the school community as it supports a firm, fair, inclusive and consistent discipline policy.

All staff should aim to build a positive and vibrant work ethic in the classroom. His/her approach to classroom management should be firm, fair, inclusive and consistent.

## Roles of Key Personnel in Code of Behaviour

### The Subject Teacher

In order to elicit co-operation and effort from the students, praise and commendation, both written and verbal are vital in raising each student's self-esteem and confidence. The Subject Teacher should aim to build a positive and vibrant work ethic in the classroom. His/her approach to classroom management should be firm, fair, inclusive and consistent.

Achievements and positive contributions of students can be recognised in a variety of ways:

- Words of praise and encouragement.
- Note to parents – placed in the student's journal.
- Certificate of Achievement.
- Extra responsibility given.
- A display of their work.
- Inform Class Teacher/Year Head who will reinforce achievement in a number of ways.
- Nomination for awards.

In the event of the non-co-operation of a student, the following procedures may be useful:

Take time to talk to the students in a calm atmosphere. Remember to listen to what they have to say. Try to reason with them while making sure that they understand the consequences of their actions for everyone involved.

- Any sign of improvement needs to be met with approval.
- Verbal reprimand may suffice.
- Be critical of the behaviour, not the student.
- Consider change of location within the class (in consultation with Class Teacher)
- Send note to parents in Student Journal or speak with parent/guardian.
- Issue extra work assignments (proportionate to the level of indiscipline).
- Consider removal of privilege.
- Complete a Student Incident Report and or a teacher referral form.
- Possible referral for counseling session.
- Formal Referral to Year Head (Student Referral Form)
- Formal Referral to Deputy Principal in the case of gross non-compliance.

**NOTE** Any problems should, where possible, be resolved at Subject Teacher level before being passed on to the Year Head etc. (Please refer to Incident Report)

### **Class Tutor role and Class spirit**

Only a class with a feeling of unity and with pride in its accomplishment can be a truly good class. Thus, each class tutor must work to develop a good class spirit.

- Let them know that you want them to be the best tutor class in their year group;
- Show them that you are proud of them when they achieve and excel in any way;
- Make clear to them your concern, that you and they are a 'unit' and that their problems are yours.
- Create an atmosphere that enables them to talk freely to you about their difficulties.
- Show them by your actions that you are willing to help them.
- Be interested in each student as an individual.
- Comment on the care of their uniform, praise them, when possible, enquire how they feel after an illness.
- Accord each student the basic respect to which every human being is entitled, even when he/she is guilty of misbehaviour and is being reprimanded.
- Praise the achievements of your class.
- Encourage competition among them but be careful not to embarrass anyone.
- Act in a similar fashion regarding individual behaviour.
- Let nothing go by.
- Promote the understanding of the boundaries of our school rules and regulations and apply them to each individual student in your tutor class in a consistent and fair manner at all times.

#### Year Head

- Pays careful attention to every aspect of the Year Group, which contributes to the learning environment of the school.
- Supports Class Teachers in the execution of their pastoral responsibilities.

- Organises and chairs Class Teacher meetings with Year Head.
- Liaises with students, teachers, parents and management.
- Takes action in consultation with others.
- Monitors and reviews progress of the Year Group.
- Helps to build a positive spirit.
- Discusses matters of concern.
- Acknowledges and rewards achievements.
- Contributes to Year Assembly.
- Gives a full report of main developments at weekly Year Head meeting.
- Consults with Deputy Principal on serious matters.
- Ensures that all school Procedures and Systems operate effectively in the Year Group.

**On receipt of a Referral on a pupil from a member of staff the Year Head may adopt a form of the following course of action:**

Consultation with Class Teacher/Deputy Principal.  
 Meet Pupil. Listen. Gather facts.  
 Counsel/Warn/Impose sanction/Note in Journal.  
 Phone call home.  
 Removal of Privileges  
 Apply time out, where the student is removed from class.  
 Send a "Notice of Concern" home.  
 Request Parent-Teacher meeting.  
 Place pupil on Report (Report Notification sent to parents).  
 Refer for counselling.  
 Monitor progress and review.

Further form of affirmation by Year Head:

Recognition of achievements at Year Group Assembly.  
 Rewards.  
 Phone call home to communicate improvement or achievement  
 Send an "Eacht "letter home  
 Nomination for School Awards.

The Deputy Principal

Has responsibility to the Principal for managing the School Pastoral and Disciplinary System.  
 Contributes generally to the educational and personal development of students.  
 Encourages and fosters learning in students.  
 Forms a direct line of communication between all groups in the school and the Principal.  
 Supports teachers in the execution of their Pastoral responsibilities.  
 Forms a direct and open line of communication with home.

Sanctions imposed by Deputy Principal

Placing pupil on Detention.  
 Placing pupil on Report.  
 Withdrawal of pupil from class.  
 Referral for counselling /mediation and/or assessment.

Referral of serious cases to Principal.

#### The Principal

Has overall responsibility for managing the School Pastoral and Disciplinary System.

Takes under serious review any cases referred.

Consults with Year Heads at weekly meetings and offers support, advice where needed.

Emphasises the on-going development of a positive affirming atmosphere in line with the school ethos and vision.

Establishes a culture of continuous improvement.

Manages the implementation of all policies that support and affirm the endeavour and success of all students.

Promotes the co-operation between school and the community it serves.

#### Extra Sanctions imposed by Principal

Suspension and Permanent Exclusion in accordance with legislative guidelines and provisions.

Suspension and exclusion are a last resort and are only applied after repeated or very serious misbehaviour. All the specified procedures will be followed before such actions are taken and the co-operation of parents/guardians will have been earnestly sought. The Board of Management will play a strategic appropriate role in matters of suspension/expulsion.

#### The School Chaplain

Our school Chaplain provides an important pastoral service for the whole school community including:

Spiritual Direction

Pastoral counselling

Support in crisis

Trauma management

Bereavement Support

Liturgical Celebrations

Prayer Experiences

#### The School Counsellor

Support troubled members of the school community in times of need.

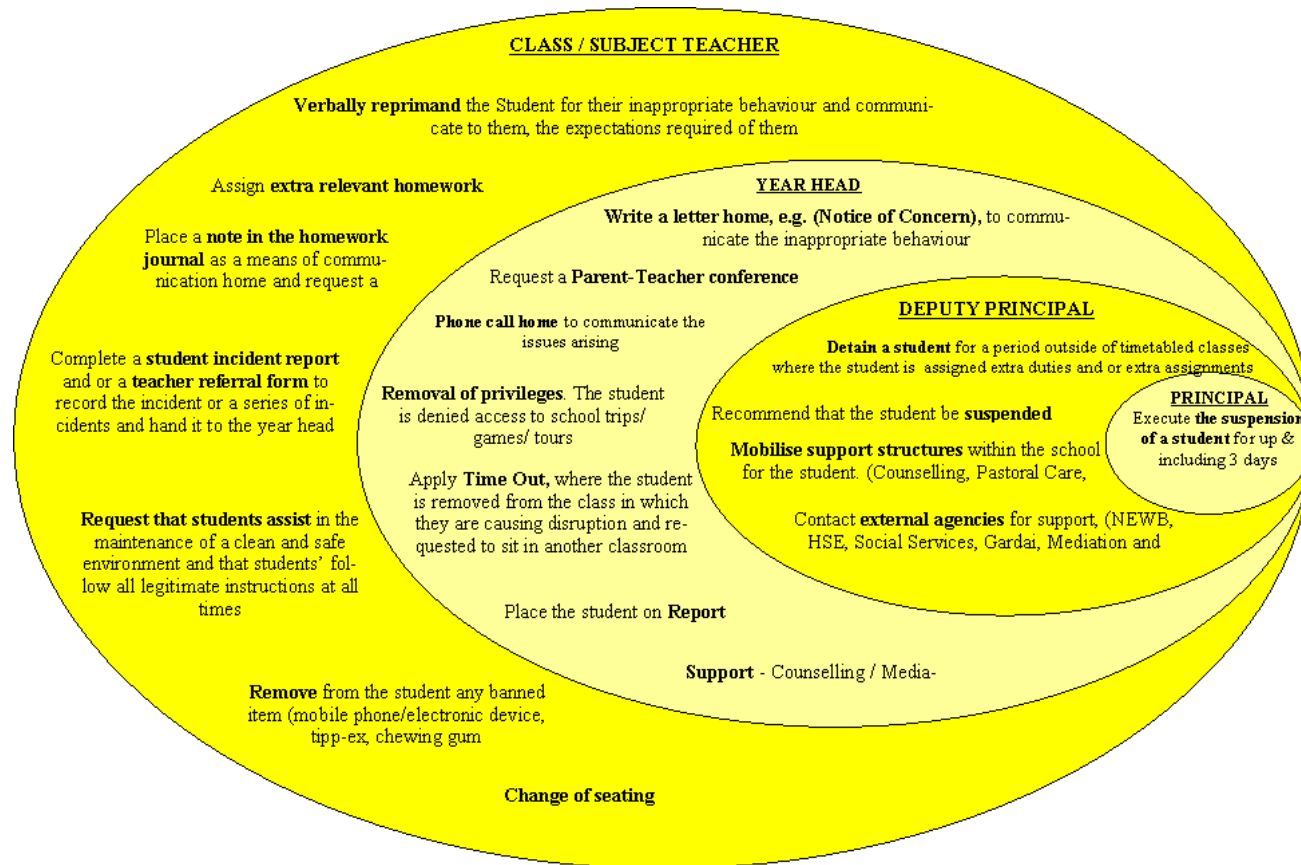
Listen carefully and supportively.

Offer advice on many areas of/issues.

As part of the Pastoral Care Support Team link with all relevant personnel in order to give assistance where valid and needed.



# Roles of Key Personnel in Code of Behaviour



## Courtesy and Respect

- Appropriate behaviour by students should be reinforced and rewarded.
- We must encourage students to have basic manners such as: Saying “Thank you” when appropriate: (at the end of class; on a school tour; when a teacher organises activities for students; thanking bus driver, secretary or caretaker etc.)
- Being polite when entering a class or the office.
- Asking politely not assuming.

## Care of Classrooms:

- It is our professional responsibility to demand that the classroom is neat and tidy before we begin our lesson.
- Each student is responsible for his/her own area.
- Classes should be encouraged to treat their surroundings with respect and pride.
- Out of courtesy, teachers are asked to leave the classroom in an equally clean condition for the colleague that will follow. This includes ensuring that the blackboard is clean.
- At the last period of use for a room, to support a clean working environment all teachers are asked to assist in assuring that before leaving the classroom, all students,
  1. Put up all chairs on the tables
  2. Pick up all papers and place them in the bins
  3. Close all windows.
- Any damage to classroom property should be reported to the Year Head and Deputy Principal.

## Illicit Drugs and Alcohol:

No student may possess, distribute, consume or be under the influence of alcohol or illicit drugs during school hours or any activity organised by the school. Breach of this rule will result in immediate suspension by the Principal until the Board of Management considers the matter further.

***Distribution of drugs or alcohol may result in permanent exclusion.***

## Mobile Phones/MP3's/Ipods/Digital cameras

Students may not use mobile phones or any other electronic device on school premises.

***All phones must be switched off FULLY from 8.50 a.m. to 4.00 p.m, inclusive of all break times.***

The first breach of this rule will result in confiscation of phone for two weeks.

Any further breaches will result in mobile phones being confiscated for one month.

## LUNCH AND BREAK TIME:

- ✓ 6<sup>th</sup> Years have permission to leave the school during break for Lunch time.
- ✓ Students given special permission to go to town at lunch time will be given a special pass when they sign the book to leave the school.
- ✓ All other students remain on school premises.

### Supervision at Break-Times.

#### Provisional Supervision 2023-2024

##### Before School

8.20am-8.50am	Person 1	Circulate throughout the school ensuring that doors are open.
8.35am-8.50am	Person 2	Main student entrance

##### Morning Break

10.50am-11.05am	Person 1	3 <sup>rd</sup> Year Corridor & GPR
10.50am-11.05am	Person 2	Ref & Lower Corridor (Boarding school)
10.50am-11.05am	Person 3	6 <sup>th</sup> Year Pre-Fabs/ GYM changing rooms
10.50am-11.05am	Person 4	5 <sup>th</sup> Year Pre-Fabs/ Picnic area

##### Lunch Break 1

1.05pm-1.30pm	Person 1	Supervised GPR & circulate main school & <u>lock doors</u>
1.05pm-1.30pm	Person 2	Supervise Ref & Lower corridor (Boarding school)
1.05pm-1.30pm	Person 3	Supervise 6 <sup>th</sup> Year rooms/ Gym changing rooms
1.05pm-1.30pm	Person 4	Supervise 5 <sup>th</sup> year Pre-Fabs and Picnic area

##### Lunch Break 2

1.30pm-2.00pm	Person 1	Supervised GPR & circulate main school
1.30pm-2.00pm	Person 2	Supervise Ref & Lower corridor (Boarding school)
1.30pm-2.00pm	Person 3	Supervise 6 <sup>th</sup> Year rooms/ Gym changing rooms
1.30pm-2.00pm	Person 4	Supervise 5 <sup>th</sup> year Pre-Fabs and Picnic area

##### After School

Circulate school building.

### When Supervising,

- ✓ Ensure that you are present in the supervision area for the full duration, as assigned.
- ✓ If you are on an out of school activity, please arrange to have another staff member cover your area.

### Out of Bounds Areas

**Student do not have permission to be in these areas**

Lower Car Park

Convent Grounds

Area below St. Josephs Statue

Boarding School floors

Back of new prefabs

Farmyard and area behind Pottery room

Back of Boarding School Kitchen.

(Shortcut between main school and vending machines)

### Rules

1. Students are not allowed to eat in any part of the new school.
2. If students are eating in the classrooms at morning break, all students must leave, and the room is to be locked
3. Transition years may eat in New pre fabs.
4. Fifth years have permission to eat in thier rooms on condition that they are kept clean.
5. Students cannot leave the school at break time.
6. Students can only leave the school at lunch hour if they have a pass.
7. Permission to leave school for an appointment must be obtained in advance from their year head or the Principal/ Deputy Principal.
8. Any student in breach of school rules should be reported to the appropriate year head.

### Pupils and confidentiality

In some instances a pupil or pupils may reveal information to a member of staff, concerning difficulties or problems they are experiencing at school or at home.

While this is often done on the basis that the pupil expects full confidentiality, staff are reminded that they **cannot guarantee** this for pupils and that they should make them aware of this.

If such a case should occur, the teacher concerned should bring the situation to the attention of the Principal or Deputy Principal.

## **HEALTH AND SAFETY:**

### **Safety Statement**

The school's safety statement is available in the staff room. All staff are advised to familiarise themselves with the contents of this document.

### **Risk Assessment**

Section 19 of the Safety, Health & Welfare at Work Act 2005 places responsibility on schools to identify hazards in the place of work, assess the risk presented by those hazards and be in possession of a written risk assessment of the risks. The Board of Management may delegate the task of completing the risk assessment to the appropriate person. For example, a science teacher is the most appropriate person to carry out a risk assessment in the science laboratory as the employer can consider the science teacher to be competent due to the fact that he/she has the knowledge, training and experience appropriate to teaching science and conducting experiments in the science laboratory. It is important to remember that, in identifying hazards and assessing risks, employers must take account of the place of work. There is no need to consider every minor hazard or risk we accept as part of our lives.

### **Accidents:**

- ✓ All accidents to be reported in accident book no matter how minor.
- ✓ Immediate attention should be given to the individual.
- ✓ First Aid Kit is available in the Main Office.
- ✓ If an individual is seriously hurt, he/she should not be moved and the Principal or Deputy Principal should be informed immediately. (Get help but do not leave class unattended).
- ✓ Aid will be sought immediately.
- ✓ Contact office – if serious a doctor will be called and parents will be notified

### **Students with Health Concerns**

All students with particular health concerns are documented in the student health folder in the staff room. You can also access the medical particulars of all students on VS Ware. Medicines for such students are stored in room 4 in the special cabinet marked "Student Medicine". It is important that all staff familiarise themselves with the details outlined in the student Health folder.

### **First Aid:**

First aid kits are available in the office and in specialist rooms, e.g., Science, Home Economics and P.E.

### **AED.**

An automatic external defibrillator is available in the staff kitchen (room 4). In the case of an emergency where it is known that a person is known to be unconscious; and there is an absence of normal breathing; and an absence of pulse or signs of circulation the AED can be used. The AED should not be used on persons if they are conscious; or breathing or have a detectable pulse or other signs of circulation. A second AED is

available for staff taking school teams and should be taken to all games. **The Clonakilty Sports complex also has an AED and the code to access this AED is C999.**

**The following Staff are fully qualified First Aid Responders (Occupational First Aid)**

William Browne  
 Michéal Cronin  
 Niamh Russell

**The following Staff are fully qualified Cardiac First Responders/Practical first Aid**

<u>Cardiac First Responders</u>	<u>Practical First Aid (Irish Red Cross)</u>
B.Daly    A.M.Brosnan	B.Walsh
J. Woods    L.O’Flynn	<u>Paramedic</u>
E.Galvin    C.Callaghan	C. Shorten
R.Sexton    M.O’Brien	

**EMERGENCY PHONE NUMBERS**

Dr. Seán Murray	0238833386	Dr. Oriel Perrott	0238833386
Dr. Diarmuid Cahill	0238833386	Dr. Laoise Kenny	0238833386
Dr. Liam O’Brien	0238833604	Dr. Fiona O’Reilly	0238858485
Dr. Yvonne Hayes	0238835102	Dr. Tom Moloney	0238834171
Dr. Evelyn O’Connor	0238835102	Dr. Michael Cuneen	0238846186
Dr. Ian Bell	0238835102		

**Clonakilty Rapid Responders**

**Ambulance/Fire Brigade/Garda Siobhana 112 or 999**

Tell them what service you are looking for and give them your

Name, address and telephone number.

**Priest on duty 087 6828076**



Rev. Daniel Owen 023 883335

SHSS Hazard Reporting Form

Use this form to report a hazard or Safety Concern

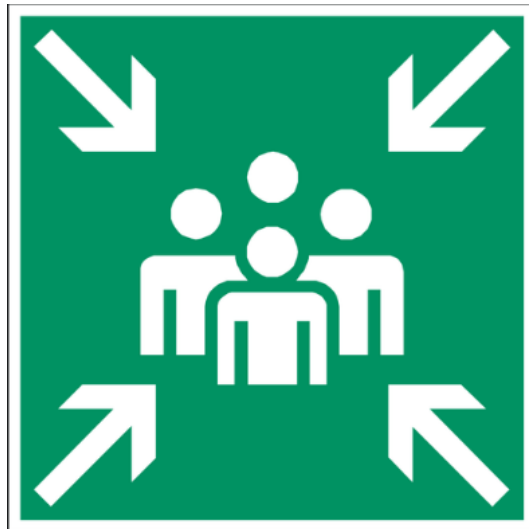
Name	
Location of Hazard	
Description of Hazard/safety concern	
Suggestion on how to make this safe	
Has the caretaker or management been notified of the hazard?	
Has the hazard/safety concern been temporarily made safe?	
Does the hazard/safety concern need immediate attention?	
Date hazard/safety concern identified.	
Date Reported	
Name of person hazard report form sent to	
Signature	

**Emergency Evacuation of the School:**

In the case of an emergency all members of the school community should vacate the building as follows.

On the sounding of an alarm or on instruction, all members of the school community are required to.

- Depart the building at the nearest exit, in silence and in an orderly fashion.
- The last person leaving the classroom should close the windows and door.
- Proceed along your evacuation route to the **astro turf tennis courts**.
- There you should line up in your class group that you are currently timetabled for, in alphabetical order. All groups are to line up **in front** of their corresponding year sign.
- Staff, Adult Education and Visitors are also required to assemble at their assembly points.
- Remember at all times to proceed in silence and in an orderly fashion.
- A roll call will be taken.





## HOMEWORK

This set of summary guidelines applies to the entire school community including students, parents and teachers. We encourage the active involvement and participation of all in developing coherent approaches to this important aspect of student development.

### Homework

This is work assigned by a subject teacher for completion by the student outside of school time. It may be written, oral, aural, reading, project-based work or revision work. It will be challenging and purposeful and enhance pupil motivation. It should be coordinated, regular, marked promptly and accurately and followed with relevant feedback.

### Rationale

The purpose of this set of guidelines is to inform the school community of the school's position regarding homework. The aim is to assist and encourage students to develop to their full potential in an atmosphere of cooperation and mutual respect. The final responsibility for satisfactory completion of homework rests with the learner. Regular homework is a valuable aspect of the learning process and contributes to the development of sound study skills. It consolidates and supplements in the work done in class and promotes independent learning and creativity. It strengthens Home/School links and offers those at home insights into what is being taught in the classroom.

### Expectations

#### **Teachers expect that:**

Students record homework.

Students make an honest effort to complete homework fully and on time.

Students have adequate facilities to enable them to do homework.

Students absent due to school related activities (e.g., matches, debates etc) must ensure that homework set in their classes is completed.

Parents will support students in carrying out assigned homework.

Parents will examine the homework journal regularly.

Parents will furnish an explanation note if homework is incomplete or not done because of a particular domestic issue.

#### **Students may expect that:**

Homework in each subject area will not take up an unreasonable amount of time.

Adequate allowance is made for time consuming homework such as essays, projects etc.

Homework is related to class work.

Homework is fully explained.

Homework is corrected and that feedback to students is positive and constructive.

Adequate time is given for the recording of homework.

#### **Parents may expect:**

To be requested to check journals regularly.

To be kept informed of difficulties regarding homework. To be given the opportunity to discuss homework problems with relevant teacher. i.e., Parent/Teacher meetings.

#### **Duration of Homework**

Our Homework policy suggest the following only as a broad guideline regarding the duration of homework based on best practice and is not definitive

1 <sup>st</sup> Year	1 ½ hours
2 <sup>nd</sup> Year	2 – 2 ½ hours
3 <sup>rd</sup> Year	2 ½ - 3 hours
5 <sup>th</sup> Year	2 ½ - 3 hours
6 <sup>th</sup> Year	3 – 4 hours

### **Sanctions**

If a student fails to attempt work, or shows an obvious disinterest in doing same, teachers will note the first offence in teacher’s handbook and student journal.

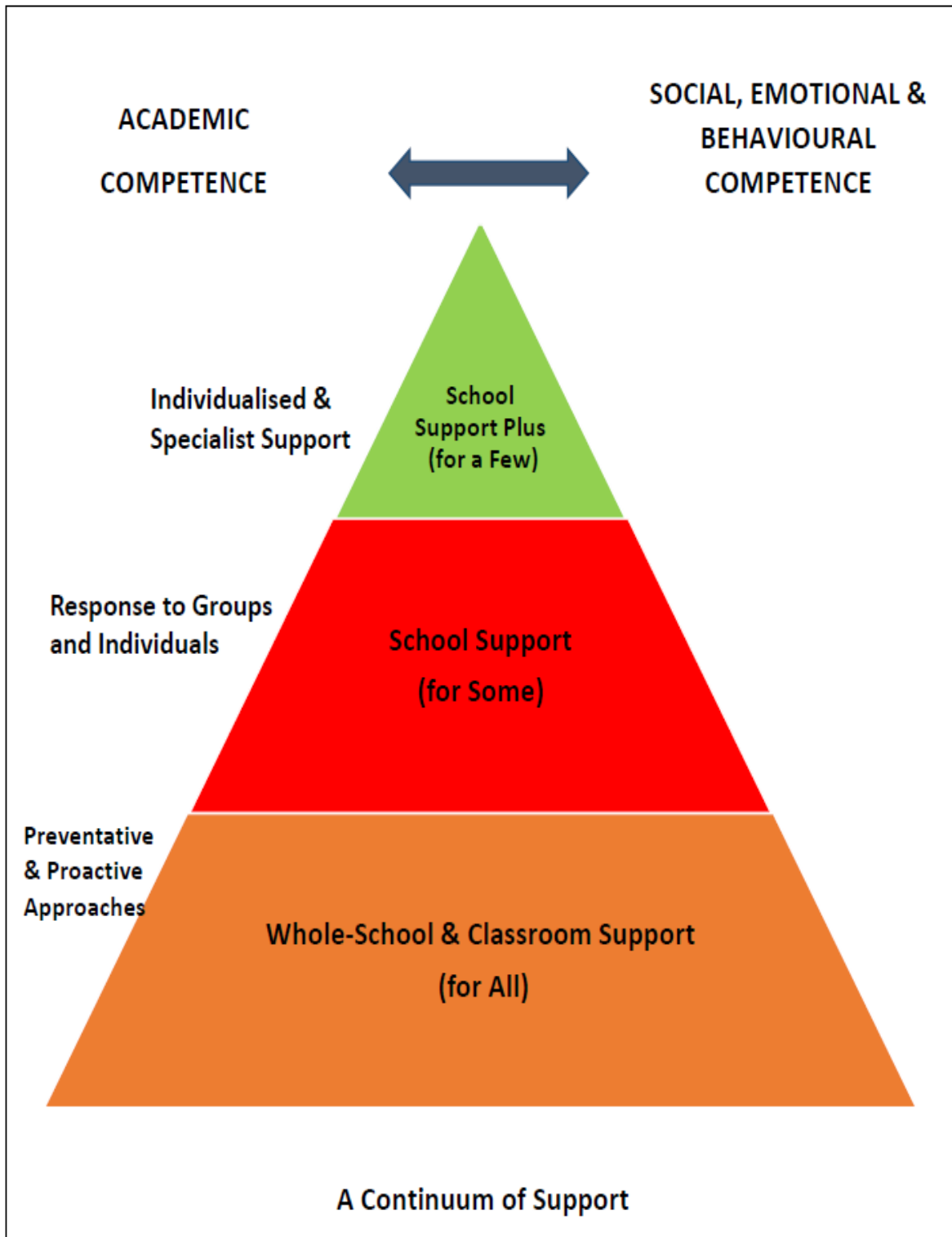
In the event of repeated failures to do homework the teacher will apply the agreed sanctions within the school code of behaviour and maintain records for future parent interviews.

Parents will be contacted when a student regularly fails to present appropriate homework.

### **Evaluation**

Staff will monitor the practice of homework in the school. Amendments to best practice will be made in the context of school review.

# Continuum of Support



### Classroom Support

- Most common
- The first response to emerging needs
- Response for pupils who have distinct or individual educational needs.
- Require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in the class.
- Begins when a parent or teacher has concerns about an individual student.
- Classroom Support incorporates simple, informal problem-solving approaches commonly used by subject teachers.
- An intervention process coordinated by the subject teachers.
- Carried out within the regular classroom.

### School Support

- The learning support/SET teachers are involved in the problem-solving process.
- Involves a more systematic gathering of information and the development and monitoring of School Support Plan or an Individual Pupil Learning Profile (IPLP)
- An assessment and intervention process which is usually coordinated by the learning support/SET teachers working alongside the subject teachers.
- Interventions at this stage will be additional to those provided through classroom support.

### School Support Plus

- If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support.
- This will generally involve personnel outside the school team in the problem solving, assessment and intervention process.
- Classroom support and school support will continue to be an important element of the individual education plan.
- Generally characterised by school requesting the involvement of relevant external services.
- This level of intervention is for students with complex and/or enduring needs and whose progress is considered inadequate despite carefully planned interventions at the previous levels.

## LEARNING SUPPORT

Learning support is designed to help pupils with learning difficulties to achieve academic success in school. This support provides learning programmes for the students who have been assessed as low achieving. Such students will normally be performing at or below the 10th percentile on nationally standardised tests in English reading and/or Mathematics.

Our Learning support team develops and implements an individual learning programme for each pupil based on an assessment of needs and a specification of learning targets for the pupil. A Learning support teacher works with groups of pupils as well as individuals. Programmes are drawn up and implemented collaboratively by the learning support teacher and parent. The area of work that is carried out with each of these pupils depends totally on their academic needs e.g., reading, comprehension, spelling, writing skills, study skills and mathematics.

Information on students with learning difficulties is available from the coordinator of special education needs. Some of the more common conditions which affect learning are listed below together with some information which may be of use in teaching such students.

## ASPERGER SYNDROME

Asperger Syndrome is a development disorder that falls within the autistic spectrum. It is sometimes referred to as high functioning autism. Asperger Syndrome is characterised by difficulty with three main areas.

Social Interaction

Communication

Imagination (e.g., imagining what others are thinking)

### **Student's requirements/needs within mainstream class:**

Warn about Changes. Give students as much advance warning about changes to the scheduled programme as possible.

Colour coding will help him with his timetable and different text and copy books.

Make everything visual. Most AS children are visual learners. Any visual link you make will help her. Choose seating carefully. One of the most important considerations when choosing where to seat a child with AS is his sensory sensitivities.

Home and school communication is very important. In the past we have introduced a notebook that goes home each night with any notes about the day, and back to the resource teacher in the morning. This can also be used by the subject teachers.

## DYSLEXIA

Dyslexia is a specific learning difficulty which makes it hard for some people to learn to read, write and spell correctly.

### **Student's requirements/needs within mainstream classes:**

If possible, avoid asking a dyslexic student to read aloud in front of the class.

If giving students sequential information to learn off, be understanding.

Some dyslexic students may find the learning of sequential information virtually impossible.

Remember that over-learning is essential. You can never assume that the student will remember a topic covered only once or twice.

Do not correct every error, but instead concentrate on a small number of errors and set manageable targets. Take time to correct the work and focus on content rather than presentation.

Do not ask a dyslexic student to copy out corrections/misspellings. This will be of no use.

A cursive handwriting style is often best as it aids spelling, neatness and fluency.

Note taking can be difficult so arrange for notes to be photocopied from fellow students. Avoid tasks where students are asked to copy lengthy notes from the blackboard.

Ask the student to repeat back instructions given. This can be a useful memory aid. Instructions given should be clear and concise.

The dyslexic student should sit near the teacher so that the teacher can monitor progress and be available to provide any necessary assistance.

Rewarding effort is as important as rewarding accuracy.

If the student is going to receive special arrangements (reasonable accommodations) in state exam then consider the same accommodations for homework, end of term and mock exams.

### Dyscalculia

Dyscalculia primarily affects the learning process in relation to Mathematics. Two of the types of dyscalculia that have been identified are:

- **Type 1: developmental dyscalculia** where students exhibit a marked discrepancy between their developmental level and general cognitive ability as it pertains to Mathematics. As a basic indicator of developmental dyscalculia students will perform below expectations with no obvious explanation (e.g., general ability, emotional state or illness) available.
- **Type 2: dyscalculia** where students exhibit a **complete inability to manage mathematical concepts** and numbers. It presents as an enduring condition that affects the ability to acquire mathematical skills despite appropriate teaching.

Dyslexia and dyscalculia may co-exist, but not all students with dyslexia will have difficulties in Mathematics. However, dyslexia will affect all kinds of learning that depend on reading including Mathematics.

Dyscalculia may manifest itself through the student's inability to conceptualise number, number relationships and outcomes of numerical operations (estimating). Students variously exhibit difficulties in the following areas: computation, direction, laterality, mathematical concepts, mental Mathematics, money, omissions, reading and writing numbers, reversals, rote counting, rules and formulae, sequencing, and time and time management. Students may be unable to comprehend or 'picture' mechanical processes as they often lack 'big picture' thinking.

Other symptoms of dyscalculia may be noted in poor athletic co-ordination, difficulty keeping scores during Physical Education and problems keeping track of whose turn it is during games. Transitioning between lessons, particularly at post-primary level may also be difficult. Students may also have a poor sense of direction, display a tendency to lose things and may seem absent minded. Additional problems may be seen in difficulties that arise in grasping concepts of formal music education such as reading music, and in students sometimes having poor name/face retrieval when recollecting individual's names.

### DYSPRAXIA/DEVELOPMENTAL CO-ORDINATION DISORDER (DCD)

Those affected have significant motor coordination and perceptual processing difficulties whilst retaining normal intelligence. They are acutely aware that the way they process, present and record their learning is different from their peers.

Students who are affected will struggle in their school life particularly in the following areas:

Students may arrive late to class due to difficulties with lockers and geography of school and classroom changes.

Students may forget books or homework assignments due to poor planning.

Due to poor fine motor skills, student's appearance may be sloppy and may appear awkward.

Students' work may be poorly presented as handwriting is affected.

Students may perform poorly in practical work and P.E.

Students may have difficulty taking notes from the board.

#### **Student's requirements/needs within the mainstream classes:**

Praise and effort with every small accomplishment.

Note-taking can be difficult, so arrange for notes to be photocopied from fellow students.

Allow extra time for completion of written tasks and accept typed homework assignments.

### ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Attention Deficit Hyperactivity (ADHD) is a common behavioural disorder that affects an estimated 8 - 10 per cent of school age children. Children with ADHD act without thinking are hyperactive and have trouble focusing. They may understand what's expected of them but have trouble following through because they can't sit still, pay attention or attend to details. ADHD symptoms impair a child's ability to function socially academically and at home.

The symptoms fall into the following three categories:

#### **An inattentive type with signs that include:**

- Inability to pay attention to details or a tendency to make careless errors in schoolwork or other activities.
- Difficulty with sustained attention in tasks or play activities.
- Apparent listening problems.
- Difficulty following instructions.
- Problems with organisation.
- Avoidance or dislike of tasks that require mental effort.
- Tendency to lose things like notebooks or homework.
- Distractibility.
- Forgetfulness in daily activities.

#### **A hyperactive/impulsive type, with signs that include:**

- Fidgeting or squirming.

- Difficulty remaining seated.
- Always seeming to be on the go.
- Excessive talking.
- Blurting out answers before hearing the full question.
- Difficulty waiting for a turn or in line.
- Problems with interrupting or intruding.

**A combined type which involves a combination of the other two types and is the most common.**

**Student's requirements within the mainstream classes:**

Students should sit near the teacher.

Use homework journal for regular parent-teacher communication.

Keep instructions clear and brief, breaking down larger tasks into smaller, more manageable pieces.

Give positive reinforcement.

Always be on the lookout for positive behaviours and be sensitive to self-esteem issues.

## **SHSS Autism Special Class**

What is Autism?

Autism is "characterised by difficulty in communicating and forming relationships with other people and in using language and abstract concepts".

The autism spectrum is a wide one, with each person affected in different ways and to varying degrees. That said, the problems presented in autism are often grouped under 4 main categories – the "triad of impairments" and sensory processing problems:

Social Communication

Social Imagination

Social Interaction

Sensory Processing





## Behaviour

Requires routine and certainty in day-to-day life. Can become distressed at breakdown in routine. May have 'meltdowns' if things don't go as planned or if they are struggling to communicate their frustrations.

Determination to win or come 1st in games. Habit of interrupting others' turns.

May have a special interest or obsessive topic.

Daydreaming or floating. Walking around without purpose.

Maybe very hyperactive.

Tendency to run, jump, move erratically or flap hands.

## Sensory Processing

Struggle with or cannot bear certain sounds, smells or textures. May eat only very specific food.

Find open spaces hard to process. Manage better in enclosed surroundings.

May use voice experimentation.

May have a high pain threshold.

## Some tips:

**AVOID ROTE INSTRUCTION.** Rote instruction presents challenges for many with autism, who will struggle to retain and act out a long, complex instruction. When giving verbal instruction provide one step at a time, or use a step-by-step sheet of instructions. The provision of written instructions for students to reference again and again helps reduce anxiety when it comes to following sequences.

**SAY WHAT YOU MEAN.** We can use Language in a very casual way, generally assuming that people will be able to understand what we actually mean. For people with autism, language is black and white. Be conscious of the use of metaphors and idiom, as they can cause confusion: "running around in circles" and "you're on another planet".

**BE DIRECT.** Directness is a much better approach for people with Autism and avoids breakdown in communication, which might be confused with a student being disobedient or cheeky.

**BE PRECISE** It is easy to be vague, we all do it. However, vagueness can be difficult for people with autism and, again, lead to breakdowns in communication. Instead of "Everyone write a few words about this poem", give a more specific instruction on how much you would like written. Regarding homework, set a time limit on how long something should take.

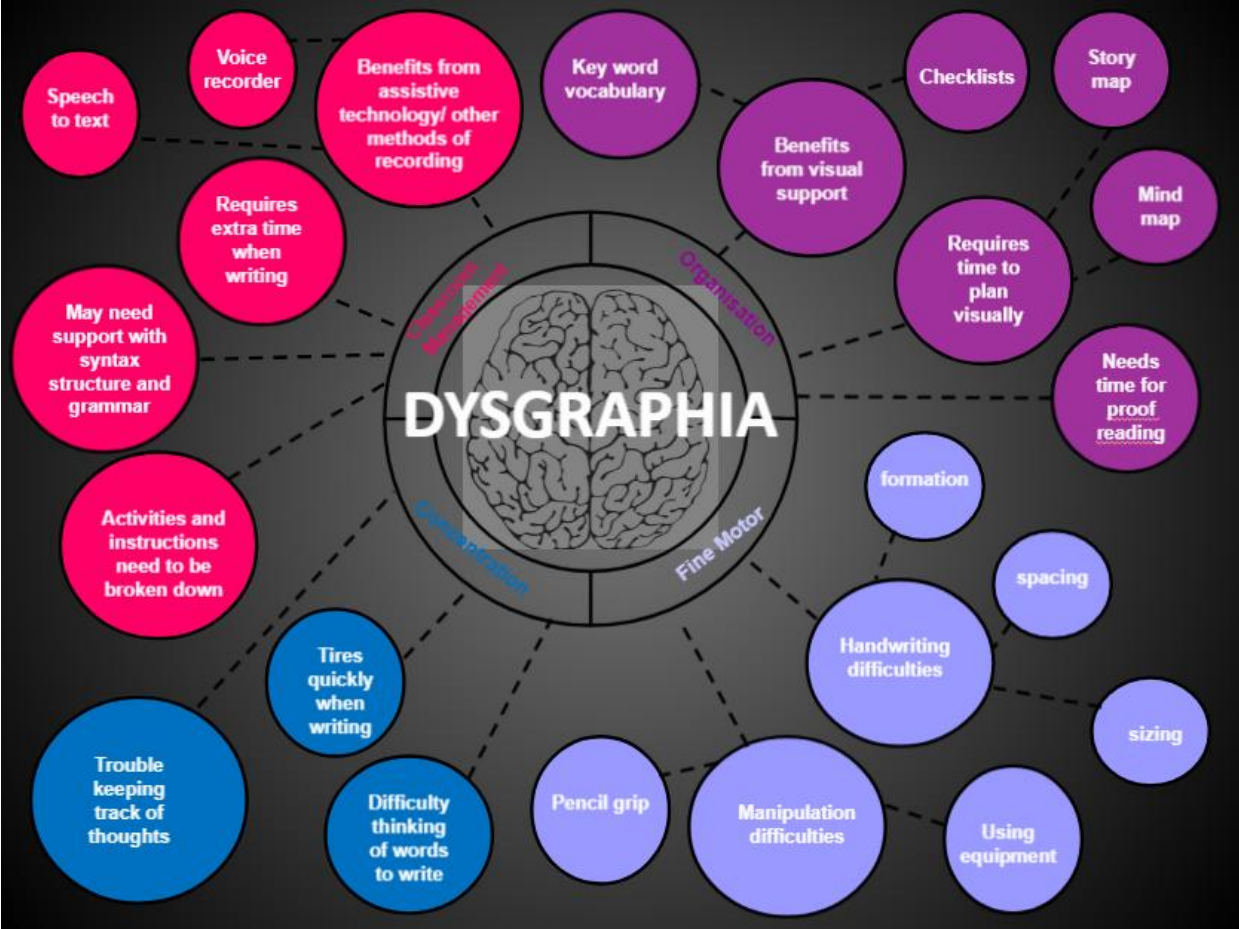
**HUMOUR.** Every student with autism is different. Some struggle with humor while others have a very good sense of humor. Try and find this out in advance of the school year as it can avoid upset or confusion.

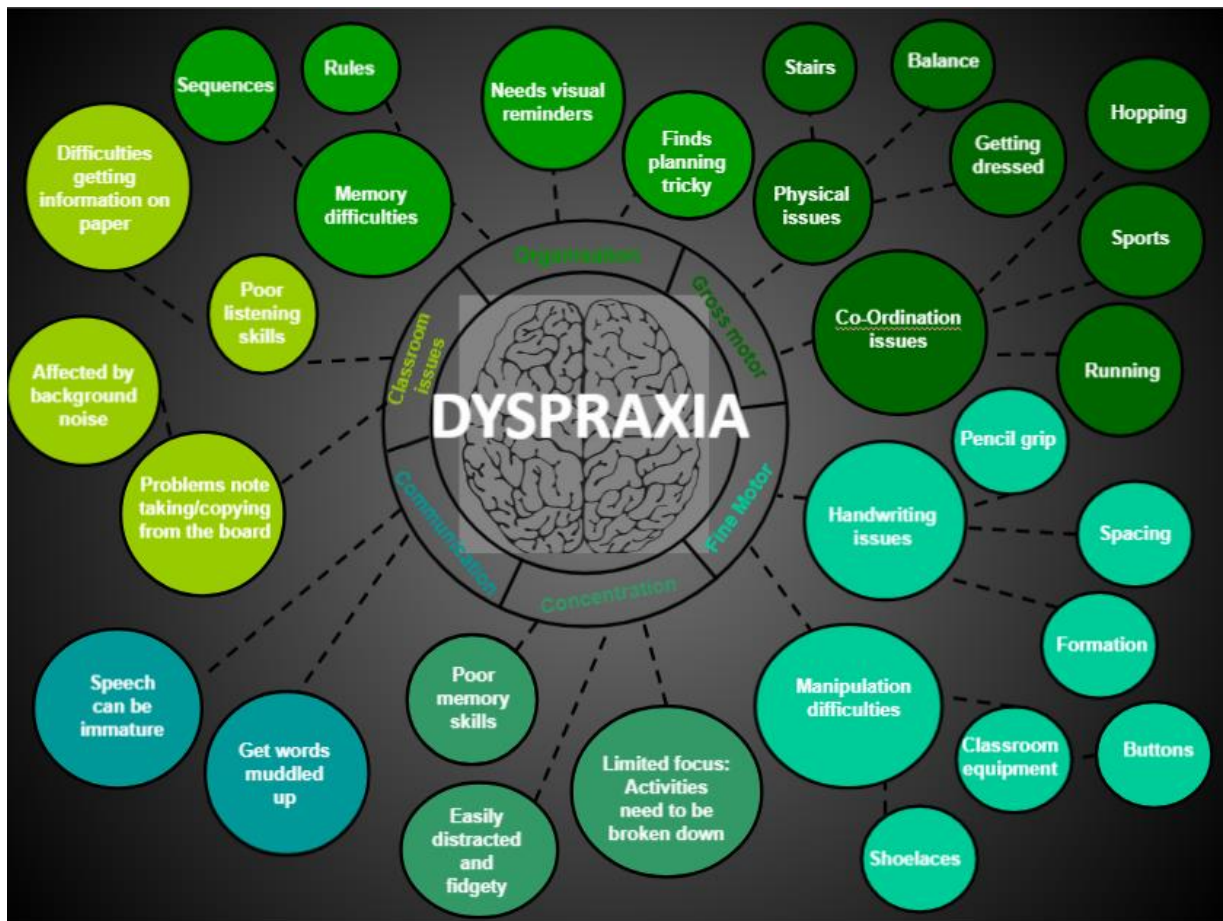
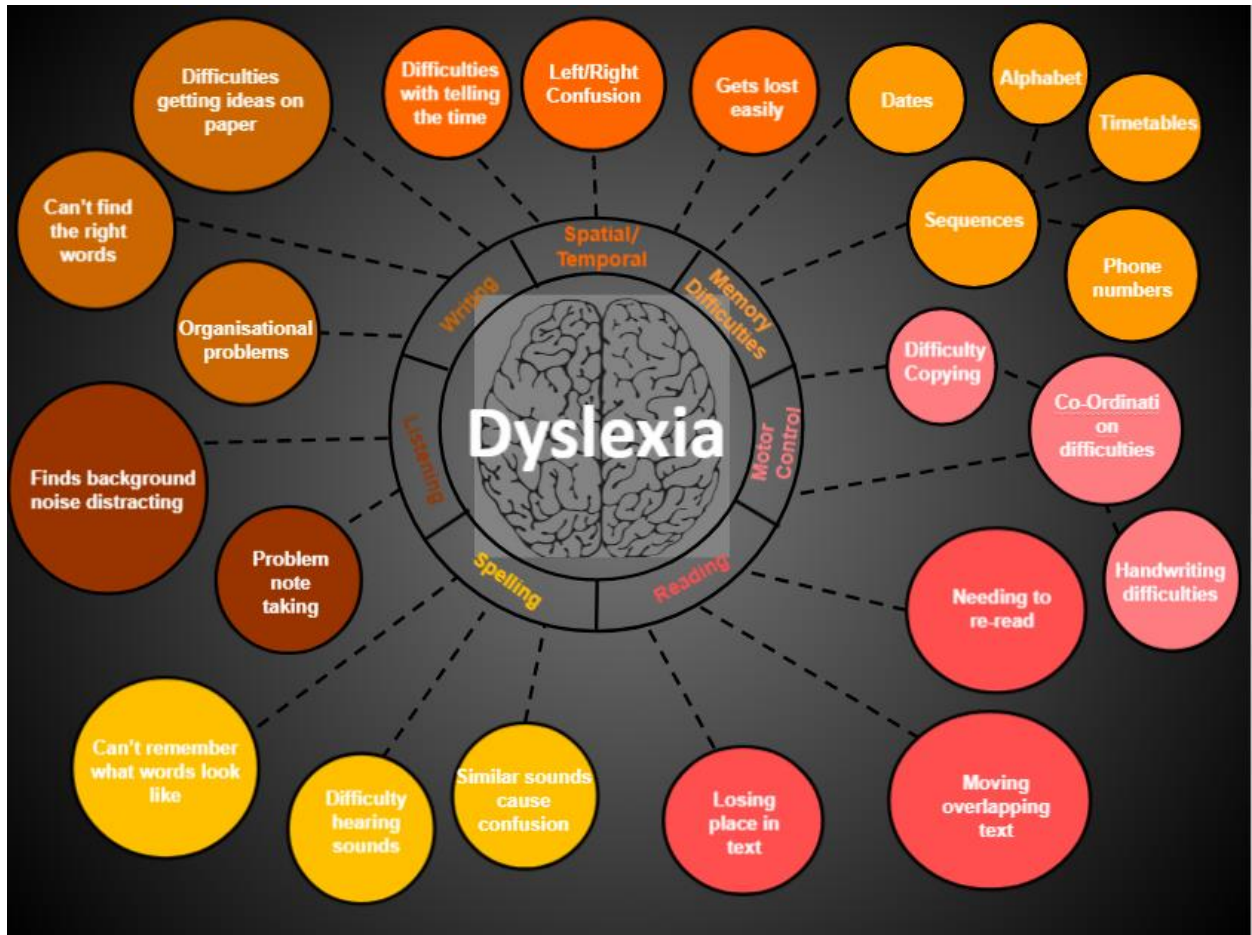
**LISTEN CAREFULLY.** When a person with autism speaks it is important to give them the space to finish their point and avoid talking over them. It is also important that you listen attentively to what they are saying to ensure you clearly understand, and can be seen to understand, in order to develop a trusting relationship.

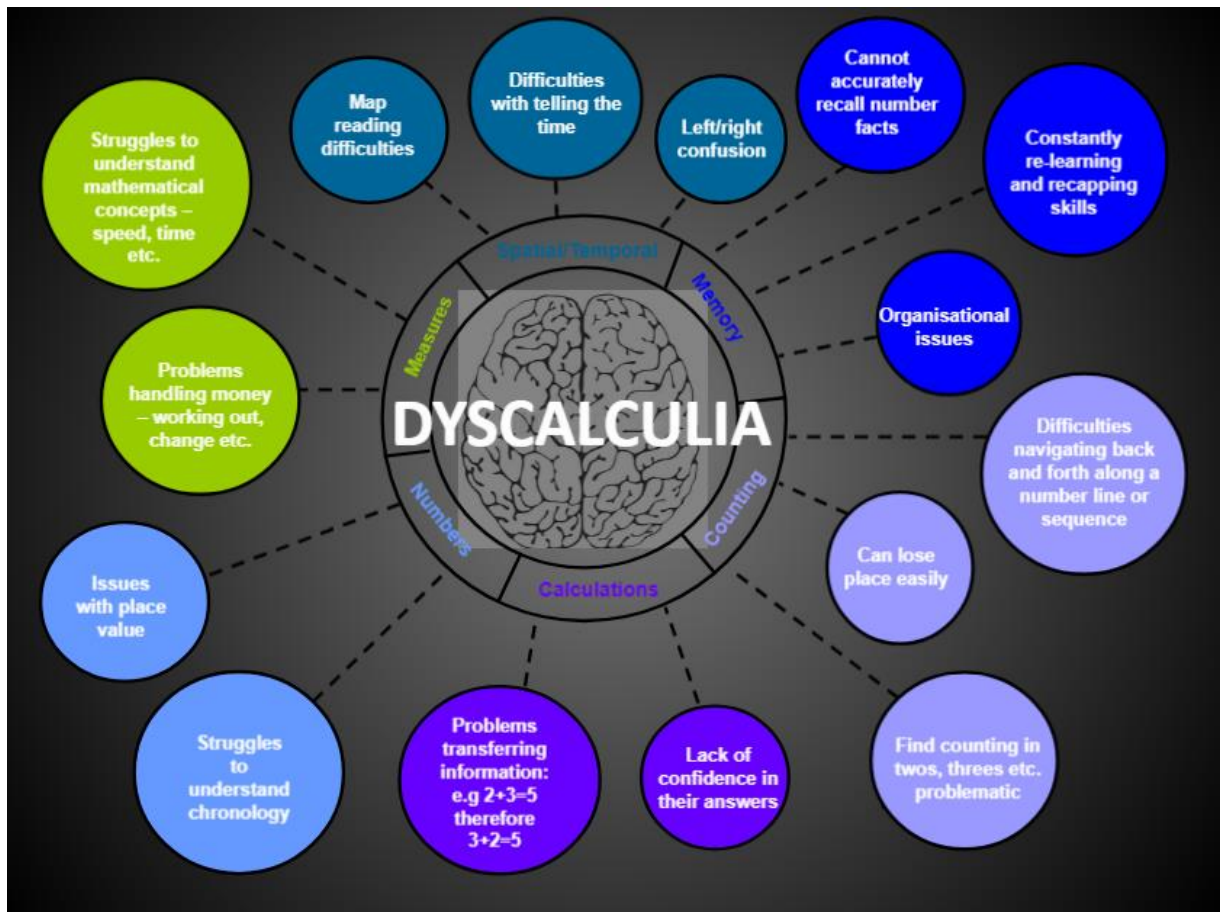
TIMING AND SPACE. People with autism find it difficult to engage in conversation or respond to questions if they are tired or flustered. It is always important to give a person with autism space and avoid overload of information or expectation. Equally a person with autism may like to talk about something or ask a question but will worry about when to do so. Providing a time and place where they can ask you questions is a good idea.

Here in SHSS we are proud to have opened our first Autism Special Class in September 2022. This class will cater for a maximum of six students with an allocation of 1.5 Teachers and 2 Special Needs Assistants. Along with the Department of Education's plans to increase the number of special classes in schools around the country, it has also undertaken to change the language around autism. Words such as Unit and ASD have been replaced by Special Class and Autism. We understand that the change of language can be difficult, however, we encourage all staff to try their best to adapt to this new language.

The aim of our Special Class "Room 22" is to give students with autism the opportunity to attend their local mainstream school with additional support. Our Special Class will provide support for students who are completing the Level 1 Learning Programme, Junior Cycle and LCA2 in the coming academic year. Students with autism will be participating in the L1LP or L2LP in some mainstream classes. With the support of SNAs and relevant, differentiated teaching, students will experience a meaningful and inclusive education.







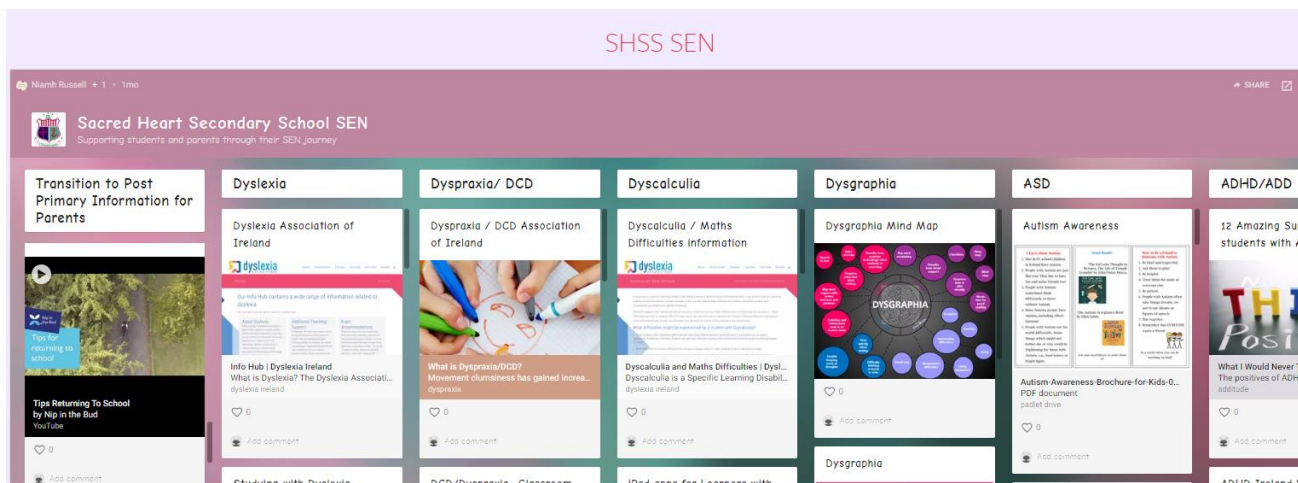
## SEN Resource for the school community

An online resource for all members of the school community is available via our school website, [www.sacredheartclonakilty.ie](http://www.sacredheartclonakilty.ie).

In the home page click in the icon below.



This will then take you to a Padlet resource. (see below)



**Scroll down and across to select from a multitude of resources on SEN.**

Many thanks to Niamh Russell and the SEN team for creating and managing this resource.

## Whole School Guidance (Support)

A wide range of activities supporting students' personal & social, educational and career development are delivered by the guidance counsellor in collaboration with school management and staff and external organisations. The provision of guidance in schools is a whole school activity (DES, 2012b).

### Guidance for all

The whole school approach delivers teaching and learning activities such as SPHE, CSPE, wellbeing, subjects, assessment, and work experience.

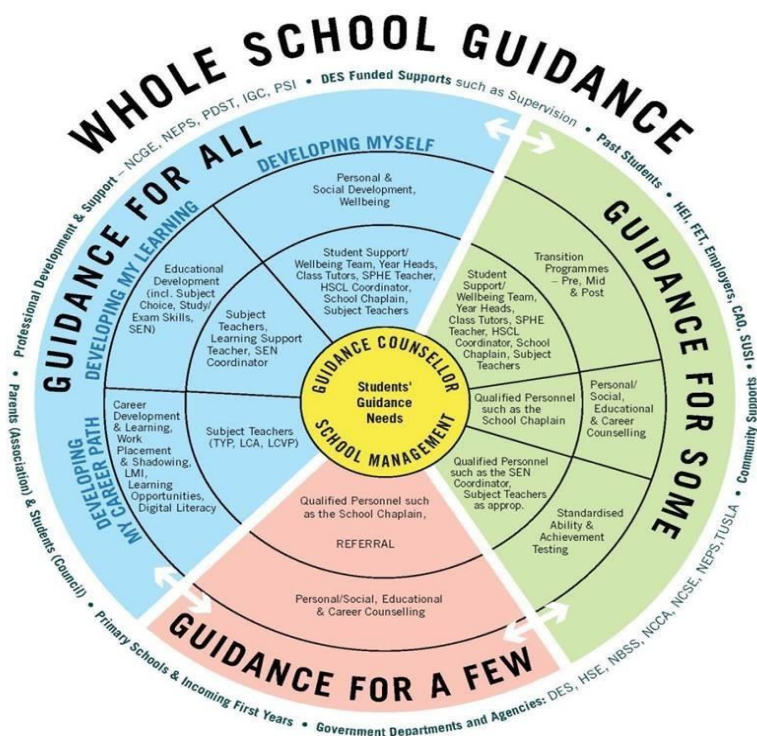
### Guidance for some

Specific groups will benefit from group and one to one support such as induction programmes, anti-bullying workshops, retreats, group testing, and SEN classes.

### Guidance for a few

Some vulnerable students require more intensive support requiring the expertise of specialised school staff. They may need the services of outside agencies.

The model presents the continuum of support offered within a whole approach to guidance, acknowledging the stakeholders, programmes and resources.



## TRIPS/TOURS/OVER-NIGHTS:

### Rationale

To ensure the safety of all participants through effective preparation and vigilant supervision so as to ensure the educational/cultural value to all concerned. When it is intended to take a group of students out of school on a school trip, visits to cinema/theatre, exhibitions etc. please note the following procedure should be followed.

### Staff Checklist for out of school trips. (matches/team building day/school trips)

- ✓ Has the planned out of school trip been notified in advance to the Principal/Deputy Principal?
- ✓ Has the bus company been booked through the bus booking system in the office?
- ✓ Have the parents/guardians been informed of the out of school trip/tour in advance? (Individual games do not require individual consent)
- ✓ Have the students and or parents/guardians signed and returned the school consent form, (when required), and paid any money due?



- ✓ For year group trips, in addition to the year head or lead teacher, are there sufficient additional teaching staff, including SA staff (where required) in place to accompany the students.
- ✓ Where required, have personnel at the trip's destination been contacted in advance, regarding all particulars of the trip/tour. (Time of arrival, particulars of trip, relevant details of trip schedule & duration of trip, time of return)
- ✓ Have all the staff who are accompanying the students been briefed on the particulars of the trip. (Time of departure and return, schedule and duration of trip, medical particulars of specific students,)
- ✓ Have the student's been briefed in advance of the trip regarding all particulars including, time of departure and time back, schedule of the day, buddy up system (where relevant), student expectations & instructions, what the student's need to bring with them (money/clothes/lunch/gear/sunscreen etc.)
- ✓ Have students with particular medical needs been identified and do they have the required medication with them in their possession?
- ✓ The following items may need to be taken on the trip (First aid kit/water/tissues etc.)
- ✓ In the event of any injury or accident, first aid may need to be applied. Contact the Principal or Deputy Principal. Further professional medical support may be required if deemed appropriate.
- ✓ In the case of an emergency please contact 112 or 999.

Normal school rules apply.

Parents will be informed immediately of any serious incident of misbehaviour.

Following gross misconduct students may be sent home at parent's expense.

The following list of items may not be brought on nor purchased by students on a tour/overnight activity/fieldtrip:

- ➡ Alcohol
- ➡ Cigarettes
- ➡ Fireworks
- ➡ Weapons
- ➡ Exotic Animals
- ➡ Illegal substances

Parents must give the tour organiser permission to obtain medical treatment for the student if required.

It is important to ensure frequent meetings with students while on day/overnight trips. Students should not be unsupervised for prolonged periods without meeting with or being checked by teachers.

Corridor supervision at night until students are settled down is essential.

Appropriate agreed sanctions will be applied during or after school tour, over- night trip etc. Such sanctions will be applied within the school Code of Behaviour and with the full knowledge and support of the Board of Management.

This form needs to be completed for all tour events and submitted to the Principal.

<b>Sacred Heart Secondary School Tour Template</b>		
<b>Name of School</b>	<b>Address</b>	<b>Roll No</b>
<b>Tour Dates</b>		
<b>From</b>	<b>To</b>	<b>Number of School days</b>
<b>Brief Outline of Tour</b>		

<b>Number of Students</b>		<b>Total number of students in relevant grades</b>	
If some students are not participating, outline the reason why			
Expected benefit to accrue from the tour			
Why is the tour deemed to be necessary			
<b>Adults accompanying the students</b>			
Teachers		Other adults	
<b>Tour Leader</b>			
<b>DDL</b>			
<b>Health &amp; Safety Officer</b>			
<b>Confirmation</b>			
That appropriate arrangements are made in accordance with Circular PPT 01/03 for those classes whose teachers are absent with the tour		Yes:	No:
That adequate insurance is in place to cover all risks while on tour		Yes:	No:
That parental permission has been secured for each student who is to participate on the tour.		Yes:	No:
Signed: Tour Leader		Date:	

# ICT Acceptable Usage Policy

Extract from the ICT Acceptable Usage Policy

## Introduction

*Providing an efficient and reliable computing and networking service depends on the cooperation of all users. It is therefore important that you are aware of your responsibilities to other users and to the providers of services.*

You must use the resources in a responsible manner and you must respect the integrity of computer systems, networks and data to which you have access, and follow any rules and regulations governing their use.

### **ICT AUP for Staff**

**Notes on the recommended operational use of the ICT Network/Admin System (VS Ware & G-Suite for education)**

#### **Usernames, Passwords & Security**

Each staff member is provided with their unique username and password to access;

- a. The Computer network and associated folders/drives,
- b. Vs Ware
- c. G-Suite for Education.

It is the responsibility of all staff to ensure that logins and passwords are safe and protected at all times. (Should there be any concern about the safety of your passwords please change them.) Passwords need to be changed once every ½ term.

As both Vs-Ware and G-Suite are cloud-based systems, all staff are advised to take caution when using both platforms, particularly when not on the school premises so that any of the data is not disclosed to any third party. Staff members are advised not to use unsecured Wi-Fi, as data may be intercepted by hackers.

You are requested to use your G-suite account for all school related work and correspondence. Private e-mails are not to be used under any circumstances.

### **Storage and Sharing of Data**

Staff are advised that personal data stored and or shared on any platform is subject to the Data Protection Act 2018.

All data processed and stored should be adequate, relevant and limited to what is necessary in relation to the purpose for which it is processed.

All material stored on the network and or any drives should be educational in nature and for the purposes of teaching and learning only.

All staff should not store any original material anywhere on the network and or Drives. Any material stored on the network and or drives should be a copy or backup only. Sacred Heart Secondary School takes no responsibility for the loss of any data.

Staff members may store or save data onto the server and or Drives only. Material should not be stored on the desktop and or individual computers. Staff cannot access, modify, or interfere with computer material, data, displays, or storage media belonging to SHSS or another user, except with their permission.

Staff members cannot use USB/Memory keys. It is advisable to transfer documents via your school e mail account only or by sharing your document(s) via G-Suite.

When using applications such as Google Classroom, parental access is mandatory by sharing access codes/passwords with parents.

### **Good Practice**

Ensure that you log off from your, programme and computer/device once you have finished your session.

Shut down your classroom computer at the end of classes at 4.00pm/3.20pm each day.

To maximise the life span of the interactive data projector bulbs, you are asked to ensure the projectors are fully off when the class is completed.

Any defaults/trouble shooting should be reported immediately to any member of the ICT committee.

All breeches of data and of staff usernames/passwords should be reported immediately without delay. (See SHSS's Data Breach Policy)

If and when you have completed your teaching career/contract at Sacred Heart Secondary School, your account and its contents will be deleted within 4 weeks of your completion date. It is the responsibility of the G-Suite account holder to transfer all their personal data/files from their G-Suite account.

### **ICT AUP for Students and Guests**

The aim of this Acceptable Use Policy (AUP) is to ensure that students will benefit, in a safe and effective manner, from learning opportunities offered by the school's ICT resources. Internet use and access is considered a school resource and a privilege. Therefore, if the school's AUP is not adhered to, this privilege will be withdrawn, and appropriate sanctions will be imposed.

It is envisaged that the Board of Management will review the AUP periodically. Before signing, the AUP should be read carefully to ensure that the conditions of use are understood and accepted.

On enrollment all students and their respective parents/guardians will be asked to read the ICT AUP and to sign same to indicate their acceptance of the terms of reference as laid out in the policy.

### **Notes on the recommended operational use of the ICT Network and G-Suite for education)**

#### **Username, Passwords & Security**

1. Each student may be provided with their unique username and initial password to access;
  - a. The computer network
  - b. Educational websites e.g., Careers Portal
  - c. G-Suite for Education.
2. It is the responsibility of all students to ensure that logins and passwords are safe and protected at all times. (Should there be any concern about the safety of your passwords please change them.) Passwords need to be changed once every 2 months.
3. As G-Suite is a cloud-based system, all students are advised to take caution when using this platform, particularly when not on the school premises so that any data is not disclosed to a third party. Students are advised not to use unsecured Wi-Fi, as data may be intercepted by others.
4. You are requested to use your G-suite account for all school related work and correspondence. Private e-mails are not to be used under any circumstances.

#### **Storage and Sharing of Data**

4. Students are advised that personal data stored and or shared on any platform is subject to the Data Protection Act 2018.
5. All data created, processed and stored should be adequate, relevant and limited to what is necessary in relation to the purpose for which it is processed.
6. All material stored on the network and or any drives should be educational in nature and for the purposes of learning only.

7. All students should not store any original material anywhere on the network and or Drives. Any material stored on the network and or drives should be a copy or backup only. Sacred Heart Secondary School takes no responsibility for the loss of any data.
8. Students may store or save data onto their Google Drive only. Material should not be stored on the desktop and or individual computers/chrome-books. Students cannot access, modify, or interfere with computer material, data, displays, or storage media belonging to SHSS or another user, except with their permission.
9. Students cannot use USB/Memory keys. It is advisable to transfer documents via your school e mail account only or by sharing your document(s) via G-Suite.
10. When using applications such as Google Classroom, parental access is mandatory by sharing access codes/passwords with parents.

### **Good Practice**

11. Use of the computers in the Computer labs is not permitted without the supervision of a teacher. Ensure that you log off from your, programme and computer/device once you have finished your session.
12. Shut down your computer at the end of classes at 4.00pm/3.20pm each day.
13. Any defaults/trouble shooting should be reported immediately to any member of the ICT committee.
14. All breeches of data and of student usernames/passwords should be reported immediately without delay. (See SHSS's Data Breech Policy)
15. See the schools stay safe online guidelines, (school journal) for further information.

### **Notes**

- The G-suite administrator will set security and privacy settings for all users G-Suite accounts.
- The school administrator may monitor user G-Suite account at any time without notice.
- G-Suite accounts may be suspended or deleted without notice by the G-Suite administrator.
- Once you have completed your education/contract at Sacred Heart Secondary School your account and its contents will be deleted within 4 weeks of your completion date. It the responsibility of the G-Suite account holder to transfer all their personal data/files from their G-Suite account.
- Uploading and downloading of non-approved software will not be permitted.

### **Online Learning/Remote Teaching**

- All members of the school community should understand that all the standard school policies are still applicable in the remote teaching scenario (e.g., Code of Behaviour, Acceptable Use Policy, Anti-Bullying Policy, Social Media Policy etc.)
- Students are advised to follow the schedule of online classes and to attend on time and for the duration of the lesson. If unable to do so, students are advised to remind their parents

to contact the school to explain any full day absences. In the case of occasional classes that cannot be attended, students are asked to make contact with their teachers to explain their absence.

- All students are requested where possible, to have their camera on during any live class and not to use any filters except for a background filter.
- When prompted to do so, students will be requested to turn on their mic.
- Students are not permitted to share any links (Google meet code) for classes/assemblies/presentation with any other person(s) unless directed to do so. Facilitating a third party to enter an online class is a contravention of this policy.
- The recording of any audio or video content of any online class/assembly/presentation is not permissible as is the sharing of same via any platform or to any person under any circumstances. (The recording of any audio/video is likely to be unlawful where personal data is captured).
- All staff are required to use the agreed online platform, G-Suite and its applications and extensions for the purposes of teaching and learning.
- All google meet links and codes should only be shared with students in that relevant teaching group/google classroom group, only.
- Staff should familiarise themselves with the controls available within the service and how to use these controls to protect their security, data, and communications.
- It is good practice to record the presence of participants by taking a roll at the beginning of the online lesson. Extensions such as “Meet attendance” can be used to monitor attendance at Google Meet classes. Google enterprise can also facilitate this.
- Any inappropriate or suspicious online activity should be reported immediately to school management.
- Guidance for Registered Teachers about the use of Social Media and Electronic Communication is available at [teachingcouncil.ie](http://teachingcouncil.ie)
- A student’s guide to online classroom etiquette is available as guidance for students and is published in the news section of the website.



# A STUDENT'S GUIDE TO ONLINE CLASSROOM ETIQUETTE

## WORK SPACE

Choose a workspace that is suitable for the online classroom.



Be aware of what others will see in the background.

- SHHHHH...!
- Mute your mic when you are not talking or typing. Only turn it on if you are asked to speak.



## BE ON TIME

Turn up – the class is to help you and your learning

Be on time for your online classes



## NO PHOTOS

Do not take screenshots or photos of others online



## SCHOOL RULES

School rules apply in the online classroom

Think before you type. Keep focused on the task assigned.



## PRESENTATION

Dress appropriately



## SPEAK UP & ASK FOR HELP

Contact teachers during school hours or make an agreement about contact times



## RESPECT

Respect everyone's views online



## ENJOY IT!

Enjoy this new way of learning. It is new to a lot of people and it may take time to adapt



# COMMUNICATIONS POLICY (EXTRACT)

## Goals/Objectives

At SHSS we strive to maintain clear and effective communications with all partners, the wider community, our trust CEIST, the DES and other agencies.

Effective communications enable us to share our aims, mission and vision, our values and numerous policies. It also communicates to all the operational nuances of a modern secondary school.

All communications at SHSS aspire to inform all our stakeholders in a manner that is open, honest, ethical and professional. We aim to use a variety of communications most effective and appropriate to the context, message and audience. (See section 6)

## 6. Scope of Communications used (Not an exhaustive list)

Person to person conversations/meetings

Staff Meetings/Briefings

Pastoral care/SEN/Committee meetings etc.

Online meetings such as Google Meet/Zoom

Google applications (Drive, forms etc.)

Text Message

Telephone

Email

Letters

Website/Facebook/Twitter/Instagram/SHSS School app./SHSS TV

Newspapers

School Signs

Staff Handbook

School admin system Vs Ware

Staff Notice Board.

Weekly Events sheet

School website

Tusla portal

Telephone

Post Box/Pidgeon Hole

Records of minutes of Meetings

BOM minutes

School Plan

Annual Report

Accident Book

Various recording forms (e.g., incident report form/referral form/ child protection/ etc.)

Student Diary

Sign in and sign out book.

## 7. Communications

### 7.1 Staff communications.

Staff communications are facilitated in the following ways.

**Regular staff meetings/briefings.** A schedule of agreed staff meetings is agreed and outlined in the previous academic year. This provides a platform for feedback, updates, discussion, review and staff CPD. An agenda is posted in advance of the meeting via email. The minutes of all staff meetings are recorded and communicated at the beginning of the following staff meeting.

**Staff Notice Board.** Every week the main events of the week are posted on the staff noticeboard. Every day the staff whiteboard is updated with all the relevant information for that specific day. The board is also a useful point of reference for the school's substitution and supervision arrangements. Daily substitution arrangements are posted before 8.50am each morning.

**Open Door Policy.** The Principal and Deputy Principal have an open-door policy, where appointments are not required. Invitations to attend one-to-one and or smaller group meetings are also sent out.

**Pastoral Care Team Meetings.** Weekly pastoral care team meetings for Junior and Senior Cycle take place and provide an opportunity to discuss the progress of students and interventions that may be required. These meetings are attended by the Principal, Deputy Principal, Year Heads and School Guidance Counsellor.

SEN Meetings. Two weekly SEN meetings take place. The Core SEN team of the SEN coordinator, the Guidance Counsellor, the Principal and Deputy Principal meet to discuss and communicate key SEN arrangements. The second meeting involves the SEN Team with specific responsibility for SEN students in the various year groups. This meeting is also attended by SEN coordinator, the Guidance Counsellor, the Principal and Deputy Principal. Student progress, learning support plans and interventions are agreed and discussed.

Working groups/Committee meetings. Numerous school working groups and committees meet throughout the school year. Staff are informed of the progress of these groups via email and staff meetings.

The Board of Management agreed reports are communicated by one of the staff nominees at the following staff meeting.

Email. General educational information, pertaining to students, circulars, bulletins etc. can also be communicated via email. In most instances this will be communicated between 8am and 4.30pm on school days. If the event for important or urgent communications arises, email will be used outside of these times. However, it is envisaged that normal day-to-day school business communications by email will be restricted between 8am and 5pm, on working days. Email outside these times will be used for important or urgent reasons.

Google. The agreed digital learning platform is Google and is used throughout the year as a means of sharing and accessing information. Where there is a need to communicate remotely (school closures etc.), "Google" and its associated applications will be utilised to hold meetings, gather and communicate information.

Website/School App/Facebook/Twitter/Instagram. The school website and various social media platforms are an excellent way for staff to stay connected with all the key school events, weekly events, as well as news and events.

Text messages will also be used to communicate updates and events with staff, when required.

Telephone

Annual School Plan. Every year the annual school plan is published. A copy is made available on the school's website. Hard copies are available in the Principal's office, Deputy Principal's office, Secretary's office and the staff room.

The yearly Development Priorities, as ratified by the Board of Management, are communicated to the BOM all staff at the beginning of the school year at the staff meeting.

School Policies. School policies are available from the office on request. Extracts from the significant school policies are available from the office. Many of the significant school policies are available in pdf format from the school website.

Staff handbook. The staff handbook is a valuable resource that communicates information and guidance on school procedures and policies. All staff receive an annually reviewed and edited version of the staff handbook.

Informal staff social media messaging groups. E.g., whats app/viber etc.

Signage. Various and relevant signage throughout the school communicate information such as entry/exit, health and safety, CCTV etc.

VS Ware. The school's admin system can be used to communicate some information under the Notifications section. The dates for when examinations are open for results entry are also communicated to staff via Vs Ware.

## 7.2 Students Communications.

Year and class assemblies. Year and class assemblies are used periodically to communicate school news & events, affirm students, acknowledge achievement and to provide advice and guidance. Students are encouraged to ask questions and raise matters while providing a forum for discussion.

One to One Meetings. Informal and formal meetings with students take place with teachers, tutors, SNA's, Year Heads, members of the SEN team, Guidance Counsellor, Principal and Deputy Principal in the school every day. This open approach to student to staff and staff to student communications is key to developing and maintaining relationships, respect, creating community

Google Platform and email. The agreed digital learning platform is Google. The various applications will be used to share, gather, and create content for educational purposes. This involves teacher to student, student to student and student to teacher communications. Students are encouraged to make face to face contact and meet with their teachers for any matter requiring clarification and or discussion. As part of the google suite of applications, all students have their own personal school email. Email should only be used when it is not possible and is unlikely to be possible to make contact with a member of the school staff. Unless directed otherwise, as a general good practice, emails should only be sent between 8am and 5pm on school days.

Website/School App/Facebook/Twitter/Instagram. The school website and various social media platforms are an excellent way for students to stay connected with all the key school events, weekly events, as well as news and events.

Intercom announcements. Whole school announcements are made regularly on the school's PA system.

Student Voice meetings. Various student leadership groups such as Student Council, Peer mentors, YSI advocates meet regularly. School matters are discussed and highlighted.

Student focus groups. Throughout the school year, various student focus groups are used to collaborate and communicate on various matters, policies and priorities.

Student Dairy. Every student receives a school diary at the beginning of the school year. It is edited annually and is an excellent resource for students, packed with information including key calendar events, study skills, anti-bullying information and much more.

Reports (Physical or on Vs Ware). All the key school reports are communicated to students are their families via Vs Ware and or through physical reports that are posted home.

Consent forms. Consent forms, such as those required for participation in RSE, GDPR consent, Science Lab experiments, school tour consent are shared with student's families in advance of enrolment and or various activities.

Information Sheets. Throughout the year various information sheets are distributed to students to inform them of key upcoming events such as tours, trips, games and events.

Notice Boards. Throughout the school there are numerous noticeboards to keep students informed on many matters.

Signage. Various and relevant signage throughout the school communicate information such as entry/exit, health and safety, CCTV etc.

### 7.3 Communications with Parents

Telephone. The use of the phone to communicate between parents/guardians and the school is advocated as the primary mode of communications. The year head is the primary contact point for matters pertaining to that year. Subject teachers are available for matters pertaining to their specific subject.

One to One meetings. Upon request parents are provided with the opportunity to meet with staff members including, subject teachers, Year Heads, SEN coordinator, Guidance Counsellor, Deputy Principal and Principal.

Information evenings. Year group parent's information evenings are organised at various points in the school calendar. Some of the key parent information evenings that take place during the year include 1st, TY (x2) and 6th year. These events are communicated in advance by email to the parents/guardians of these students.

Parent-Teacher Meetings. All year groups in the school are provided with a Parent/Teacher meeting that takes place during the year. The dates for these are available and communicated in advance of the school year.

Incoming 1st year student/family meetings. All incoming 1st year students and parents/guardians are provided with an opportunity to meet with the Principal or Deputy Principal in advance of the commencement of the school year. Students joining other year groups from another school are also afforded this opportunity.

School Policies are Procedures. Copies of all the key school policies are available to parents/guardians in pdf format, via the school website. Key school procedures, including the enrolment process, anti-bullying and the code of behavior are available on the website and or by request. These key procedures and processes are outlined and communicated at enrolment interviews and at various parent-Information evenings.

Student Dairy. Every student receives a school diary at the beginning of the school year. It is edited annually and is an excellent resource for parents, packed with information including key calendar events, study skills, anti-bullying information and much more.

Website/School App/Facebook/Twitter/Instagram. The school website and various social media platforms are an excellent way for parents to stay connected with all the key school policies, processes, events, weekly events, as well as news and events.

Letters/email. On a regular basis, parents will receive emails/letters to communicate relevant updates, reminders and to communicate key dated, events and activities that are taking place at the school.

Reports (Physical or on Vs Ware). All the key school reports are communicated to students and their families via Vs Ware and or through physical reports that are posted home.

Consent forms. Consent forms, such as those required for participation in RSE, GDPR consent, Science Lab experiments, school tour consent are shared with student's families in advance of enrolment and or various activities.

The Parent's Association. The Parent's association is a critical platform for communicating the events and activities of the school. The school has assigned a teacher as a school liaison to the PA to bolster this communication as well as supporting the coordination of the PA events.

Text message. The school texting service can be used to communicate many school matters. These include communicating absences, unforeseen school closures and reminders about key school events.

Signage. Various and relevant signage throughout the school communicate information such as entry/exit, health and safety, CCTV etc.

#### 7.4 Communication with outside agencies

In line with the school's GDPR policy the school communicates relevant information with outside agencies, including the DES, TUSLA, CAMHS, An Garda Síochana, WCCDS etc.

#### 7.5 Communication with members of the public and other organisations.

Sacred Heart Secondary School will occasionally communicate with members of the public via the school's social media platforms, podcasts, newspapers and or Newsletters.

# ANTI BULLYING POLICY

(THE FOLLOWING IS AN EXTRACT FROM THE POLICY. A FULL COPY OF THE POLICY IS AVAILABLE ON REQUEST FROM THE OFFICE)

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

## Definition

**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 LGBTQI+ bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Harassing behaviour under any of the 9 categories listed in the equal status act.

(Gender/ trans-gender/ civil status/ family status/ sexual orientation/ religion/ age/disability/ race/membership of the travelling community)

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 may 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.

## Types of Bullying:

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of physical assault.

**Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.



**Humiliation:** To deliberately engineer circumstances that would cause another person to feel ashamed and lose respect for themselves.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil(s) or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumors about a person or giving them the "silent treatment".

**Cyber-bullying:** including offensive texting, inappropriate comments/pictures/videos posted on any social media site. This type of bullying is increasingly common and is continuously evolving.

**Name calling /Verbal abuse:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour.

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying 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.

The grounds for bullying can include but may not be limited to the following:

- **Gender** – being male or female (The European Court of Justice holds that discrimination against a transsexual person constitutes discrimination on the grounds of sex)
- **Marital status**-being single, married, separated, divorced or widowed.
- **Family status** – being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability, who needs care or support on a continuing, regular or frequent basis.
- **Sexual orientation** –being heterosexual, homosexual, bisexual or transgender.
- **Religion** - having religious beliefs or having none; the term ‘religious belief’ includes religious background or outlook.
- **Age** – applies to persons over 18 years
- **Disability** - ‘disability’ is broadly defined. It covers a wide range of impairments and illnesses. It covers all physical, sensory and intellectual disabilities
- **Race** - includes race, colour, nationality or ethnic or national origin.
- **Membership of the Traveller Community**- people who are commonly called Travellers, who are identified by both Travellers and others as people with a shared history, culture and traditions, identified historically as having a nomadic way of life on the island of Ireland (Equal Status Acts 2000-2011)

### **Signs and Symptoms of Bullying Behaviour:**

The following signs/symptoms may suggest that a pupil is being bullied.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination these signs do warrant investigation in order to establish what is affecting the pupil.

- Changes to personality and usual presentation, along with changes that are out of character, may be an indication that bullying is occurring (physically, socially, psychologically and behaviourally)
- Social withdrawal
- Anxiety about travelling to and from school - requesting parents/guardians to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, “mitching” classes;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses (e.g. headaches, stomach aches);
- Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing;
- Reluctance and/or refusal to say what is troubling him/her.

### **The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:**

- Any member of the school’s teaching staff, including, subject teacher, class tutor.
- The Year Head(s) or appointed teacher(s) in his/her absence.

- The Guidance Counselor and others working one to one with students.
- The SEN Co-Coordinator.
- Deputy Principal and or Principal.

The Relevant teacher is likely to be a member of the student Pastoral Care Team or have a formal way of linking with the team when carrying out the functions of the role.

All teachers play an important role in supporting the holistic development of young people in schools and promoting a positive school climate.

**The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and Trans phobic bullying) that will be used by the school are as follows**

- All year groups are educated on Bullying through the **S.P.H.E. (Social, Personal and Health Education) programme**. Anti-Bullying themes are established in many of the 6 modules taught on the programme to all year groups.
  - Belonging and Integrating
  - Communicating Skills
  - Friendship Week
  - Emotional Health
  - Influences and Decisions
  - Personal Safety
- The school's code of behaviour is an important reference document for all members of the school community. It is published in the student diary and staff handbook. It gives clear and unequivocal direction to all on what is and what is not acceptable behaviour. The code places "Respect" for people at its core and has a strong anti-bullying theme(s) in its content. The code is taught to all year groups as part of their annual induction.
- The school provides a diverse range of opportunities for students to participate in co-curricular and extra-curricular activities, so as to promote personal development, respect and friendships while reducing opportunities for bullying.
- A Mentor system is in place where 6<sup>th</sup> year students are provided with the opportunity to undergo "Peer Support Training" . These Peer Mentor students are linked with 1st year student(s) at the start of the new academic year and remain their mentors for the duration of the year. Students joining the school after 1<sup>st</sup> year will receive induction from their year head and is also linked with a student in their class.
- Positive reinforcement of behaviour for the good of the school community is encouraged through positive comments in the journal, phone calls home, the Éacht letter and through the annual Awards Ceremony. The Sr. Benedicta Barry award is a major accolade that is given to the student who is deemed most caring of fellow students. The CEIST award is an award for the student of second year who epitomises the values of our trustees, CEIST.
- Everyone, (particularly first years) is encouraged to participate in Friendship Week, which takes place on an annual basis.
- The YSI advocates present an annual workshop and information session on protecting oneself online and the dangers of the misuse of social media. The theme of cyber bullying is central in this presentation that is delivered to all 1<sup>st</sup> year students.
- "Towards happiness week" is organised by the YSI advocates. A full schedule of activities is organised to promote mental wellbeing, positivity and happiness amongst the student body.
- Class and Year assemblies are positive in nature. They focus on respect and development of the whole person while promoting class and year group spirit and unity.

- The school has an excellent pastoral care system in place. All incidents concerning the welfare of students, in particular alleged bullying, are filtered through the Year Head, who is the primary person for pastoral care of the student in her Year. A care team meeting takes place each week for each respective year group. In this weekly meeting all bullying incidents are discussed, solutions sought and responses agreed on. The Guidance Counsellor is available as support also and is an integral part of the Pastoral Care Team and may be used directly or in conjunction with the pastoral care team in responding to the reported bullying incident.
- A policy on the safe use of social media sites has been developed to protect our students from forms of cyber bullying. This policy is taught in SPHE class and is also published in the student journal. A peer education training programme is in place where students are educated on the safe use of social media sites.
- Year Group and Class Assemblies.
- Workshops and Presentations by guest speakers. Examples include, Liam Ryan, Clonakilty Garda, “Youth and the Law”, “Hero Starts with Her” and Tammi Darci of Shona.ie.
- Consultation with Parents/guardians Association, Student Council and Staff.
- The school has an Anti-Bullying Charter in Place  
“The students of Sacred Heart Secondary School have the right to enjoy their learning, free from bullying of any kind. Our school community will not tolerate bullying”

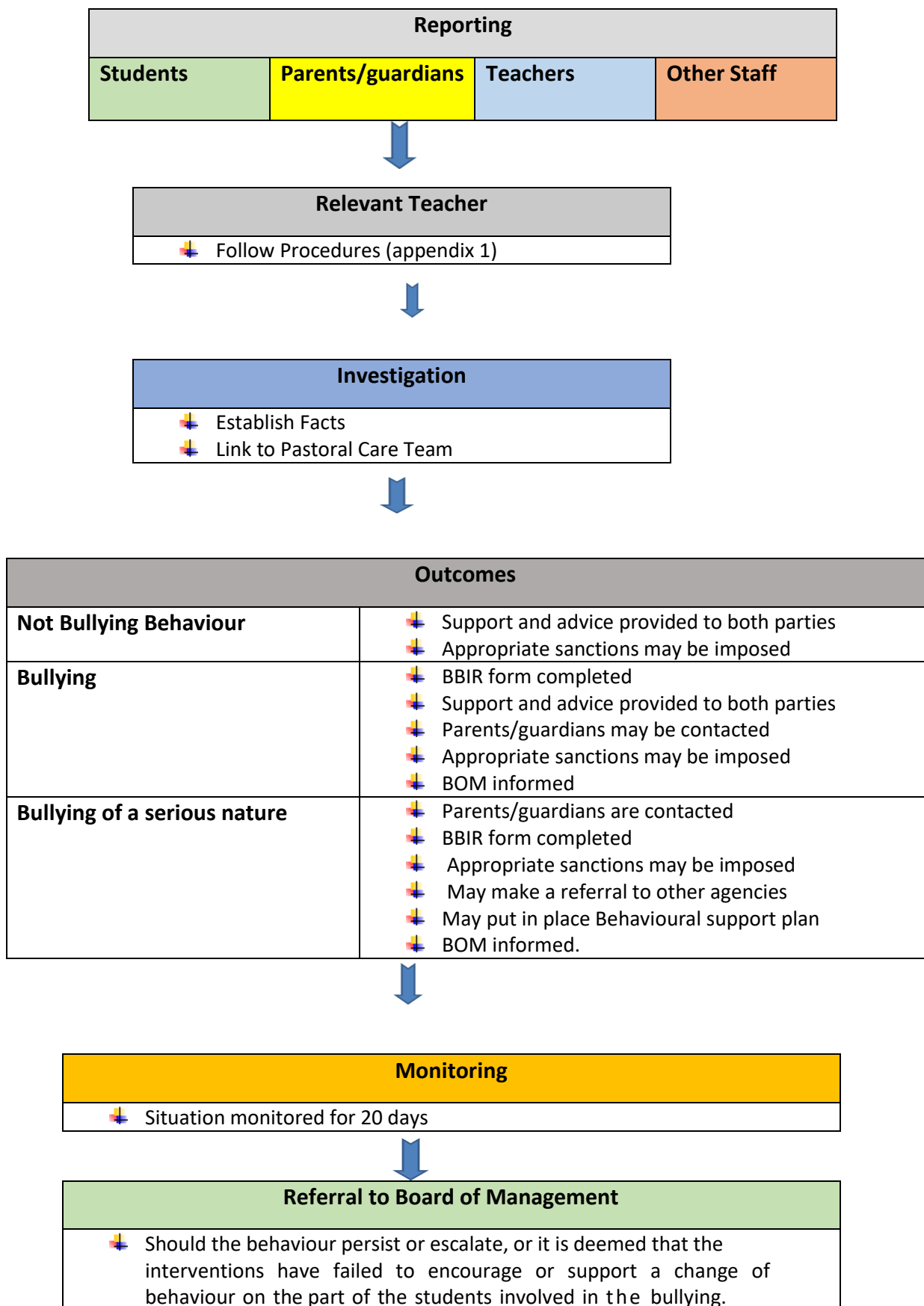
**1. The school’s procedures for investigation, follow-up and recording of bullying behavior and the established intervention strategies used by the school for dealing with cases of bullying behavior are as follows.**

**Reporting Bullying**

- As a member of Sacred Heart Secondary School, it is your responsibility, to work actively with others to prevent bullying in the school.
- Students must inform any member of staff of any incident(s) of bullying in the school by discussing such incident(s), with a staff member or by completing a “Student Bullying Report Form” (See Appendix B). If you do nothing it may suggest that you are supporting the bullying.
- Parents/guardians/guardians should contact the Year Head regarding suspected incidents of bullying behaviour that have come to their attention through their children, friends of their children or other parents/guardians.
- Non-teaching staff, have a responsibility to report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teacher.
- All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.
- A complaint regarding alleged bullying by an adult member of the school community, should be referred immediately to the Principal.
- **Sacred Heart Secondary School endeavours to be a “telling School”** where it is hoped that the ethos and atmosphere created by the school community together with the support of students and parents/guardians, generate a climate where it is responsible behaviour to report all incidents of alleged bullying. This is important so that all alleged bullying incidents can be dealt with early and appropriately. The school’s motto on this is **“If it is not reported it does not get better”**. Dealing with bullying quickly increases the chances of it not happening again. **Silence** is the Bullies best friend. Here the role of the “By Stander” is important. Therefore the “By Stander” is encouraged to stand up to bullying as well as reporting bullying incidents to a responsible adult.

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a teacher, will be dealt with in the following manner:

## 6. Instructions for the relevant teacher when bullying is reported



Should an incident be of a sufficiently serious nature it may be appropriate to refer to the BOM without recourse to the proceeding stages of the process.

The relevant teacher will conduct an investigation in line with DES guidelines. (See Appendix A.)

The relevant teacher will liaise with the Pastoral care team.

The school authorities, on their own, cannot bring reported bullying incidents to a satisfactory conclusion for all, without the full and implicit commitment of all parties. The school authorities recognises the evolving complex nature of Bullying. The school as an educational authority may in some instances require the assistance of professionals and all other relevant agencies in managing incidents of Bullying that may arise. Parents/guardians and pupils as partners in education, have a responsibility to co-operate in full with any investigation and assist in full in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as is possible. All efforts will be made to expedite the investigation, but account must be taken of the complexity of some incidents. It may take several days or more to properly reveal the complexity of some situations.

### **Next Step**

The pastoral care team at this point will review all the relevant documentation from the investigation(s) conducted. The care team or school authorities will then determine whether the incident of alleged bullying is;

- a) Behaviour not considered to fall within the remit of the anti-bullying policy.
- b) Behaviour considered to be an incident of bullying.
- c) Behaviour considered to be a more serious incident of bullying.

### **Steps to be followed after the Pastoral Care Team review**

#### **Behaviour not considered to fall within the remit of the anti-bullying policy**

- ✓ Support and advice provided to both parties on understanding the impact of their behaviour on others and the consequences of the behaviour should it continue or escalate.
- ✓ Appropriate sanctions may be imposed as per the Code of Behaviour Policy.

## **Bullying:**

- ✓ BBIR1 (Appendix C) form completed by the relevant teacher.
- ✓ Parents/guardians may be contacted.
- ✓ Support and advice provided to both parties by members of the pastoral care team with a focus on:
  1. Stopping the behavior.
  2. Understanding the inappropriateness and the effect(s) of the behaviour.
  3. Providing clear guidelines on future behaviour.
  4. Enabling reconciliation between both parties, as far as is possible.
  5. Helping with improving self-esteem.
- ✓ Appropriate sanctions may be imposed. See Code of Behaviour 3.7.
- ✓ The bullying incident will be reported at the next Board of Management meeting.

## **Bullying of a serious nature:**

- ✓ BBIR1 form to be completed by the relevant teacher.
- ✓ Parents/guardians will be informed of the alleged incident and provided with an opportunity to give a response to the allegations as well as to make any observations or submissions about the nature of the alleged bullying.
- ✓ Sanctions in accordance with the code of behaviour may be imposed. See Code of Behaviour Section 3.7, Section 5, Suspension policy & Section 6, Expulsion policy
- ✓ Where deemed appropriate a referral to other agencies (TUSLA, NEPS, and Gardaí) may be made.
- ✓ The bullying incident will be reported at the next Board of Management meeting.

## **Monitoring:**

In cases where the pastoral care team/relevant teacher considers that the bullying behavior has not been adequately and appropriately addressed within 20 school days after he/she has determined that the bullying behavior has occurred, it must be recorded by the relevant teacher in the **Bullying Behaviour Incident Report Form 2**. See **(BBIR 2) Appendix D**

## **Referral to the Board of Management**

Should the behavior persist or indeed escalate, or as it becomes clear that the previous interventions have failed to encourage or support a change of behavior on the part of the students involved in bullying, the situation will be referred to the Board of Management. In such circumstances the involvement of Board of Management can occur at any stage.

Should an incident be of a sufficiently serious nature (as described in section 5.3 of the School Behaviour Code) it may be appropriate to refer the matter directly to the Board of Management.

**The school's programme of support for working with pupils affected by bullying is as follows;**

- ✓ **Weekly Care Team Meetings** are scheduled so that supports are put in place for all concerned and followed through. (Mentoring Programme, After School Study, Extra and Co-curricular activities.
- ✓ **Guidance** may be provided by any of a number of support teachers, including the SEN Coordinator, Guidance teachers, Year Head, Deputy Principal and Principal.
- ✓ **Supervision Scheme**
- ✓ **Linking in with appropriate agencies**

### **Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both reduce and respond to bullying behaviour and to facilitate early intervention where possible.

### **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils 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.

## **KEY ISSUES FOR CONSISTENCY**

The consistent implementation of the school code of behaviour is central to the effective running of our school. It ensures that an environment conducive to teaching and learning is present throughout the school year.

Chewing Gum

Strictly forbidden within the school.

Smoking:

In line with State legislation smoking is banned at all times in the school, on the grounds, or in the environs of the school. Please refer breaches immediately to the Principal/Deputy Principal.



#### Mobile Phones:

Students are allowed to bring mobile phones to school provided that (a) they are switched off at all times during the school day and (b) they are kept out of sight, preferably in a pocket or in school bags. Confiscated phones are to be handed into the office. Confiscated phones may only be collected by parent/guardian. (Please refer to IAUP guidelines)

#### Uniform:

The official school uniform must be worn at all times —the only exception being on the day when Physical Education classes are scheduled. On this day students have the option of wearing. Tracksuit.

#### Piercings:

No facial & Body piercings permitted. (Covering a piercing is also not permitted)

#### Mobility:

Please encourage all students to move in an orderly manner on the left-hand side of the corridor and to queue in an orderly manner while waiting for class at classroom doors.

#### Morning Break

Students may not leave the school grounds at 10:50am break. The school and grounds are supervised at break time. Students are permitted to use their own classrooms at break time. Students are responsible for maintaining their own classroom in a neat and tidy manner.

#### Main Lunch

Students are not permitted to leave the school grounds unless they hold a lunch pass. Lunch passes are allocated in September to students who live close to the school. The school and grounds are supervised at lunch time. Students are not permitted to use their own classrooms at lunch time. Students are responsible for maintaining their own classroom in a neat and tidy manner.

#### Lockers and Personal Property

Money or other valuables should not be placed in lockers or left in classrooms. Valuables should be kept in the student's possession at all times. Lockers are assigned to students by class tutors. Students are not permitted to use lockers between classes.

#### Use of Toilets

All toilets are available for student use prior to 8:50 am, at 10:50 am break at 1:00pm lunch and after school ends. If using the toilets during class time a student should be provided with a written note in their journal signed by the subject teacher. **Students should not be out of class without written consent from their subject teacher/Year Head/Deputy Principal/Principal.**

#### Report Cards:

Report cards are given to students for serious breaches of the code of behaviour in conjunction with the student's Year Head.

#### Students Leaving School Early:

Permission to leave school early is granted by the Principal, Deputy Principal or Year Head upon receipt of a written request from parents and or receipt of an appointment card. All students must be signed out by a parent/guardian at reception. Students are not permitted to leave the building in any other

circumstances unless prior approval is granted from the Principal and/or Deputy Principal. A register of 'early leavers' and 'late arrivers' is maintained at reception.

#### Contacting Parents:

Subject teachers should initially consult with the Year Head prior to making contact with parents.

#### E-mail and Internet:

Use of the Internet is in accordance with the Internet Acceptable Use Policy (IAUP)

#### Extra-Curricular Activities

The Principal must approve all activities prior to their organisation. All activities should be planned well in advance. An out of school form should be completed and given to each participating student and permission slips from parent/guardian should be retained. The teacher must then fill out a slip to indicate the exact classes that require substitution and hand it to the deputy principal no later than two days prior to the event. Instructions of work left for the teachers who will be covering classes should be left in the appropriate slot in the staffroom.

#### Student Attendance at Extra-Curricular Activities

The coordinating teacher should keep a record of students attending extra-curricular activities. Two copies of an out of school form should be prepared and posted as follows: (1) One copy of the list on the notice board in the staff room and (2) one copy should be given to the office to ensure an accurate daily record of student attendance is maintained. It is important that school administration, parents and students have a clear knowledge of the time of return to school for all activities. (Please refer to guidelines for fieldtrips and tours).

## Student Support Services

The school provides a diversity of services that are intended to support the ever changing needs of students. Student support services include a variety of formal and informal practices that help to meet the needs of our students. These services are provided to help and guide each student to reach their full potential. While every effort is made to ensure this, there is a responsibility on each student to engage with these services so they can benefit from them.

The following is a list of the student support services available at SHSS.

### Pastoral Care.

The pastoral care system is central in the whole school approach to the development and progress of each student.

The role of the Subject Teacher is central to our Pastoral Care System. This role is enacted in each and every class.

Each student in a year group has a Year Head - takes overall care of student in the year in terms of needs, discipline issues, studies, contact with parents etc. Liaises with tutors, SPHE teachers, guidance counsellor and subject teachers.

Each Junior Cycle class group has a class tutor - they are the main contact person for the students.

The Deputy Principal and Principal support the pastoral care system while emphasising the on-going development of a positive, affirming atmosphere in the college, in line with the college ethos and vision.

In addition to the formal roles of subject teacher, class tutor, year head, deputy principal and principal within the pastoral care system the following are some key aspects of the pastoral care system.

Each student has access to a member of staff who cares for her.

Opportunities for the celebration of achievements are provided.

Assistance is offered to students who need help, or who have learning difficulties, in accordance to resources provided to the school.

Students have opportunity to discuss concerns.

A sense of community in Year groups is built up.

Students are given opportunities to show initiative, use abilities and be responsible.

Assemblies are generally positive in character and are used as a forum for recognition and affirmation.

We promote active and positive use of leisure time by encouraging students to become involved in the many Extra-Curricular activities offered by staff.

### **Guidance Counsellor.**

Either formally or informally, all staff provide guidance to pupils, on a wide diversity of issues as they progress through secondary school. This guidance is varied and includes, advice on how best to approach an exam, how to perform a scene in our school musical, to the private word of encouragement

offered at the end of a class and much more. Rosemarie Sexton is the school's guidance counsellor who provides student support, student care and student welfare while offering career advice, third level information and career pathways, post-secondary school.

### **Chaplaincy service.**

While the school does not have a full time chaplain, chaplaincy services are delivered by Fr. Aidan O' Driscoll. They provide an important pastoral service for the whole school community, including:

Spiritual Direction

Pastoral counselling

Support in crises

Trauma Management

Bereavement Support

Liturgical Celebrations

Prayer Experiences

Critical Incident Management

### **Counseling:**

Support troubled members of the school community in times of need.

Listen carefully and supportively.

Offer advice on many areas / issues.

Students attending the school's counsellor must have the Subject Teacher's permission to attend meeting with counsellor and must follow Appointment Procedure.

Any teacher who feels that a particular student needs or would benefit from a form of counselling should first consult with Class Tutor/ Year Head.

## Peer Support Education Programme.

The student mentoring system is a support service managed and run by student for students. Senior cycle students are trained every year in “Peer Support” by HSE staff. Peer Mentoring is a form of **mentoring** that takes place between an older more experienced student and a new student(s). Peer Mentors should not be confused with **prefects**. Peer mentoring is a good way of practicing **social skills** for the mentor and help on adapting and settling in for the mentored. Peer mentors may assist particular students with time management, study skills, organizational skills, curriculum planning, administrative issues, test preparation, goal setting, and grade monitoring. Additionally, such mentors may provide other forms of social support for the student, such as friendship, networking, and aiding the student's adjustment to school life. Fun activities such as twister, the weakest link, and talent competitions are also run to involve all students and to generate a community atmosphere.

## Special Education Needs

A newly revised allocation process for Special Education Teachers to mainstream post primary schools from the 2017/18 school year has been introduced.

The new Special Education Teaching allocation will provide a single unified allocation for special educational teaching needs to each school, based on that school's educational profile.

This single allocation is being made to allow schools to provide special education teaching support for all students who require such support in their schools.

Schools will deploy resources based on each students' individual learning needs.

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 Needs 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.

## **Type of Teaching provided**

Additional Teaching support can be provided in a variety of ways. The special educational needs 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.

The provision of support for small groups of students, or use of in class support teaching for a number of students, as opposed to primarily one to one teaching, also means that qualifying students will often be able to receive more support than they otherwise would have done.

An entrance assessment is undertaken early in the year of admission to assist the Special Needs Department in determining which students may have difficulties with Maths and/or English.

Learning Support is provided for students:-

- Who have been diagnosed with a specific learning difficulty.
- Who have been receiving extra help with English or Maths in primary school.
- Who have emotional and behavioral challenges and who may find the transition from primary to secondary education especially difficult.

Students who have been granted exemption from Irish in primary school continue with this exemption in secondary school. Additional Numeracy/Literacy and other tuition is provided at this time.

### **Student Assistants.**

The SA staff members provide invaluable supports to students with particular special education needs. Such supports ultimately allow them to integrate into their secondary school along with their peers and be part of an accepting fully integrated community of students.

### **Student's Council.**

The student's council is a vehicle for channeling the voice of the students to school management on issues relevant to their education. The council is comprised of a Chairperson, Treasurer, Secretary, Sixth Year representative, Fifth Year representatives,

Fourth Year representatives, Third Year representatives, Second Year representatives, and First Year representatives. The council existence within the school is an important statement as it declares that this is a listening school, an inclusive school and one that values and promotes partnership.

### **Extra and Co-Curricular Activities.**

The voluntary contribution made by the teachers in the area of extra and co-curricular activities provides all students with many opportunities to belong to an extended family of teams. Such school activities provide many benefits to the life and culture of our school including the opportunity and platform for students to express themselves, as young developing adults, in ways that a restricted curriculum does not always provide. Extracurricular activities contribute to a balanced, dynamic and rounded educational experience that the classroom by itself, simply cannot provide.

Significant opportunities arise for developing positive student-teacher relationships. They provide opportunities for many students to attain success in other spheres of school life, apart from the academic opportunities. Such activities help to eliminate and reduce the frustration amongst all students, but particularly those who are most vulnerable, i.e. the academically weak and the behaviourally challenged student. Such students, often without their own understanding use these activities as a pressure release for their frustrations and inner difficulties as adolescents. The knowledge that their school week is broken up by an activity, which they particularly enjoy, contributes much to their acceptance of themselves and their school. These activities, allow teachers and schools a platform to encourage students to "buy in", to all the demands that modern school life, places on all members of the school community. Such activities provide students with different challenges that do not exist in the formal curriculum. It teaches them how to manage the disappointments of defeat as well as providing students a platform to learn and manage the secrets of success.

The following is a list of activities provided by staff and school to all students

School Musical

Ladies Football

Camogie  
Hockey  
Basketball  
School Orchestra  
Traditional Music Group.  
Green Schools  
Public Speaking  
Debating  
Quiz  
Inter-County Horse Trials  
Chess  
Bel Chanto Choir

### **The Curriculum.**

All subjects are taught with care and compassion in mind. Special attention is always given to the overall welfare of the student and this is formally channeled in to the weekly year head/care team meetings. Opportunities arise in all classes to promote the self-esteem and worth of all students, to develop positive relationships and to generate a sense of inclusiveness and family in the school community. In particular the subjects of Physical Education, Religious Education, Guidance, CSPE and SPHE become key elements in the school's promotion of wellbeing while acting simultaneously as part of the school's strategy in preventing critical incidents from occurring. SPHE is a key element of the school's preventative work. SPHE support the physical, mental, emotional, social and spiritual development and wellbeing of all members of the school community. Modules within the SPHE programme including, Belonging and integrating, Self-management, Communication skills, Physical Health, Friendship, Relationships and sexuality, Emotional health, Influence and decisions, Substance use and Physical safety.

### **Formal School Policies and Procedures,**

The school has in place a vibrant school development planning team. The primary focus of this team is to develop and review formal school policies that are designed so that all members of the school community are protected and supported. Partnership is central to the process as all policies are developed with the contributions of all partners. All policies are student focused and have at their heart the needs and development of the student community.

### **Parents Association.**

The school has an active parents association. An AGM is held in late September when a committee is selected, this includes at least two parents from each year group. The executive is then nominated from the committee.



The committee meets once a month and has as its focus to promote the interests of the students. It represents the parent body at formal functions; offers advice to the principal and the board and engage in activities which will promote the involvement of parents. They are actively involved in fund raising and arrange speakers on a range of topics that they are relevant to the parenting of teenagers.

### **The Employee Assistance Service**

The Employee Assistance Service aims to provide assistance to teachers who may be experiencing difficulties which is impacting on their performance in the classroom. The new Employee Assistance Service is the first stage of the process of developing an Occupational Health Strategy for teachers. The EAS is intended to provide a range of supportive psychological health services to teachers. Services will include free short-term confidential counselling as well as critical incident debriefing. These new services will assist individual teachers and school communities in developing positive work relationships, improve communication and enhance well-being."

### **Will My School or The Department of Education Know I Have Contacted the EAS?**

The EAS service is a 100% confidential service. A person's name and personal information will never be shared with their employer.

### **Who Can Contact the EAS?**

All employees of the Department of Education and Skills. In addition to their family members who are a spouse, civil partner or dependent, where the family member can be described as a person over the age of 18 and residing at the family home.

**Contact your Employee Assistance Service: Telephone: 1800 411 057 or e-mail: [eas@vhics.ie](mailto:eas@vhics.ie)**  
**How do I access the EAS?**

The EAS is accessible through the dedicated **Free-phone Confidential Helpline** at **1800 411 057** and is available 24 hours a day, 365 days a year. Alternatively, text 'Hi' to 087 369 0010 to avail of EAS support on SMS & WhatsApp.

EAS provides fully qualified and experienced counsellors, who can offer immediate support. Each individual is dealt with by one of our counsellors, who will become a person's dedicated Case Manager from start to finish. On the initial contact, the Case Manager will collect a person's contact details, discuss the issue they are facing and complete a quick assessment, taking approximately 30 minutes. This is also known as a triage process. The Case Manager will then match the person with the most appropriate service available. Where appropriate, person may be referred to counselling through the EAS following the triage process with the Case Manager.

When a person is referred to counselling through the EAS they will be provided with up to 6 sessions of counselling, where appropriate. Our expansive team is spread throughout the Island of Ireland, so a person may be matched with a counsellor within 30km of their home or workplace, where appropriate. This may now be online due to COVID-19. Our counsellors have a wide range of clinical specialties, meaning a person can be matched with someone experienced in dealing with their specific issue. After being referred, a person's appointment will be confirmed within 24 hours and scheduled within 5 days of initial contact.

As part of the EAS, a Mental Health Promotion Manager is also available to develop and deliver evidence based mental health and wellbeing initiatives. Spectrum.Life also provides a series of webinars and presentations to promote wellbeing in schools.

Employees can access the Spectrum.Life wellbeing portal as follows:

- Sign Up link at: <https://wellbeingtogether.spectrum.life/login?org=yVIIU17>
- Organisation code will be pre-populated. If not, organisation code is yVIIU17
- Log in thereafter at: <https://wellbeingtogether.spectrum.life/login>
- Access the Wellbeing Webinar Calendar via the online portal at: <https://wellbeingtogether.spectrum.life/personal/my-company>
- Access the weekly Wellbeing Live Events at: <https://wellbeing.spectrum.life/wellbeing-series-2020/>



**Freephone IRE: 1800 411 057**  
**SMS & WhatsApp: Text 'Hi' to**  
**087 369 0010** (standard rates apply)

## Employee Assistance Service

Our Employee Assistance Service (EAS) is a confidential counselling service that provides wellbeing support.



# 5-a-day for good mental health

## 1. Connect: What helps you to grow healthy connections with others in your life?

- Value family time
- Nurture old friendships
- Make new friends
- Connect with colleagues
- Focus on the quality not the quantity of connections
- Reach out for support when needed

## 2. Be Active: Which ways of being active do you enjoy?

- Engage in some exercise
- Walk or cycle instead of driving
- Get some fresh air everyday
- Maintain a balanced diet
- Drink sensibly
- Get enough sleep

## 3. Take Notice: What do you notice about how you feel right now?

- Build time for reflection into your day
- Focus on the present
- Savour the moment
- Be mindful rather than mind full
- Notice the air you are breathing
- Be aware of the world around you

## 4. Keep Learning: What have you learnt or tried for the first time recently?

- Try something new
- Rediscover an old interest
- Sign up for a course
- Attend a workshop / conference
- Make time for reading
- Be curious

## 5. Give: What have you done recently to make someone happy or to help someone?

- Provide a listening ear
- Lend support where you can
- Show kindness & compassion to others
- Volunteer
- Make someone smile
- Help out a neighbour or friend

## Teaching & Learning

Our school mission and ethos places teaching and learning at the core of all actions. We foster successful interaction in the classroom by celebrating the main tenets of our code of behaviour, respect for self, respect for others and respect for property. This is essential in achieving high standards and effective discipline with all our students. **Subject teachers must (1) make clear and concise demands on our students and (2) make consistent use of agreed codes of practice in all aspects of classroom management.**

All subject teachers must note that corporal punishment is not permitted in any circumstances. Demands which are reasonable and fair and made within the framework of agreed school policies and procedures will normally be met by our students.

**Subject teachers must make use of the school journal to communicate both positive and negative observations to parents. Regular monitoring of the journal is most important for consistent and effective classroom management.**

**Breaches of school Code of Behaviour should be reported only in the manner outlined in the Code of Behaviour.**

An essential aspect of best classroom practice at Sacred Heart is praise and affirmation. Teachers are supported in all valid strategies which reward students and our annual Awards process is central to our acknowledgement of school wide positive behaviour in its broadest sense.

**The Teaching & Learning framework of continuing professional development which has developed in our school is very significant in supporting the work of subject teachers in the classroom. Staff are welcome to recommend ideas on an ongoing basis to ensure that the real needs of colleagues are met. Continued in-service and professional development for staff is supported by senior management and applications for relevant courses should be referred to the Principal.**

Subject coordinators provide excellent support for colleagues while also maintaining accurate records and subject plans as required by both best practice and DES guidelines. We are developing subject wide policies on key issues and abstracts of many are presented in this handbook. Staff are advised to be appraised of full policies such as the code of behaviour, homework, child protection etc. Sharing practice across departments will enhance school wide effective teaching and learning and facilitate each subject teacher in the classroom. Staff should ensure that they refer to notice boards etc. for all updates in school organisation, in-service and professional development programmes.

## The Teaching Council Professional Code

1. Teachers should take care of students under their supervision with the aim of ensuring their safety and welfare in so far as is reasonably practicable.
2. Teachers should respect confidential information relating to colleagues, students and families gained in the course of professional practice unless the wellbeing of an individual or a legal imperative requires disclosure.
3. Teachers should uphold the reputation and standing of the profession. They should act with honesty and integrity in all aspects of their work. They should avoid direct conflict between their private interests and their professional work.
4. Teachers should respect students, parents, colleagues, school management, co-professionals and all in the school community. They should interact with them in a way that does not discriminate and that promotes equality in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community and socio-economic status.
5. Recognising the unique and privileged relationships that exist between teachers and the students entrusted to their care, teachers should conduct these relationships in a way that is professional, respectful and appropriate.

6. Teachers should not practice the profession while under the influence of any substance which impairs their ability or medical fitness.
7. Teachers should provide complete and accurate information and authentic documents with respect to their professional status, qualifications and experience. They should use only their own names as set out in the register, in the course of their professional duties. They should provide complete and accurate information on any professional matter as requested by the Council. They should not counsel or assist any person who is not a registered teacher to represent himself or herself being so registered.

## DATA PROTECTION/GDPR

**Data protection** is the means by which the privacy rights of individuals are safeguarded in relation to the processing of their personal data. **The Data Protection Acts, 1988 and 2003** confer rights on individuals as well as placing responsibilities on schools and ETBs processing personal data. The Acts:

Establish a framework of requirements which are designed to safeguard personal data

Support the legitimate needs of organisations (including schools and ETBs) to collect and use personal data and

Provide individuals with a wide range of rights.

**Schools/ETBs must appreciate that the Data Protection Acts are important, and must be always be considered together with all other relevant law which applies to Schools/ETBs, including:**

Case law

Education Act 1998 (as amended)

Education (Welfare) Act 2000

Education for Persons with Special Educational Needs Act 2004 (Note: not fully commenced)

Children and Family Relationships Act 2015 (Note: not fully commenced)

Children First Act 2015 (Note: not commenced)

Equality legislation

Employment laws

National Vetting Bureau (Children and Vulnerable Persons) Act 2012 (Note: not commenced)

Circulars issued by the Department of Education and Skills

The school has a Data protection policy. The purpose of this policy is to assist the school to meet its statutory obligations, to explain those obligations to School staff, and to inform staff, students and their parents/guardians how their data will be treated. The policy applies to all school staff, the board of management, parents/guardians, students and others (including prospective or potential students and

their parents/guardians, and applicants for staff positions within the school) insofar as the school handles or processes their *Personal Data* in the course of their dealings with the school. (See policy for more)

Processing is the term used to describe any task that is carried out with personal data e.g. collection, recording, structuring, alteration, retrieval, consultation, erasure as well as disclosure by transmission, dissemination or otherwise making available. Processing can include any activity that might relate to personal data under the control of the school, including the storage of personal data, regardless of whether the records are processed by automated or manual means.

There are a number of fundamental principles, set out in the data protection legislation, that legally govern our treatment of personal data. As an integral part of its day to day operations, the school will ensure that all data processing is carried out in accordance with these processing principles.

These principles, set out under GDPR, establish a statutory requirement that personal data must be:

processed lawfully, fairly and in a transparent manner (**lawfulness, fairness and transparency**);

collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes (**purpose limitation**);

adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed (**data minimisation**);

accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay (**accuracy**);

kept for no longer than is necessary for the purposes for which the personal data are processed<sup>1</sup>; (**storage limitation**);

processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures (**integrity and confidentiality**).

GDPR also establishes **Accountability** as a core data processing principle. This places a statutory responsibility on the school, as Data Controller, to be able to demonstrate compliance with the other principles i.e. the 6 data processing principles as outlined above.

## SCHOOL POLICIES

All staff are advised to familiarise themselves with all school policies. Copies of school policies are available on VS WARE, school website or from the main office. Staff copies of policies are also available in the main staff room. There are opportunities for staff to part-take in policy review by participating in the relevant committees and or by making contributions to draft policy work.

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<sup>1</sup> Data may be stored for longer periods if being processed for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes (subject to appropriate technical and organisational measures required to safeguard the rights and freedoms of the data subject).

# Parent Teacher Meetings

## Guidelines and Information.

### Areas to Address

- Attendance/Punctuality
- Behaviour/Attitude
- Homework
- Academic Progress
- Subject Levels
- Suggestions/strategies for improvement and change.

### Prior to a Meeting

- Take time to consider all the students in your class-ensure you have up to date records, e.g. (class test scores) to support your information.
- Consult the year head re: any immediate issues/topics to be avoided. E.g., death of a parent etc.
- Be diplomatic and sensitive when discussing students with parents.
- Be mindful parents have pressures of their own.

### Do.....

- Give suggestions and strategies for improvement.
- Be factual and stay on the point.
- Avoid commenting on colleagues/school structures/ school policies.
- Be positive, give parents realistic targets for their children.
- Avoid comparisons with other named students or siblings.
- Protect the confidentiality of other students.
- Be wary of comments on friends and influences.
- Not give specific class rankings—top third etc. is sufficient.

## STUDENT COUNCIL 2023–2024

Year	Elected Members
1 <sup>st</sup> Year	To be decided in September following elections
2nd Year	Ava Good Hettie Hough Molly Murnane
3rd Year	Amy Millin Annie McCarthy Kerry Coombes
TY Year	Lilah Steward Liza Hasani Éabha Brosnan
5th Year	Grace Flynn Olivia Lawlor Ríona Collins
6 <sup>th</sup> Year	Sinéad Kingston Deirdre O'Neill Éabha Egan.





### **Peer Mentors 2023-2024**

Nyah Coffey

Ciara Collins

Adriana Cullinane

Gemma Deasy

Aisling Dinneen

Denise Fleming

Sophie Kenny

Moya Knowles

Ava Lane

Aisling O Gorman

Grace O Gorman

Sara O Sullivan

Saoirse Whelton

Aine White

## Room Allocation 2023-2024

Year/Class	Room
<b>First Years</b>	
1.1	7
1.2	9
1.3	10
<b>Second Years</b>	
2.1	8
2.2	16
2.3	11
2.4	21(Back stage)
<b>Third Years</b>	
3.1	17
3.2	18
3.3	19
3.4	12
<b>Transition Years</b>	
4.1	27
4.2	28
4.3	23 (Sewing Room)
<b>Fifth Years</b>	31 32 33
<b>Sixth Years</b>	43 44 46
<b>Applied LC</b>	45

## 1.1 The Focus of the Evaluation

A school self evaluation of inclusion at Sacred Heart Secondary School commenced in October 2022. We evaluated the following aspects:

- Student’s perspective on equity and inclusion at Sacred Heart Secondary School.
- Staff’s perspective on equity and inclusion at Sacred Heart Secondary School.
- The social structure of 1st and 2nd year base class groups using the Helping Hands programme.
- The classroom culture of 1st and 2nd year base class groups.
- Identifying the number of vulnerable students in 1st and 2nd year base class groups.

## 2.1 Collection of Data

Information was gathered as outlined below:

Action	Person(s) Responsible	Reason for its execution
During <b>November/December</b> , using the Helping Hands programme, the team measured in mathematical terms the <b>social structure</b> of all 1st and 2nd year base class groups.	Joanne Nash, Claire Holland, Mairead Kingston, Nicola Crowley	This was completed with a view to implementing targeted interventions to improve relationships and students' sense of belonging by feeling safe, seen and heard leading to a sense of belonging and inclusion.
Using this data we (i) measured the <b>Class Culture</b> and (ii) identified the number of <b>vulnerable students</b> in each of the 1st and 2nd year base class groups.	Joanne Nash, Claire Holland, Mairead Kingston, Nicola Crowley	To gather numerical data, used to set targets for the SSE.
All students were given access to the <b>Panorama Equity and Inclusion Survey</b> in <b>February</b> . Time	Claire Holland	The Panorama surveys were developed by a research

<p>was given to students during their timetabled lessons to complete the survey, gathering responses from a sample of 247 students from all year groups.</p> <p>(Link to student's survey:  <a href="https://forms.gle/rCw9yedqTss9P8pz8">https://forms.gle/rCw9yedqTss9P8pz8</a>)</p>		<p>team at John Hopkins University School of Education in collaboration with a project at the Harvard Graduate School of Education. We chose this survey to ensure the data gathered was psychometrically -sound, minimising measurement error.</p> <p>To use the data gathered from these surveys to benchmark our progress, help us track the progress of equity and inclusion, identify areas of celebration and improvement, inform professional development and signal the importance of equity and inclusion to the community.</p>
<p>All staff were given access to the <b>Panorama Equity and Inclusion Survey</b> in <b>February</b>. This was completed during a staff meeting, with 44 responses.</p> <p>(Link to staff survey:  <a href="https://forms.gle/uYCDLZcRuo94wCkZ8">https://forms.gle/uYCDLZcRuo94wCkZ8</a>)</p>	<p>Claire Holland</p>	<p>The teacher &amp; staff topics parallel the student topics to reveal similarities or differences in our perceptions.</p>
<p>The <b>Social Structure</b> of all 1st year base classes was measured at the end of <b>May</b> again using the <b>Helping Hands programme</b> and again the data was used to (i) measure the <b>Class Culture</b> and (ii) identified the number of <b>vulnerable students</b> in each class.</p>	<p>Joanne Nash,          Claire Holland,          Mairead Kingston,          Nicola Crowley</p>	<p>Data was analysed to identify if targets had been reached.</p>
<p>All <b>1st year students</b> were resurveyed with the <b>Panorama Equity and Inclusion Survey</b> during the last week of school in <b>May</b>. Time was given to students during their timetabled lessons to</p>	<p>Claire Holland</p>	<p>Data was analysed to identify if targets had been reached.</p>

complete the survey, gathering responses from a sample of 96 students.

(Link to student's survey:  
<https://forms.gle/iSZ4CfA2sDzUFt63A>)

## 2.2 Data Analysis

### Data Gathered from the Helping Hands Programme

A sociometric report was gathered for each 1st and 2nd year base class during the months of November and December.

The report identified (i) the Social Impact and (ii) the Social Preference of each student in the class, this was then used to give each student a Classification (see list of Classifications below).

The Helping Hands Programme strategically groups students into teams of four, considering their compatibility to ensure a working environment where each student feels secure, acknowledged, and valued.

The classifications are as follows:

UN	Unchosen	These students receive no 'like most' nomination and typically receive many 'like least' nominations, they may be particularly vulnerable
R	Rejected	A significant number# of peers nominated them for 'like least' to work with. They received fewer 'don't mind' and 'like most' nominations
N	Neglected	A significant number\$ of peers nominated them for 'don't mind'. They received fewer 'like most' and 'like least' nominations.
C	Controversial	These students received a significant number▫ of 'like most' and 'like least' nominations and fewer 'don't mind' nominations
A	Average	These students receive nominations closer to the mean* for 'like most', 'don't mind' and 'like least' nominations
UC	Unclassified	These students do not reach the statistical cut off points for any of the above classifications
1LR	1 like received	Students that only receive one like are statistically as vulnerable as those that are unchosen.

The data gathered was used to:

1. Arrange a **seating plan** for each 1st year base class in accordance to the "Teams" identified by the sociometric report.
2. Identify the **number of "Vulnerable students"** in each class. Vulnerable Students included; (i) UN (Unchosen, received Zero liked), (ii) R1L1 (only one like received) and (iii) R (rejected - not entirely unchosen).
3. Measure the **Class Culture** in each class by comparing the ratio of "class total likes" to "class total rejects".

**Number of Vulnerable Students and Class Culture for each class group, data collected in November for 1st & 2nd years:**

Base Class	Number of Vulnerable Students	Class Culture	Base Class	Number of Vulnerable Students	Class Culture
1.1	5	3:1	2.1	-	-
1.2	5	5:1	2.2	8	1:1
1.3	6	1.5:1	2.3	5	1:1
1.4	8	1:1	2.4	7	1:1

**Comparison of Number of Vulnerable Students and Class Culture for 1st year groups from data collected in November to data collected in May after interventions:**

	Number of Vulnerable Students		Class Culture	
	November	May	November	May
1.1	5	7	3:1	2:1
1.2	5	4	5:1	3:1
1.3	6	6	1.5:1	2:1
1.4	8	8	1:1	1:1
<b>Average of the four groups</b>	6	6.25	2.625:1	2:1

The data indicates minimal variation in both the average number of vulnerable students and the average class culture from November of the school year to its conclusion.

**Data Gathered from the Panorama Student's Equity and Inclusion Survey 2023**

See summary in table below. Please note the following:

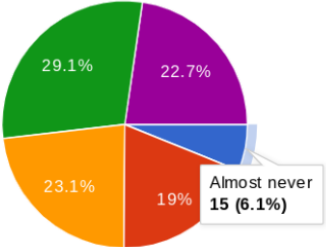
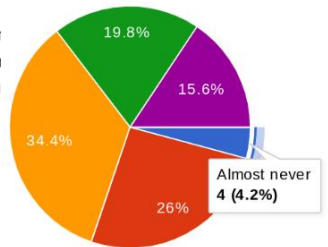
\* **Question:** This is the question on the survey

\*\* **First Survey (whole school):** The initial survey conducted across the entire school consisted of gathering responses from a sample of 247 students. The results of this survey are presented in the form of a pie chart for each question.

\*\*\* **Second survey (First Years after trialing initiatives):** After completing the initiatives, the second survey involved collecting responses from all the first-year students at the end of the school year. The results of this survey are presented in the form of a pie chart for each question.

\*\*\*\* **Contrasting the data collected from first-year participants between their initial and subsequent survey:** The final column in the table juxtaposes the data obtained solely from the first-year group in the initial survey with the data acquired in the end-of-year survey

(Link to Google Sheets with raw data.

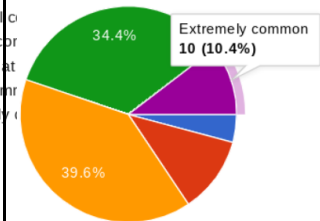
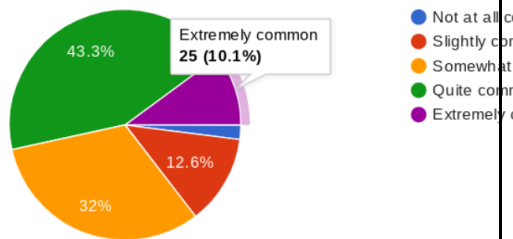
Question	First Survey (whole school)	Second survey (First Years after trialing initiatives)	Contrasting the data collected from <u>first-year participants</u> between their initial and subsequent survey.																																				
Diversity and Inclusion Section of Survey																																							
How often do you spend time at school with students from different races, ethnicities, or cultures?	 <p>A pie chart showing the frequency of spending time with diverse students in the first survey. The categories and their percentages are: Almost never (6.1%), Once in a while (19%), Sometimes (23.1%), Frequently (29.1%), and Almost always (22.7%).</p> <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>6.1%</td> <td>15</td> </tr> <tr> <td>Once in a while</td> <td>19%</td> <td></td> </tr> <tr> <td>Sometimes</td> <td>23.1%</td> <td></td> </tr> <tr> <td>Frequently</td> <td>29.1%</td> <td></td> </tr> <tr> <td>Almost always</td> <td>22.7%</td> <td></td> </tr> </tbody> </table>	Frequency	Percentage	Count	Almost never	6.1%	15	Once in a while	19%		Sometimes	23.1%		Frequently	29.1%		Almost always	22.7%		 <p>A pie chart showing the frequency of spending time with diverse students in the second survey. The categories and their percentages are: Almost never (4.2%), Once in a while (26%), Sometimes (34.4%), Frequently (19.8%), and Almost always (15.6%).</p> <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>4.2%</td> <td>4</td> </tr> <tr> <td>Once in a while</td> <td>26%</td> <td></td> </tr> <tr> <td>Sometimes</td> <td>34.4%</td> <td></td> </tr> <tr> <td>Frequently</td> <td>19.8%</td> <td></td> </tr> <tr> <td>Almost always</td> <td>15.6%</td> <td></td> </tr> </tbody> </table>	Frequency	Percentage	Count	Almost never	4.2%	4	Once in a while	26%		Sometimes	34.4%		Frequently	19.8%		Almost always	15.6%		<p>It appears that in the data gathered in the second survey with the 1st years, there is a higher frequency of spending time with students from different races, ethnicities, or cultures described as "sometimes" and "once in a while." Additionally, the</p>
Frequency	Percentage	Count																																					
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			<p>frequency of "almost always" has decreased slightly, while the frequency of "almost never" has increased.</p>																														
<p>At your school, how often do students from different races, ethnicities, or cultures hang out with each other?</p>	<table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>2.4%</td> <td>6</td> </tr> <tr> <td>Sometimes</td> <td>23.9%</td> <td></td> </tr> <tr> <td>Frequently</td> <td>43.3%</td> <td></td> </tr> <tr> <td>Almost always</td> <td>25.1%</td> <td></td> </tr> </tbody> </table>	Frequency	Percentage	Count	Almost never	2.4%	6	Sometimes	23.9%		Frequently	43.3%		Almost always	25.1%		<table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>3.1%</td> <td>3</td> </tr> <tr> <td>Sometimes</td> <td>20.8%</td> <td></td> </tr> <tr> <td>Frequently</td> <td>38.5%</td> <td></td> </tr> <tr> <td>Almost always</td> <td>34.4%</td> <td></td> </tr> </tbody> </table>	Frequency	Percentage	Count	Almost never	3.1%	3	Sometimes	20.8%		Frequently	38.5%		Almost always	34.4%		<p>It appears that students at SHSS still show a significant trend of frequently hanging out with peers from different races, ethnicities, or cultures. However, the frequency of "almost always" occurrences has decreased compared to the 1st dataset, while the frequency of "sometimes" occurrences has increased. This suggests a slightly less</p>
Frequency	Percentage	Count																															
Almost never	2.4%	6																															
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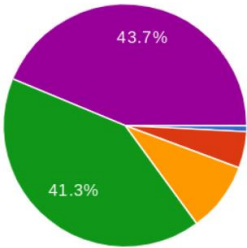
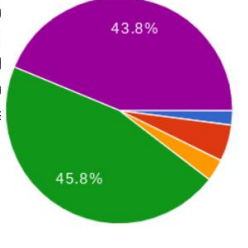
consistent pattern of interaction between students from different backgrounds. Nevertheless, the overall data still indicates a positive level of engagement and integration among diverse student groups.

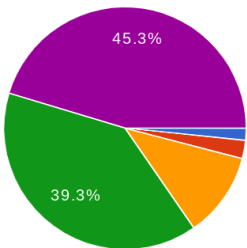
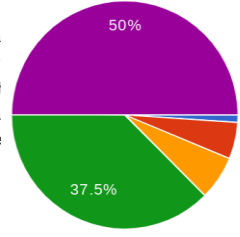
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?

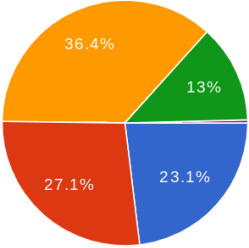
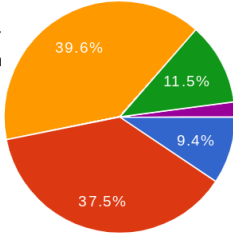


Survey 2 shows an increase in occurrences in the "Extremely common" category (9 occurrences) compared to Survey 1 (3 occurrences). Based on this comparison, it appears that the school has witnessed an increase in the frequency

			<p>of students having close friends from different racial, ethnic, or cultural backgrounds throughout the school year. This suggests positive progress in fostering diversity and inclusivity among the student body.</p>
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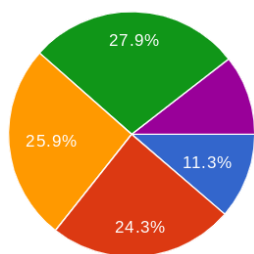
<p>How fairly do students at your school treat people from different races, ethnicities, or cultures?</p>	 <ul style="list-style-type: none"> <li>● Not at all fairly</li> <li>● Slightly fairly</li> <li>● Somewhat fairly</li> <li>● Quite fairly</li> <li>● Extremely fairly</li> </ul>	 <ul style="list-style-type: none"> <li>● Not at all fairly</li> <li>● Slightly fairly</li> <li>● Somewhat fairly</li> <li>● Quite fairly</li> <li>● Extremely fairly</li> </ul>	<p>Based on this comparison, the second set of data suggests a slightly higher perception of fairness compared to the first set, as indicated by the increased frequencies in each fairness level. However, both sets generally</p>
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			<p>demonstrate a positive perception of fair treatment towards individuals from different races, ethnicities, or cultures.</p>
<p>How fairly do adults at your school treat people from different races, ethnicities, or cultures?</p>	 <ul style="list-style-type: none"> <li>● Not at all fairly</li> <li>● Slightly fairly</li> <li>● Somewhat fairly</li> <li>● Quite fairly</li> <li>● Extremely fairly</li> </ul>	 <ul style="list-style-type: none"> <li>● Not at all fairly</li> <li>● Slightly fairly</li> <li>● Somewhat fairly</li> <li>● Quite fairly</li> <li>● Extremely fairly</li> </ul>	<p>In the first survey, the most frequent response amongst 1st years is "Quite fairly", followed by "Extremely fairly". In the second survey, the most frequent response is "Extremely fairly", followed by "Quite fairly". This suggests that, based on the responses given, the 1st years at the end of the school year perceive the</p>

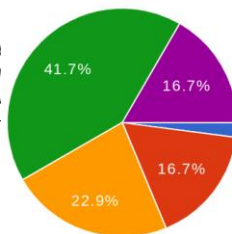
			<p>treatment of people from different races, ethnicities, or cultures by adults at SHSS to be fairer compared to their perception earlier in the year.</p>																								
<p><b>Cultural Awareness and Action Section of Survey</b></p>																											
<p>At your school, how often are you encouraged to think more deeply about race-related topics with other students?</p>	 <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>23.1%</td> </tr> <tr> <td>Once in a while</td> <td>27.1%</td> </tr> <tr> <td>Sometimes</td> <td>36.4%</td> </tr> <tr> <td>Frequently</td> <td>13%</td> </tr> <tr> <td>Almost always</td> <td>0%</td> </tr> </tbody> </table>	Frequency	Percentage	Almost never	23.1%	Once in a while	27.1%	Sometimes	36.4%	Frequently	13%	Almost always	0%	 <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>9.4%</td> </tr> <tr> <td>Once in a while</td> <td>37.5%</td> </tr> <tr> <td>Sometimes</td> <td>39.6%</td> </tr> <tr> <td>Frequently</td> <td>11.5%</td> </tr> <tr> <td>Almost always</td> <td>3.13%</td> </tr> </tbody> </table>	Frequency	Percentage	Almost never	9.4%	Once in a while	37.5%	Sometimes	39.6%	Frequently	11.5%	Almost always	3.13%	<p>The data suggests that in the time period between the two sets of responses, there has been an increase in the frequency of "Almost always" (from 1.39% to 3.13%) and "Once in a while" (from 18.06% to 34.38%) responses, and a decrease in the</p>
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frequency of "Frequently" (from 19.44% to 12.5%), "Sometimes" (from 41.67% to 38.54%), and "Almost never" (from 19.44% to 11.46%) responses. The most significant increase was observed in the "Once in a while" responses, and the most significant decrease was in the "Almost never" responses.

How well does your school help students speak out against racism?

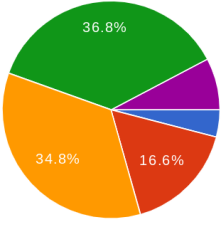
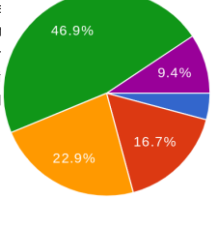


- Not at all
- Slightly well
- Somewhat well
- Quite well
- Extremely well



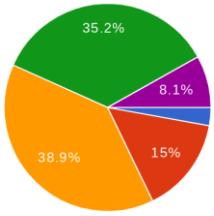
- Not at all
- Slightly well
- Somewhat well
- Quite well
- Extremely well

Based on this comparison, it appears that there has been an overall positive shift in student perceptions of how well the school helps them

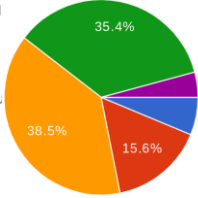
			<p>speak out against racism from the start to the end of the school year. The number of students who perceive the school's support as "quite well" and "extremely well" increased, while the number of students who perceive it as "not at all well" decreased.</p>
<p><b>Sense of Belonging Section of Survey</b></p>			
<p>How well do people at your school understand you as a person?</p>	 <ul style="list-style-type: none"> <li>● Do not understand at all</li> <li>● Understand a little</li> <li>● Understand somewhat</li> <li>● Understand quite a bit</li> <li>● Completely understand</li> </ul>	 <ul style="list-style-type: none"> <li>● Do not understand at all</li> <li>● Understand a little</li> <li>● Understand somewhat</li> <li>● Understand quite a bit</li> <li>● Completely understand</li> </ul>	<p>The analysis reveals that, overall, there was a slight decline in the level of understanding among 1st year students at the end of the school year</p>

			<p>compared to the beginning. The frequencies of "Understand somewhat" and "Understand quite a bit" decreased, while occurrences of "Understand a little" remained relatively similar. Additionally, there was a decrease in the number of students who felt completely understood by the end of the year.</p>
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How much do you matter to others at your school?



- Do not matter at all
- Matter a little bit
- Matter somewhat
- Matter quite a bit
- Matter a tremendous amount

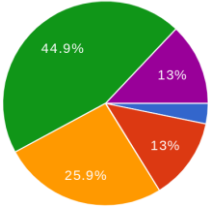
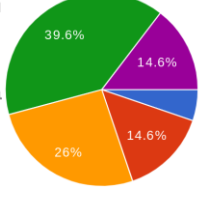


- Do not matter at all
- Matter a little bit
- Matter somewhat
- Matter quite a bit
- Matter a tremendous amount

Overall, comparing the two sets of data collected earlier in the year and at the end of the year from the 1st year group of students, we observe

			<p>changes in the perceptions of personal importance. There is an increase in the number of individuals perceiving themselves to “matter a little bit” (from 12% to 16%) and “matter somewhat” (from 29% to 38%). However, there is a decrease in the number of individuals perceiving themselves to “matter a tremendous amount” (from 17% to 14%). Additionally, a small portion of students developed a perception that they “do not matter at all” (from 0% to 6%) over the</p>
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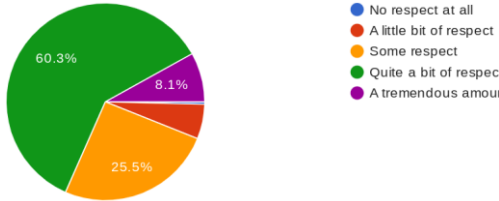
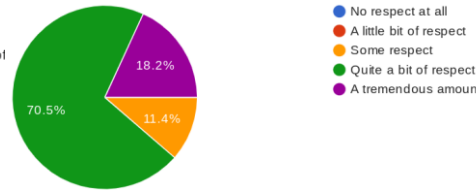
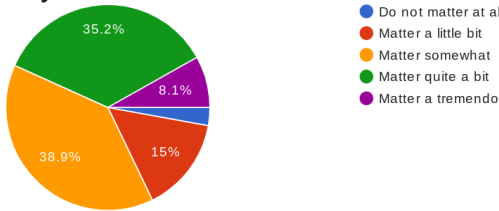
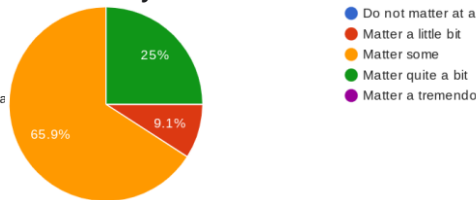
			course of the year.
Overall, how much do you feel like you belong at your school?	 <ul style="list-style-type: none"> <li>● Do not belong at all</li> <li>● Belong a little bit</li> <li>● Belong somewhat</li> <li>● Belong quite a bit</li> <li>● Belong a tremendous amount</li> </ul>	 <ul style="list-style-type: none"> <li>● Do not belong at all</li> <li>● Belong a little bit</li> <li>● Belong somewhat</li> <li>● Belong quite a bit</li> <li>● Belong a tremendous amount</li> </ul>	<p>These findings suggest that, overall, the first year students' sense of belonging to their school reduced throughout the year, with more students reporting lower levels of belonging; "Do not belong at all" increased from 1% to 5% and fewer students reporting "Belong a tremendous amount" decreasing from 21% to 15%. However, it must be noted that the majority of students (over 50%) in both surveys report a high sense</p>

			of belonging (“belong quite a bit” and “a tremendous amount”) at SHSS. This indicates that a consistent proportion of students felt a significant sense of belonging throughout the school year.
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Data Gathered from the Panorama Staff’s Equity and Inclusion Survey 2023

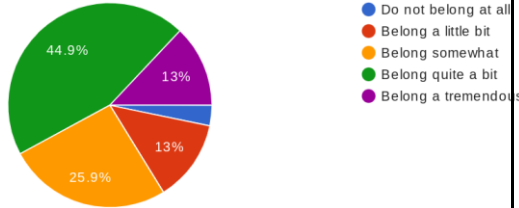
The teacher & staff topics parallel the student topics to reveal similarities or differences in our perceptions.

Topic	Question on Student’s Survey, followed by pie chart of the responses	Question on Staff’s Survey, followed by pie chart of the responses	similarities or differences in our perceptions
<b>Sense of Belonging Section of Survey</b>	<p>How well do people at your school understand you as a person?</p> <ul style="list-style-type: none"> <li>Do not understand at all</li> <li>Understand a little</li> <li>Understand somewhat</li> <li>Understand quite a bit</li> <li>Completely understood</li> </ul>	<p>How well do your colleagues at school understand you as a person?</p> <ul style="list-style-type: none"> <li>Do not understand at all</li> <li>Understand a little</li> <li>Understand somewhat</li> <li>Understand quite a bit</li> <li>Completely understood</li> </ul>	The results show similar perceptions to how understood students and staff feel, the extremities are slightly different

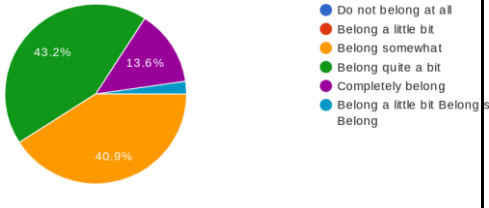
			<p>with more students than teachers feeling “completely understood” as well as not feeling “understand at all”.</p>
	<p>How much respect do students in your school show you?</p>  <ul style="list-style-type: none"> <li>● No respect at all</li> <li>● A little bit of respect</li> <li>● Some respect</li> <li>● Quite a bit of respect</li> <li>● A tremendous amount of respect</li> </ul>	<p>How much respect do colleagues in your school show you?</p>  <ul style="list-style-type: none"> <li>● No respect at all</li> <li>● A little bit of respect</li> <li>● Some respect</li> <li>● Quite a bit of respect</li> <li>● A tremendous amount of respect</li> </ul>	<p>Similar perceptions to feelings of respect with the majority of students and staff feeling “quite a bit of respect”. One notable strength of the school is that neither students nor staff feel “no respect at all”.</p>
	<p>How much do you matter to others at your school?</p>  <ul style="list-style-type: none"> <li>● Do not matter at all</li> <li>● Matter a little bit</li> <li>● Matter somewhat</li> <li>● Matter quite a bit</li> <li>● Matter a tremendous amount</li> </ul>	<p>How much do you matter to others at your school?</p>  <ul style="list-style-type: none"> <li>● Do not matter at all</li> <li>● Matter a little bit</li> <li>● Matter some</li> <li>● Matter quite a bit</li> <li>● Matter a tremendous amount</li> </ul>	<p>Similarities in that the majority of staff and students feel they “matter some” but again differences in the extremities</p>

where 8.1% of students felt they “matter a tremendous amount” compared to 0% of staff and 2.8% of students felt they “do not matter at all” compared to 0% of staff.

Overall, how much do you feel like you belong at your school?

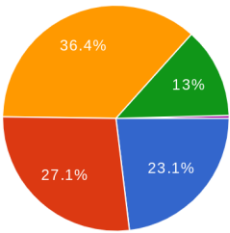
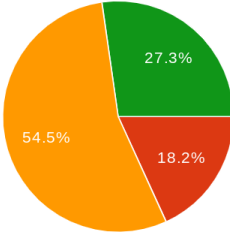
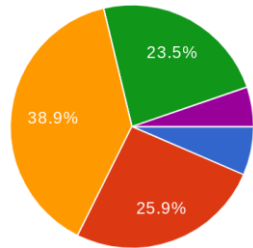
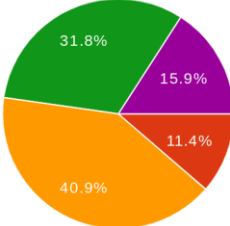


Overall, how much do you feel like you belong at your school?



It appears from the data gathered that there is a higher frequency of students who feel that they “belong a little bit” or “do not belong at all” (16.2% in total) compared to only 2.3% of staff. One notable strength of the school is that the highest frequency of both students (44.9%) and

			staff (43.2%) feel they "belong quite a bit".
<b>Cultural Awareness and Action Section of Survey</b>	How well does your school help students speak out against racism?	<ul style="list-style-type: none"> <li>Not at all well: 11.3%</li> <li>Slightly well: 24.3%</li> <li>Somewhat well: 25.9%</li> <li>Quite well: 27.9%</li> <li>Extremely well: 11.3%</li> </ul>	Very similar perspectives on all responses here.
	How well does your school help students speak out against racism?	<ul style="list-style-type: none"> <li>Not at all well: 7%</li> <li>Slightly well: 18.6%</li> <li>Somewhat well: 30.2%</li> <li>Quite well: 39.5%</li> <li>Extremely well: 7%</li> </ul>	
	How comfortable are you sharing your thoughts about race related topics with other students at your school?	<ul style="list-style-type: none"> <li>Not at all comfortable: 11.3%</li> <li>Slightly comfortable: 16.2%</li> <li>Somewhat comfortable: 37.7%</li> <li>Quite comfortable: 35.2%</li> <li>Extremely comfortable: 9.1%</li> </ul>	Similar perspectives again here however one notable difference is that there is a higher frequency of students (4%) feeling "not at all comfortable" discussing race related topics compared to 0% of staff feeling "not at all comfortable". A strength for the school is that all staff feel to
	How comfortable are you discussing race-related topics with your students?	<ul style="list-style-type: none"> <li>Not at all comfortable: 0%</li> <li>Slightly comfortable: 11.4%</li> <li>Somewhat comfortable: 38.6%</li> <li>Quite comfortable: 40.9%</li> <li>Extremely comfortable: 9.1%</li> </ul>	

			some degree comfortable to discuss race related topics.																								
	<p>At your school, how often are you encouraged to think more deeply about race-related topics with other students?</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>23.1%</td> </tr> <tr> <td>Once in a while</td> <td>27.1%</td> </tr> <tr> <td>Sometimes</td> <td>36.4%</td> </tr> <tr> <td>Frequently</td> <td>13%</td> </tr> <tr> <td>Almost always</td> <td>0%</td> </tr> </tbody> </table>	Frequency	Percentage	Almost never	23.1%	Once in a while	27.1%	Sometimes	36.4%	Frequently	13%	Almost always	0%	<p>At your school, how often are students encouraged to think more deeply about race-related topics?</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>0%</td> </tr> <tr> <td>Once in a while</td> <td>18.2%</td> </tr> <tr> <td>Sometimes</td> <td>54.5%</td> </tr> <tr> <td>Frequently</td> <td>27.3%</td> </tr> <tr> <td>Almost always</td> <td>0%</td> </tr> </tbody> </table>	Frequency	Percentage	Almost never	0%	Once in a while	18.2%	Sometimes	54.5%	Frequently	27.3%	Almost always	0%	A clear discrepancy between student and staff perspective here, 23.1% of students feel they "almost never" are encouraged to think more deeply about race related topics while 0% of staff felt this.
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	<p>How often do you think about what someone of a different race, ethnicity, or culture experiences?</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>5.5%</td> </tr> <tr> <td>Once in a while</td> <td>25.9%</td> </tr> <tr> <td>Sometimes</td> <td>38.9%</td> </tr> <tr> <td>Frequently</td> <td>23.5%</td> </tr> <tr> <td>Almost always</td> <td>7.4%</td> </tr> </tbody> </table>	Frequency	Percentage	Almost never	5.5%	Once in a while	25.9%	Sometimes	38.9%	Frequently	23.5%	Almost always	7.4%	<p>How often do you think about what students of different races, ethnicities, or cultures experience?</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>0%</td> </tr> <tr> <td>Once in a while</td> <td>11.4%</td> </tr> <tr> <td>Sometimes</td> <td>40.9%</td> </tr> <tr> <td>Frequently</td> <td>31.8%</td> </tr> <tr> <td>Almost always</td> <td>15.9%</td> </tr> </tbody> </table>	Frequency	Percentage	Almost never	0%	Once in a while	11.4%	Sometimes	40.9%	Frequently	31.8%	Almost always	15.9%	The majority of both students and staff "sometimes" think about what someone of a different race, ethnicity or culture experiences. The differences lie in the
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Sometimes	40.9%																										
Frequently	31.8%																										
Almost always	15.9%																										

			<p>extremities again, a higher frequency of staff (15.9%) “almost always” think about it compared to just 5.3% of students. In addition 6.5% of students “almost never” think about it compared to 0% of staff who “almost never” think about it. This highlights possible empathy issues amongst the students.</p>
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Our Improvement Plan

### 3.1 Strengths of the School prior to Improvement Plan

Based on Data gathered from the student and staff Equity and Inclusion surveys prior to the implementation of the improvement plan

- Similarities between student and staff perspectives on equity and inclusion
- Neither students nor staff feel “no respect at all”.
- The highest frequency of both students (44.9%) and staff (43.2%) feel they “belong quite a bit”.
- All staff to some degree feel comfortable to discuss race related topics with 0% of staff “not at all comfortable”.
- Almost half of the staff (47.7%) “almost always” or “frequently” think about what students of different races, ethnicities, or cultures experience with 0% “almost never” thinking about it.

### 3.2 Schools Improvement plan

The school improvement plan consisted of the following initiatives:

Classroom based initiatives trialed on 1st years

- Our initiatives were based around pedagogical strategies for addressing inclusivity through cooperative learning and comprised the following:

Action	Person(s) Responsible	Purpose
<p><b>“Helping Hands” Groups.</b> The <b>seating plans</b> for each base class were designed around the sociometric report gathered from the Helping Hands programme. This consisted of groups of three/four in each row. When completing group work staff were asked to keep the students in these groups of four (pair work by dividing the group of four).</p>	<p>A preliminary gathering with first-year tutors to align their efforts and enlist their support.</p> <p>All teachers of 1st years.</p>	<p>The groups have been designed to ensure each <b>student feels safe, seen and heard</b>. Our aim is to create a positive learning environment to improve performance and facilitate effective learning and <b>foster a sense of inclusion and belonging</b>.</p>
<p><b>Cooperative Learning techniques:</b> • <i>Think, Pair, Share</i> - Encouraging teachers to move beyond the traditional Think, Pair, Share work with the use of the <b>7-in-1 Think, Pair, Share sheet</b>.</p>	<p>A preliminary gathering with first-year tutors to align their efforts and enlist their support.</p> <p>All teachers of 1st years.</p>	<p>Creates <b>safety</b> in the classroom while everyone is working. It provides more opportunities for the <b>students' voices to be heard</b>. Hence <b>fostering a sense of inclusion and belonging</b>.</p>



<p>● <i>Barrie Bennett's Techniques based on his Instructional Leadership Programme</i> -</p> <p>Denise Hayes delivered a presentation to the staff, sharing skills and techniques acquired from Prof Barrie Bennett's Instructional Leadership programme on implementing cooperative learning in the classroom. Our aim was to motivate teachers to incorporate these techniques into their lessons.</p>		
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### Whole School Initiatives

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Purpose</b>
<p><b>Multicultural Day</b>, April 19th</p> <p>Students were invited to present their cultural traditions, customs, languages, cuisines, music, dance etc at a stand in the GPR.</p> <p>All students were invited to explore each stand and learn about each different country and their culture.</p>	<p>Donna O'Regan and her TY Group "The Change Makers"</p>	<p>Provides us the <b>opportunity to learn</b> more about our students' own cultures and traditions.</p> <p>Provides people with an opportunity to <b>deepen their understanding</b> of the values of cultural diversity</p> <p>The <b>interactive experiences</b> foster intercultural understanding and <b>unity</b> among students and staff.</p>
<p><b>World Cultural Diversity Day</b>, May 21st</p> <p>World Cultural Diversity Day was first established by the United Nations in 2002 and is celebrated every year on 21st May.</p> <p>To celebrate the occasion a <b>Padlet</b> with a map of the world was set up and shared with all students along with a video on how to work it. Students were invited to drop a pin on a location to</p>	<p>Claire Holland</p>	<p>It serves as a platform to <b>embrace and learn</b> from the diverse backgrounds and perspectives of individuals from various cultural backgrounds.</p> <p>A visual aid that allows students and staff to <b>explore</b> the various cultural backgrounds of our school community.</p>

<p>show us where they were born or brought up before joining the Sacred Heart community.</p> <p>Teachers were encouraged to use the resource in their lessons during the week.</p>		<p>Provides an opportunity for <b>students' voices to be heard, to feel seen and honored</b>, fostering a sense of belonging and inclusion.</p>
<p><b>World Africa Day</b>, May 25th</p> <p>World Africa Day is an annual commemoration observed on May 25th. It celebrates African culture, history, and diversity.</p> <p>To celebrate the occasion African students were asked to select a piece of African music to play for the "Friday Song".</p>	<p>Claire Holland with student council</p>	<p>A showcase of African art, its aim was to foster a deeper <b>understanding</b> and appreciation of Africa's rich heritage.</p> <p>Provides an opportunity for <b>students' voices to be heard, to feel seen and honored</b>, fostering a sense of belonging and inclusion.</p>
<p><b>Podcasts</b> with</p> <ul style="list-style-type: none"> <li>• <i>Kevin Cahill</i>, an Education Lecturer at University College Cork, specialising in Inclusive/Special Education within the School of Education.</li> <li>• <i>Oein DeBhairduin</i>, an Irish Traveller activist, educator, administrator, and writer. He is the co-founder of LGBT Tara (Traveller and Roma Alliance).</li> </ul>	<p>Caragh Bell</p>	<p>The podcasts provide an engaging and immersive experience for listeners, allowing them to delve into topics of inclusion and <b>discover new perspectives through conversations, storytelling, and expert insights.</b></p>
<p><b>Inclusion Padlet</b></p> <p>A <b>Padlet</b> was established to document and archive all tasks completed for the SSE, along with a collection of educational materials, including lesson resources, posters, and toolkits that teachers could access and utilise.</p>	<p>Claire Holland</p>	<p>Convenient availability of resources for teachers to incorporate inclusive practices into their classroom lessons.</p>

### 3.3 Enhancements observed after the integration of the improvement plan

Based on the Comparison of the 1st years Equity and Inclusion Surveys prior and post implementation of improvement plan

- The data indicates a positive level of engagement and integration among diverse student groups both in the students survey in February and again in May.

- It appears that the school has witnessed an increase in the frequency of students having close friends from different racial, ethnic, or cultural backgrounds throughout the school year. This suggests positive progress in fostering diversity and inclusivity among the student body.
- Responses from the survey in May suggest a slightly higher perception of fairness compared to the first set. However, both sets generally demonstrate a positive perception of fair treatment towards individuals from different races, ethnicities, or cultures.
- The data suggests that in the time period between the two sets of responses, there has been an increase in the frequency of "Almost always" and "Once in a while" responses, at how often the students are encouraged to think more deeply about race-related topics with other students. The most significant increase was observed in the "Once in a while" responses, and the most significant decrease was in the "Almost never" responses.
- It appears that there has been an overall positive shift in student perceptions of how well the school helps them speak out against racism from February to the end of the school year.

### 3.4 Areas that still require improvement

Based on the Comparison of the 1st years Equity and Inclusion Surveys prior and post implementation of improvement plan

- The analysis reveals that, overall, there was a slight decline in the level of feeling understood among 1st year students at the end of the school year compared to February.
- A comparison of two sets of data collected from the first-year students in February and at the end of the year reveals changes in their perceptions of personal importance. The findings show an increase in the percentage of individuals who perceive themselves to "matter a little bit" and "matter somewhat". However, there is a decrease in the percentage of individuals who perceive themselves to "matter a tremendous amount". Additionally, a small portion of students developed a perception that they "do not matter at all" over the course of the year.
- The findings suggest that, overall, the first year students' sense of belonging to their school reduced throughout the year, with more students reporting lower levels of belonging and fewer students reporting "belong a tremendous amount". However, it must be noted that the majority of students (over 50%) in both surveys report a high sense of belonging ("belong quite a bit" and "a tremendous amount") at SHSS. This indicates that a consistent proportion of students felt a significant sense of belonging throughout the school year.

Based on the Helping Hands Data

- The data indicates minimal variation in both the average number of vulnerable students and the average class culture from November of the school year to its conclusion.

## 2. Going Forward

The following areas have been identified as priorities for future progress

Priority Area	Why	Work started to date
---------------	-----	----------------------

<p><b>Professional development training</b> focused on equity and inclusion</p>	<p>This need was highlighted by the results of the Staff Survey, which revealed that 16% of respondents indicated "almost never" when asked about the frequency of professional development opportunities that help them explore new approaches to promoting equity in their practice.</p>	<p>Discussion with Ciara McGuane from Rahoo regarding their online course, "Diversity &amp; Inclusion in the Classroom". We're exploring the possibility of transforming it into a face-to-face workshop.</p>
<p><b>CPD on the Helping Hands Programme</b> - getting more teachers trained up, possibly the tutors of the base classes.</p>	<p>Due to the minimal variation in both the average number of vulnerable students and the average class culture from November of the school year to its conclusion.</p>	
<p>Use of <b>Empathy Formative Questionnaire</b> in SPHE classes. The Empathy Formative Questionnaire, developed by Research Collaboration. The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.</p>	<p>The student survey responses to the question, "How often do you think about what someone of a different race, ethnicity, or culture experiences?" indicated potential issues with empathy.</p> <p>Students can use the questionnaire results to see how well they understand the contexts, feelings, and perspectives of others. They can use their individual results to strengthen that awareness and communicate their understanding to others. This allows teachers to engage in a process of data-driven decision making in order to increase their students' fundamental ability to understand others and communicate that understanding.</p>	<p>A trial run with a sample of 5th years, who were used as a focus group.</p>
<p>Trialing new <b>classroom based initiatives</b> to increase levels of belonging and a feeling that they matter - use of the Panorama Education resource.</p>	<p>Due to the changes over the school year in the 1st year's perceptions of personal importance, how much they matter and belong to Sacred Heart Secondary School.</p>	

<b>Protocol</b> for new students	A standard that can help to ensure the successful transition of students.	Start of a checklist.
<b>Yellow Flag Programme.</b>	A practical programme that supports primary and secondary schools to become more inclusive of all cultures and ethnicities, celebrate diversity and challenge racism and discrimination.	Research into the process of applying for the programme and the necessary qualifications needed.

## **Problem Solving Numeracy Strategy**

- Focus on a problem solving strategy outlined in a document on the project maths website, and to roll this out to as many subjects as it is applicable to.
- The four-step strategy follows the sequence of
- **1.Understanding,**
- **2.Planning,**
- **3.Experimenting,**
- **4. Reflecting.**

### **1. Understanding**

- Does the student understand the problem?
- Make sure that the students read and re-read the question.
- Identify all the clues.
- What they are being asked to find?
- Pay particular attention to final sentence of the question.

**Are there any conditions attaching to the problem**

### **2. Planning**

Once the students understand the problem encourage them to:

- Plan a solution.
- Identify appropriate strategies and tools
- Reference any similar problem they may have previously encountered.
- Can the students explain their reasoning?

### 3. Experimenting

- Check to see if the agreed strategies work.
- Decide if each step in the solution is correct.
- How do the students know that the steps are correct?
- Can the students explain and/or defend their reasoning?

### 4. Reflecting.

- Is the students' solution valid?
- Can the students show that the result is correct?
- Can they suggest alternative ways of answering the question?

*Introducing SUPER Sue SHSS Problem Solver*



Sue's motto for Problem Solving is just SUPER:

**Scan** your question. Read and Re-Read.

**Underline** & highlight. Let those important points be seen.

**Plan** your attack. More than one way is unreal.

**Experiment** - let those solutions reveal.

**Reflect** on your method. Which way was the best,

## ***How Sue works her SUPER motto into her Problem Solving:***

### **Scan:**

*Read your problem over and over till you know what you are being asked for and can identify all the clues.*

### **Underline:**

Once you have identified the clues and important points, underline or highlight them so you see them easily.

### **Plan:**

*Having identified the key points in the question, plan an approach to solving the problem, think of similar problems you have solved and if you think of more than one way, then that's super!*

### **Experiment:**

Try out your strategy or strategies to see if they work. Experiment, by deciding if each step in your strategy was the right one on your way to solving the problem

### **Reflect:**

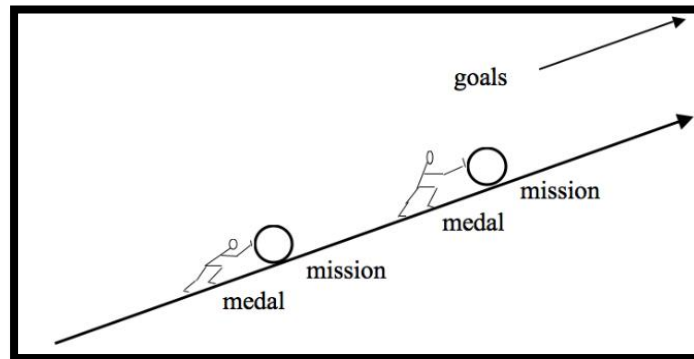
Think about the way you solved the problem, could you have thought of a better way to solve it, can you show that your result is correct .

## What kinds of feedback?

<u>Judgmental feedback</u>	<u>Formative feedback</u>
<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> <li>• Compares students with each other &amp; encourages them to compete.</li> <li>• Teacher gives grades, marks &amp; comments in which comparisons are made to others.</li> </ul>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> <li>• Clear assessment criteria &amp; goals.</li> <li>• Feedback consists of information.</li> <li>• Medals: for what they have done well.</li> <li>• Missions: showing how to improve.</li> </ul>
<p><u>Effect on self-esteem:</u></p> <ul style="list-style-type: none"> <li>• Students are nervous &amp; protective of their self-esteem.</li> <li>• Self-esteem of high achievers rises.</li> </ul>	<p><u>Effect on self-esteem:</u></p> <ul style="list-style-type: none"> <li>• Students feel accepted.</li> <li>• Efforts recognised &amp; valued.</li> <li>• Self-esteem &amp; commitment rise.</li> <li>• Increased emotional involvement.</li> </ul>
<p><u>Consequent learning strategies:</u></p> <ul style="list-style-type: none"> <li>• Surface learning.</li> <li>• Eye is on the grade.</li> <li>• Memorisation.</li> <li>• 'Right answer syndrome'.</li> </ul>	<p><u>Consequent learning strategies:</u></p> <ul style="list-style-type: none"> <li>• Deep learning.</li> <li>• Goals, assessment criteria, tasks &amp; their missions.</li> <li>• Prepared to take risks &amp; accept challenges.</li> </ul>
<p><u>Students' learning theory:</u></p> <ul style="list-style-type: none"> <li>• Mistakes are shameful.</li> <li>• It's only worth working if you get something out of it.</li> </ul>	<p><u>Students' learning theory:</u></p> <ul style="list-style-type: none"> <li>• Effort is key &amp; it's up to me.</li> <li>• Mistakes are useful as they help me learn.</li> <li>• Learning is an end in itself.</li> </ul>
<p><u>Effect on low achievers:</u></p> <ul style="list-style-type: none"> <li>• Reduced effort, interest &amp; self-esteem.</li> <li>• Learned helplessness.</li> <li>• Learning seen as something for others.</li> <li>• Student withdraws themselves.</li> </ul>	<p><u>Effect on low achievers:</u></p> <ul style="list-style-type: none"> <li>• Increased interest, effort, persistence &amp; self-esteem.</li> <li>• Learned resourcefulness.</li> <li>• Learning depends on time, effort, corrected practices &amp; using the right strategies.</li> </ul>



## **FORMATIVE FEEDBACK: Medals and Missions**



### **1. Goals:**

- **What are the goals? (Success criteria)**
- **What does a good piece of work look like?**

### **2. Medal:**

- **How far have they got in the direction of the goals?**
- **Provide a medal for what they have done well, in the form of information.**
- **Inform students on what they have done right and on what they have achieved.**

### **3. Mission:**

- **Provide students with a mission of how to move closer to the goal.**
- **Tell them how to improve what they have already done, how they can improve overall, how they could approach the goal again better.**

## **Record of Feedback**



# Formative Feedback: 3-2-1 Model

Name: \_\_\_\_\_

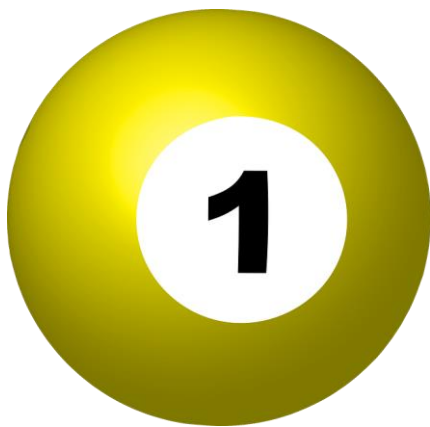
Date: \_\_\_\_\_



**Important things I found out....**



**Interesting things....**



**Question I still have....**

## The feedback tree



### AfL - Key principles

Assessment for learning is about using assessment in the classroom as a tool to improve students' learning, and is characterised by

- sharing learning goals with students
- helping students to recognise the standards they are aiming for
- involving students in assessing their own learning
- providing feedback, which helps students to recognise what they must do to close any gaps in their knowledge or understanding
- communicating confidence that every student can improve
- adjusting teaching to take account of the results of assessment

A variety of classroom assessment strategies as outlined below can be considered when planning a lesson or a unit of study. It is important to remember here that the primary intention of the teacher is not simply to gain information about the students' achievements (what they know) but to use assessment to further the learning process. One of the most frequently employed methods of monitoring student progress and achievement is the use of judicious questioning by the teacher.

#### Sharing learning goals with students

Teachers are usually quite clear about the objectives for a unit of study. Students may understand what to do for individual tasks but be less clear about how these tasks fit into 'the big picture'. They can be greatly helped when the teacher explains the learning goals--what she/he hopes the students will learn and why they are learning it--in words that they can understand. In **Sample Assessment Materials 1 (English First Year)** the teacher involves the students in the learning intention through the initial brainstorming session and group work. This activity provides a context in which the teacher can convey the learning goal to the students.

#### Helping students to recognise the standards they are aiming for

Ideally this is done through exemplification of student work. Students should have access to work done by their peers to help them to see what can be achieved. Over the period of the Assessment for Learning Initiative a range of exemplars of student work will be posted on this website.

However, effective marking of student work can contribute significantly to the students' appreciation of the standards towards which they are aiming. Through feedback that is focused on the learning task, teachers can indicate to their students just what is involved in a high-quality piece of work and can point out the steps that students need to take in order to improve--to close the gap between where they are at present and where they need to go. Teacher comments should focus on what has been done well and what needs to be improved rather than on listing the errors that have been made, which can typify some traditional approaches to marking.

#### Involving students in assessing their own learning

Students need to develop the capacity for self-assessment so that they can become independent learners with the ability to seek out and gain new skills, knowledge and understandings. Teachers can encourage this by providing opportunities for students to assess their own and one another's work, and to review and record their own progress. This helps the students to understand their achievements, identify the gaps in their knowledge and plan for better learning. In **Sample Assessment Materials 2 (English First Year)** the teacher has drawn up a simple cover sheet for each presentation. This allows the students to record the proficiency level they feel they have achieved for each of the agreed criteria for the presentation.

#### Providing feedback which helps students to recognise what they must do to close any gaps in their knowledge or understanding

This involves telling students what they have achieved with specific reference to the learning task. It is one of the most important elements of assessment for learning. Assessment without feedback disconnects it from the teaching and learning process; it becomes a classroom routine or a strategy to maintain discipline. Equally, feedback in the form of marks and/or grades can act as a disincentive to students. Research has shown that students respond to constructive comments much more so than to

marks or grades. Teachers can help students to improve upon their work by pinpointing their strengths and being clear and constructive about their weaknesses and how they might be addressed.

Communicating confidence that every student can improve

Feedback that focuses on the learning task and that highlights what needs to be done can help to ensure that all students believe they can improve. Not all students learn in the same way, however, and including an element of differentiation by task or outcome in a lesson can allow for students with differing learning styles and strengths to experience success. In **Sample Assessment Materials 4 (Geography First Year)** the teacher built in a degree of differentiation into the tasks set so that students could choose the format for their presentations from a range of options.

Adjusting teaching to take account of the results of assessment

Teaching and learning do not progress in linear, evenly paced increments. Indeed, a necessary part of the teacher's interaction with the learner/s is his/her judgments about the success of the learning so far and the adjustment in teaching that must be made in the light of those judgments

Classroom strategies in support of learning

Everyday school and classroom activities such as questioning, giving and marking homework and reporting on student progress can play an important part in the way teachers use assessment for learning.

## Differentiated Learning

[www.ncca.ie/en/Curriculum\\_and.../Special.../Differentiation.pdf](http://www.ncca.ie/en/Curriculum_and.../Special.../Differentiation.pdf)

[http://www.pdst.ie/sites/default/files/Session%202020-%20Differentiation%20Resource%20\\_0\\_0.pdf](http://www.pdst.ie/sites/default/files/Session%202020-%20Differentiation%20Resource%20_0_0.pdf)

## General Learning Difficulties, Guidelines for Teachers

[www.ncca.ie/.../Guidelines\\_for\\_Teachers\\_of\\_Students\\_with\\_General\\_Learning\\_Disabilities.pdf](http://www.ncca.ie/.../Guidelines_for_Teachers_of_Students_with_General_Learning_Disabilities.pdf)

## Exceptionally able Students

[www.ncca.ie/uploadedfiles/publications/Except%20Able\\_Glines.pdf](http://www.ncca.ie/uploadedfiles/publications/Except%20Able_Glines.pdf)

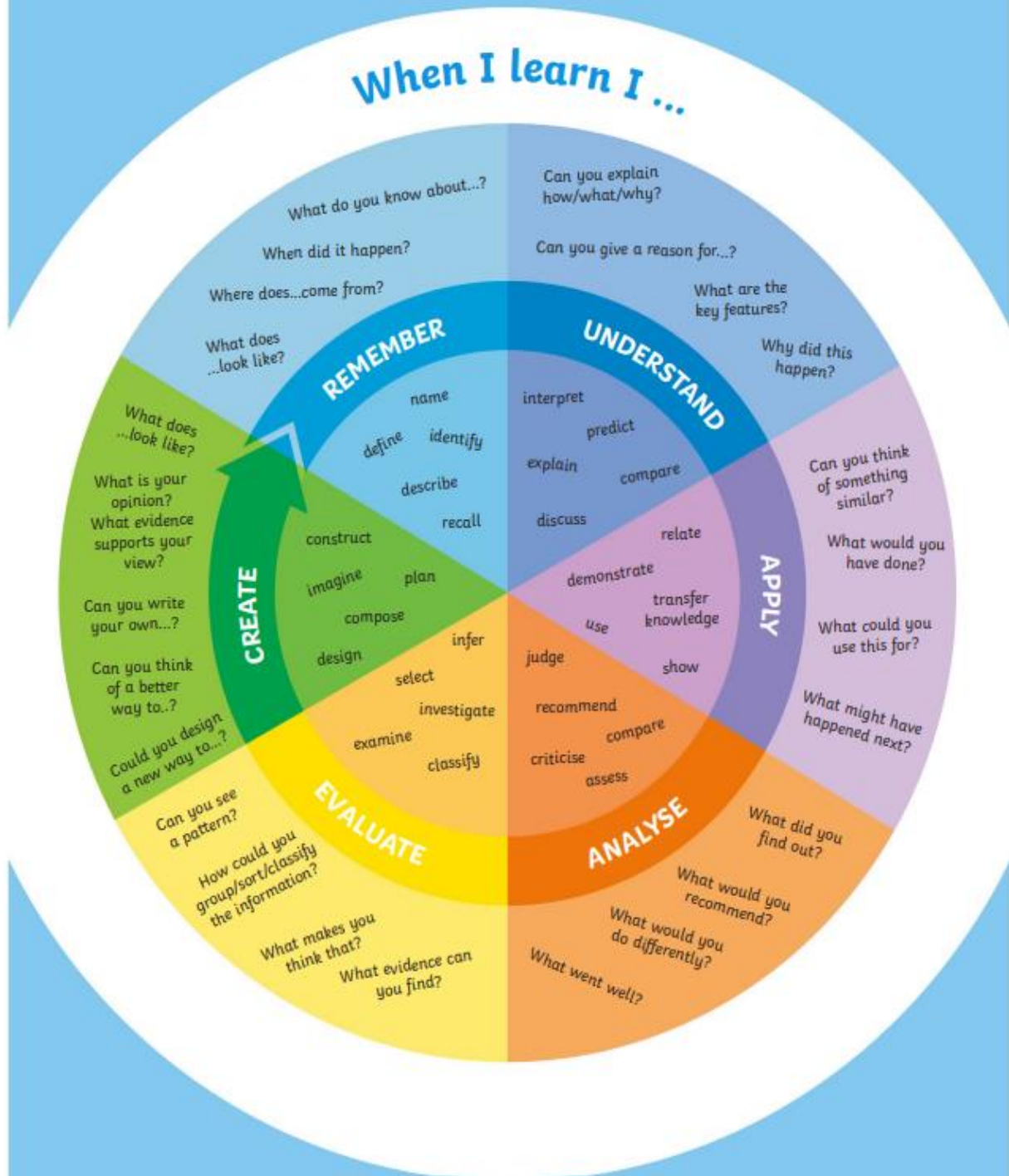
### Blooms Taxonomy - Questioning

Concept	Language
<b>Knowledge:</b> Tell what you know or remember. <ul style="list-style-type: none"><li>• What is...?</li><li>• Where is...?</li></ul>	Who, What, Why, When, Omit, Choose, Which, Name,

<ul style="list-style-type: none"> <li>• Which one...?</li> </ul>	Select, Find, Match, Name, Label, Show, Recall
<p><b>Comprehension:</b> Demonstrate understanding of facts and ideas.</p> <ul style="list-style-type: none"> <li>• How would you compare...? Contrast...?</li> <li>• Which is the best answer...?</li> <li>• How would you classify the type of...?</li> </ul>	Compare, Contrast, Demonstrate, Illustrate, Rephrase, Show, Classify
<p><b>Application:</b> Use what you learn in another way</p> <ul style="list-style-type: none"> <li>• How would you use it...?</li> <li>• What would result if...?</li> <li>• What other way would you plan to...?</li> </ul>	Apply, Build, Choose, Construct, Develop, Make, Use of, Organise, Plan, Solve, Model, Identify
<p><b>Analysis:</b> Look at something closely to find out more about it.</p> <ul style="list-style-type: none"> <li>• Why do you think...?</li> <li>• What inference can you make...?</li> <li>• What is the relationship between...?</li> </ul>	Analyse, Discover, Dissect, Infer, Examine, Survey, Test for, Relationships
<p><b>Synthesis:</b> Put ideas or parts of things together.</p> <ul style="list-style-type: none"> <li>• What ways could...?</li> <li>• Why do you think...?</li> <li>• Imagine...?</li> </ul>	Build, Combine, Compile, Create Design, Formulate, Imagine, Invent, Predict
<p><b>Evaluation:</b> Tell if something is right or wrong, good or bad.</p> <ul style="list-style-type: none"> <li>• Do you agree / disagree...?</li> <li>• Why do you think...?</li> <li>• Decide if...?</li> </ul>	Criticise, Decide, Defend, Evaluate, Recommend, Agree, Appraise, Opinion, Disprove

Source: Adapted from *Taxonomy of Educational Objectives*, B.S. Bloom. Boston Allyn & Bacon, 1984

# What Makes a Good Learner?





## ***Cooperative Learning***

***“What children can do together today, they can do alone tomorrow”  
(Vygotsky)***

**If you're designing an activity, lesson, or unit that involves collaborative group work, here are a few ideas to consider.**

- 1. Ask yourself: Does this assignment actually need to involve group work?**
- 2. Break down the work for students ahead of time.** Effective group work takes a lot of scaffolding (e. g's Place map/PMI/ PWIM/ Academic controversy/Concept maps/ Fish Bone Diagrams etc). Don't expect students to know how to divvy up the work on their own. Working together to break down and delegate responsibilities is one of the most challenging tasks for any group, even for adults. Breaking down tasks ahead of time models for students how it can be done. Over time, consider transferring some of this responsibility to them. Provide the students with clear instructions on what they need to do, how they are to do it, the time frame for completion. Group work will be more successful if involves safety for the student but also makes them accountable and on alert at all times during the group work.
- 3. The work completed by the Group must be directly related to the Learning intentions and success criteria of the lesson.**

### **Potential benefits of Effective Group Work**

1. Develops higher level thinking skills
2. Promotes student interaction and familiarity
3. Increases student retention
4. Builds self esteem in students
5. Enhances student satisfaction with the learning experience
6. Develops oral communication skills
7. Develops social interaction skills (listening/one voice at a time/ Disagreeing agreeably/respecting difference/suspending judgement/ taking turns/examining all sides of an opinion)
8. Creates an environment of active, involved, exploratory learning
9. Uses a team approach to problem solving while maintaining individual accountability
10. Encourages diversity understanding
11. Encourages student responsibility for learning

12. Stimulates critical thinking and helps students clarify ideas through discussion and debate
13. Enhances self-management skills
14. Students develop responsibility for each other
15. Builds more positive heterogeneous relationships
16. Encourages alternate student assessment techniques
17. Fosters and develops interpersonal relationships
18. Modelling problem solving techniques by students' peers
19. Promotes higher achievement and class attendance.
20. Addresses learning style differences among students
21. Promotes innovation in teaching and classroom techniques
22. Students able to take ownership of the subject matter.
23. Students develop communication and teamwork skills.
24. Content is reinforced as students work together and "teach" each other. This improves understanding through additional discussion and explanation.
25. Content may be broken down into parts. This allows students to tackle larger and more complex problems and assignments than they would be able to do individually.
26. Students can work together to pool their expertise, knowledge and skills.
27. Students hold one another responsible and accountable.
28. Teaches students to plan more effectively and manage their time.

### Setting up the Group

Knowing your students and organising your group in whatever way works best as you see it is a decision for the teacher.

This may involve the teacher;

- a) setting the groups in advance of the lesson
- b) or it may involve a random selection of groups with some adjustments at the end to ensure well balanced groups are set.
- c) Sometimes the input of the students may be utilised to give them some say in how the groups are organised.

However, to avoid overfamiliarity and group dynamics becoming static and overly predictable it may be useful to mix groups from time to time even within an individual lesson.

### Exercises for forming groups.

The exercise in organising student groups is not solely for the actual physical set up of the students, but it is also an exercise in:

Creating a safe environment for student learning,

Reinforcing accountability and organising the students to participate in an activity that generates dialogue/content creation and learning.

Developing student's Collaborative skills and competencies.

### **Collaborative Skills 3 Genres:**

**Social Skills:** taking turns, equal voice, calm voice, politeness, appreciation statements, waiting your turn, encouraging others

**Communication Skills:** attentive listening, paraphrasing, seeking clarification, accepting and extending the ideas of others, probing

**Critical Thinking Skills:** suspending judgment, examining both sides of an issue, considering all factors, disagreeing agreeably

### **Group forming Exercises**

1. Inside Circle/Outside Circle.
2. High Fives or Musical Chairs.
3. Pick a number from the bowl/bag (A1,A2,A3, A4, B1,B2,B3,B4.....etc.)
4. Clock Buddies
5. Groups can be organised according to interests.

Assign the students a random day of the week or say if it's a Geography class one of the Continents or if it's a Science class assign them to element etc. Come up with as many possibilities if you like and where possible link it to the content of the lesson.

6. The groups do not need to stay static for the duration of any specific group exercise. Student transfers can be organised from one group to another, e.g., all the A1's in a group transfer to

the group on the right. Ghost Walk...assign one student to go around to all the other groups after a set time. While they are visiting the other groups, they are instructed to note any ideas that they can bring back to their own group. Once they have returned, they add what they have picked up from the other groups to strengthen their own content/presentation.

It is important to note that when you are setting up the group that you inform and continually remind students that any one of them will be asked to provide feedback (accountability) at any stage of the group work. This could involve them reporting to the whole class on their work/progress to date. It could also involve you asking a specific question to any member of any group to check understanding and share the learning. You can select students directly or create a sense of unpredictability to randomly picking out one of the pre-selected characters.

**Useful Forms---**A Folder containing the following forms is available on the desktop of the staff room computer.

# Éacht

Dear

I would like to take this opportunity to formally acknowledge the excellent work of your daughter \_\_\_\_\_ at Sacred Heart Secondary School. This has been particularly evident in the following area(s).

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Yours sincerely,  
\_\_\_\_\_

Student Incident Report

**Report on student Incident**

Student Name \_\_\_\_\_

Class \_\_\_\_\_

Year \_\_\_\_\_

Date \_\_\_\_\_



Description of Incident

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Actions Taken

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

# Student Referral Form

## Teacher Referral Form

Student's Name \_\_\_\_\_ Year \_\_\_\_\_ Subject \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Date of Referral \_\_\_\_\_

Year Head Name \_\_\_\_\_

### Reason for Referral

Reason (tick one or more)	Possible indicators (circle indicator(s) that may apply)
Attendance	Number of days or part-days absent; late for class; any patterns forming; other (please specify)
Educational	test results, reading, spelling, organisation, handwriting, homework, numeracy, verbal V written performance, time management, other (please specify)
Social/Emotional	energy levels, concentration, changes in demeanour, drop in grades or quality of work, change in appearance, body scarring, hygiene issues, other (please specify)
Behaviour	More aggressive; loud; distracted and/or distracting; more inhibited; quiet; subdued; isolated; zoning out; disruptive to other students or teachers; other (please specify)
Other	

**Brief outline of specific areas of concern based on observation, disclosure, evidence, P/T meeting....**

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**Strategies put in place to support the student/ Any interventions to date**

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Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

**Follow up/Action by Year Head**

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Request for out of class activity.  
 The below form needs to be given to the Principal

Request for Out Of Class Activity	
Teacher(s)	
Reason/purpose	
Day/Date	
Duration	
Group Class or Year involved	Mixed group <input type="checkbox"/> Whole Class <input type="checkbox"/> Class Group <input type="checkbox"/>

The below form needs to be given to the Deputy Principal, once approval for absence has been approved.

Date: / / Reason for Absence \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

Please circle the periods for which you will require cover

1 2 3 4 5 6 7 8 9

Are you on Break/ lunch supervision? YES / NO

Name of teacher covering supervision \_\_\_\_\_

Notice of  
 Pupil Name



Dear

I wish to inform you that \_\_\_\_\_

Tick where appropriate

Home Work	
Class Work	
Participation in Class	
Punctuality for Classes	
Wearing of the School Uniform	
Attendance	
Conduct and Behaviour	

Are/is unsatisfactory.

We would be grateful if the above issue(s) could be addressed so that immediate improvements can be made.

Yours sincerely,

\_\_\_\_\_ (Year Head.)

-----Cut Here-----

**Notice of Concern 1.**

**Please acknowledge receipt of this letter by returning it to the above teacher.**

I/We have received the above Notice of Concern 1. dated, \_\_\_\_\_

Signed \_\_\_\_\_

Name of Pupil: \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Date

Dear Parent,

I wish to let you know that the behaviour of (Student's Name) has been causing some concern of late. I have received referrals from Teacher X, Y and Z concerning her (name behaviour).

(Student's Name) has many good qualities and has been doing very well in (state some positive areas).

I think that a brief meeting between you, (Student's Name) and I would help us resolve this without too much difficulty. Could you please call me to make an appointment at your convenience? The following times are most suitable for me:

Day: time

Day: time

Day: time

I'd like to thank you for your ongoing support in this matter

Yours sincerely

---

(Year Head)

### **Inspiring Quotes and Phrases**

- 1. Life isn't about getting and having, it's about giving and being. –Kevin Kruse**
- 2. Whatever the mind of man can conceive and believe, it can achieve. –Napoleon Hill**
- 3. Strive not to be a success, but rather to be of value. –Albert Einstein**
- 4. Two roads diverged in a wood, and I took the one less traveled by, and that has made all the difference. –Robert Frost**

5. I attribute my success to this: I never gave or took any excuse. –Florence Nightingale
6. Your time is limited, so don't waste it living someone else's life. –Steve Jobs
7. Winning isn't everything, but wanting to win is. –Vince Lombardi
8. I am not a product of my circumstances. I am a product of my decisions. –Stephen Covey
9. Every child is an artist. The problem is how to remain an artist once he grows up. –Pablo Picasso
10. You can never cross the ocean until you have the courage to lose sight of the shore. –Christopher Columbus
11. I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel. –Maya Angelou
12. Either you run the day, or the day runs you. –Jim Rohn
13. Whether you think you can or you think you can't, you're right. –Henry Ford
14. The two most important days in your life are the day you are born and the day you find out why. –Mark Twain
16. Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it. –Johann Wolfgang von Goethe
17. The best revenge is massive success. –Frank Sinatra
18. People often say that motivation doesn't last. Well, neither does bathing. That's why we recommend it daily. –Zig Ziglar
19. Life shrinks or expands in proportion to one's courage. –Anais Nin
20. There is only one way to avoid criticism: do nothing, say nothing, and be nothing. –Aristotle

### Year Group Mottos

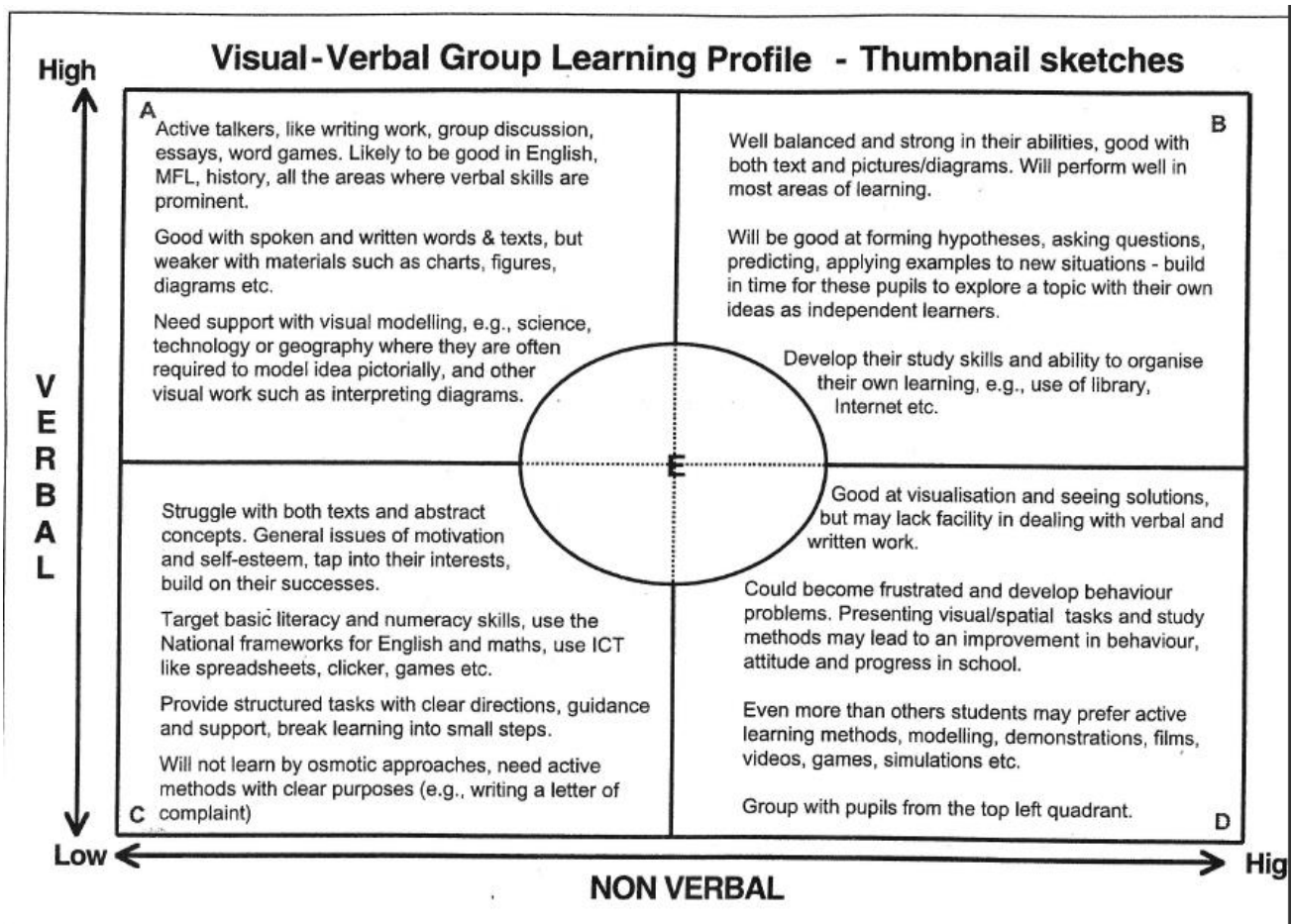
Year	Motto	Cloth	
First	Don't Worry Be Happy	Orange	Hope
Second	Remember that Happiness is a way of travel, not a destination <b>Roy Goodman</b>	Yellow	Happiness
Third	Never leave till tomorrow that which you can do today <b>Benjamin Franklin</b>	Purple	Knowledge
Transition	Know Thy Self <b>Socrates</b>	Green	Life
Pre Leaving Certificate	To Succeed do the best you can where you are with what you have.	Blue	Peace
Leaving Certificate	Don't Stop Believing	Red	Courage

Pupils included in the central E represent the reference or “average group” against which the other cells are compared. Their reasoning abilities are typical of their age and they are broadly balanced in their visual-verbal strengths. The pupils in cells A to D may be contrasted with this average group, as follows:

- Those in cell A are above average in verbal reasoning but below average in non-verbal reasoning;

- Those in cell B are above average in both verbal and non-verbal reasoning;
- Those in cell C are below average in both verbal and non-verbal reasoning;
- Those in cell D are above average in non-verbal reasoning but below average in verbal reasoning.

This is not recommended as a system for categorising individual pupils; we do not want to label pupils in Cell A or Cell B etc. To support this the thumbnail sketch below, gives some of the attributes that might be typical of pupils in each cell, in terms of their reasoning abilities and relative visual-verbal strengths.



The curriculum provision at Sacred Heart Secondary School strives to offer a broad and dynamic curriculum that reflects the message of our mission statement and defined objectives.

### Junior Certificate Curriculum Provision

#### First year student take the following subjects.

- English
- Maths
- Irish
- History
- Geography
- French
- German
- Science
- SPHE--Wellbeing
- PE -- Wellbeing
- CSPE -- Wellbeing
- Speech & Drama – Wellbeing
- Religious Studies
- Home Economics
- Business
- Music
- Art
- Technology
- Mindfulness – Wellbeing
- Computers – Wellbeing
- Guidance -- Wellbeing

At the end of 1<sup>st</sup> year students choose their subjects for Junior Certificate.

#### **Students choose three from the following:**

- Science
- Technology
- Home Economics
- Business
- Art
- Music

## First Year Curriculum 2023-2024

4 1Mat-1.1 A. B	4 1Mat-1.2 KBA	4 1Mat-1.3 R B +1		
3 1Fre-2.1 CBD	3 1Fre-2.2 JK	3 1Ger-2.3 DOREGAN	3 1Ger-2.4 MOF	3 1LS-2.5 B N I G
4 1Iri-3.1 SMCE	4 1Iri-3.2 B N I G	4 1Iri-3.3 MH	4 1LS-3.4 NOT SET	
2 1Tech-4.1 JW		2 1HmEc-4.2 MOB	2 1Sci-4.3 E GALVIN	
2 1Sci-5.1 EOS		2 1Tech-5.2 JW	2 1HmEc-5.3 MOB	
2 1HmEc-6.1 COLH		2 1Sci-6.2 JO'M	2 1Tech-6.3 JW	
1 1Mind-7.1 SM	1 1Spe-7.2 N CROWLEY	1 1Car-7.3 RS	1 1IT App-7.4 R B	

4 1Eng-A JN	4 1Eng-B NL +1	4 1Eng-C FOD	
3 1His-A NL	3 1His-B N.R	3 1His-C NL	
3 1Geo-A BD	3 1Geo-B BD	3 1Geo-C JEN. H	
2 1Bus-A M. KINGSTON +1	2 1Bus-B COD	2 1Bus-C N.R	
2 1Mus-A DH	2 1Mus-B JSU	2 1Mus-C DH	
	2 1HmEc-B MOB		
	2 1Sci-B JO'M		



<div style="background-color: #f9a825; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">3</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1Rel-A</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">MH</span>   </div>	<div style="background-color: #f9a825; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">3</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1Rel-B</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">SM</span>   </div>	<div style="background-color: #f9a825; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">3</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1Rel-C</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">EILEEN HARTE</span>   </div>	
<div style="background-color: #f06292; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1CSPE short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JOC</span>   </div>	<div style="background-color: #f06292; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1CSPE short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JN</span>   </div>	<div style="background-color: #f06292; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1CSPE short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">BD</span>   </div>	
<div style="background-color: #545454; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1SPHE short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">N CROWLEY</span>   </div>	<div style="background-color: #545454; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1SPHE short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JN</span>   </div>	<div style="background-color: #545454; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1SPHE short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">N.R</span>   </div>	
<div style="background-color: #4db6ac; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1PE Short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">LOF</span>   </div>	<div style="background-color: #4db6ac; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1PE Short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">LOF</span>   </div>	<div style="background-color: #4db6ac; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1PE Short</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">LOF</span>   </div>	
<div style="background-color: #81c784; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1VArt-A</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JOC</span> <span style="background-color: #c00000; color: white; border-radius: 50%; padding: 2px 5px; font-weight: bold;">+1</span>   </div>	<div style="background-color: #81c784; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1VArt-B</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JOC</span> <span style="background-color: #c00000; color: white; border-radius: 50%; padding: 2px 5px; font-weight: bold;">+1</span>   </div>	<div style="background-color: #81c784; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1VArt-C</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JOC</span> <span style="background-color: #c00000; color: white; border-radius: 50%; padding: 2px 5px; font-weight: bold;">+1</span>   </div>	
	<div style="background-color: #fff176; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">1Tech-B</span>   <span style="border: 1px solid black; border-radius: 15px; padding: 2px 5px;">JW</span>   </div>		

Students study the following subjects.

**Examination Subjects**

- Irish
- Maths
- English
- History
- Geography
- French/German
- *Science*
- *Home Economics*
- *Business Studies*
- *Music*
- *Art*
- *Technology*

**Non-Examination subjects**

- Religious Studies
- PE--Wellbeing
- Computers--Wellbeing
- SPHE--Wellbeing
- Learning to Learn -- Wellbeing
- FUSE programme – Wellbeing
- LIFT -- Wellbeing
- CSPE--Wellbeing

Learning Support is provided to students who are exempt from Irish and Language on the timetable opposite these times.

A	2A 42	B	2B 42	C	2C 42	D	2D 42	E	2E 23	F	2F 2	G	2G 42
	4 2Mat-1.1 RB	4 2Mat-1.2 A. B	4 2Mat-1.3 KBA	4 2Mat-1.4 FOD	4 2Mat-1.5 WB							4 2Mat-1.6 E GALVIN	
	4 2Iri-2.1 MH	4 2Iri-2.2 SMCE	4 2Iri-2.3 P.O.D	4 2Iri-2.4 B N I G	4 2LS-2.5 K.O.C								
	3 2Ger-3.1 MOF	3 2Ger-3.2 DOREGAN	3 2Fre-3.3 LM	3 2Fre-3.4 CBD	3 2LS-3.5 NOT SET								
	4 2Eng-4.1 FOD	4 2Eng-4.2 JN	4 2Eng-4.3 NL	4 2Eng-4.4 JK									
	1 2Lea-5.1 P.O.D	1 2Fuse-5.2 AF	1 2Lif-5.3 N.R	1 2GM-5.4 RS									
	4 2Bus-6.1 M. KINGSTON	4 2Sci-6.2 EOS	4 2Sci-6.3 JO'M	4 2VArt-6.4 AF	4 2HmEc-6.5 MOB								
	4 2Bus-7.1 BH	4 2Tech-7.2 JW	4 2Mus-7.3 JSU	4 2Sci-7.4 E GALVIN	4 2HmEc-7.5 COLH								
	4 2Bus-7.1 BH	4 2Tech-7.2 JW	4 2Mus-7.3 JSU	4 2Sci-7.4 E GALVIN	4 2HmEc-7.5 COLH								
	4 2Bus-8.1 NG	4 2Tech-8.2 JW	4 2Sci-8.3 E GALVIN	4 2VArt-8.4 JOC	4 2HmEc-8.5 COLH								
									2 2Pas-9.1 EOS				
												2 2HmEc-10.1 MOB	
												8 2Com-11.1 NOT SET	
												8 2Lit-12.1 N.R	
												8 2Lif-13.1 B N I G	



Students study the following subjects.

**Examination Subjects**

- Irish
- Maths
- English
- History
- Geography
- French/German

**Non-Examination subjects**

- Religious Studies
- PE--Wellbeing
- SPHE--Wellbeing
- CSPE—Wellbeing

**Third Year Curriculum 2023-2024**

A	3A 42	B	3B 42	C	3C 42	D	3D 42	E	3E 21
	5 3Mat-1.1 CL	5 3Mat-1.2 A. B	5 3Mat-1.3 HS	5 3Mat-1.4 DP +1	5 3Mat-1.5 MOF				
	4 3Ger-2.1 DOREGAN	4 3Ger-2.2 MOF	4 3Fre-2.3 JK	4 3Fre-2.4 CBD	4 3LS-2.5 K.O'C				
	4 3Eng-3.1 N CROWLEY	4 3Eng-3.2 JN	4 3Eng-3.3 JK	4 3Eng-3.4 CBD					
	4 3Iri-4.1 SMCE	4 3Iri-4.2 LM	4 3Iri-4.3 MH	4 3Iri-4.4 P. O D	4 3LS-4.5 NOT SET +1				
	4 3Sci-5.1 CH	4 3Tech-5.2 JW	4 3Bus-5.3 M. KINGSTON	4 3HmEc-5.4 COLH	4 3Sci-5.5 EOS				
	4 3Bus-6.1 COD	4 3Sci-6.2 DP	4 3Tech-6.3 JW	4 3VArt-6.4 JOC					
	4 3Mus-7.1 DH	4 3Sci-7.2 E GALVIN	4 3VArt-7.3 AF	4 3HmEc-7.4 MOB	4 3Bus-7.5 M. KINGSTON				

# Sacred Heart Secondary School

A	3A 42	B	3B 42	C	3C 42	D	3D 42	E	3E 21
	3 3His-A NL	3 3His-B P.O.D	3 3His-C NL	3 3His-D BD					
	3 3Geo-A JEN. H	3 3Geo-B BD	3 3Geo-C BD	3 3Geo-D JEN. H					
	3 3Rel-A SM	3 3Rel-B EILEEN HARTE	3 3Rel-C SM	3 3Rel-D SM					
	1 3CSPE-A SMCE	1 3CSPE-B JN	1 3CSPE-C B N I G	1 3CSPE-D JSU					
	1 3SPHE-A AF	1 3SPHE-B MOB	1 3SPHE-C AF	1 3SPHE-D AF					
	2 3PE-A KBA	2 3PE-B LOF	2 3PE-C WB	2 3PE-D LOF					

## Senior Cycle Curriculum Provision

### Fifth Year Curriculum

Students study the following subjects.

#### Examination Subjects

- Irish
- Maths
- English
- French/German

#### Non-Examination subjects

- Religious Studies
- PE
- SPHE/RSE
- Guidance

#### **Optional Subjects (students choose 3)**

Biology/Chemistry/Physics/Accounting/Business/Economics/Home Economics/Music/Art/Technology/Computer Science/History/Geography/ Agricultural Science/ Physical Education

LCVP was also offered during 2023-2024

*Provision exists in rule 46 of 'Rules and programme for Secondary Schools' for exemption from Irish in limited specific circumstances.*

# Fifth Year Curriculum 2023-2024

A	5A 42	B	5B 42	C	5C 42	D	5D 36	E	5E 15
	5 5Iri-1.1 SMCE	5 5Iri-1.2 P.O.D	5 5Iri-1.3 MH	5 5LS-1.4 NOT SET					
	6 5Eng-2.1 N CROWLEY	6 5Eng-2.2 FOD	6 5Eng-2.3 JN +1						
	6 5Mat-3.1 A. B	6 5Mat-3.2 CL	6 5Mat-3.3 R B	6 5Mat-3.4 HS +1					
	5 5Fre-4.1 CBD	5 5Fre-4.2 JK	5 5Ger-4.3 DOREGAN	5 5Geo-4.4 JEN. H					
	2 5Rel-5.1 SM	2 5Rel-5.2 MH	2 5PE-5.3 WB	2 5PE-5.4 KBA					
	2 5Ent-6.1 COD	2 5Ent-6.2 NG	2 5Rel-6.3 SM	2 5Rel-6.4 MH					
	1 5Ent-7.1 COD	1 5Ent-7.2 NG	1 5RSE-7.3 AF	1 5Rel-7.4 EILEEN HARTE					
	5 5Geo-8.1 BD	5 5Bio-8.2 EOS	5 5Phy-8.3 DP	5 5Eco-8.4 BH	5 5Hom-8.5 MOB				
	5 5Bio-9.1 E GALVIN	5 5Acc-9.2 M. KINGSTON	5 5Art-9.3 JOC	5 5PE-9.4 CL	5 5His-9.5 P.O.D				
	5 5Bus-10.1 NG	5 5Che-10.2 CH	5 5Tec-10.3 JW	5 5Bio-10.4 EOS	5 5Mus-10.5 DH				





2	6Rel-8.1	EILEEN HARTE	2	6Rel-8.2	SM	2	6Rel-8.3	MH						
2	6Ent-9.1	COD	2	6PE-9.2	KBA	2	6PE-9.3	WB						
5	6Phy-10.1	DP	5	6Hom-10.2	MOB	5	6Bio-10.3	EOS	5	6AgSci-10.4	HS	5	6His-10.5	P.O.D

## Leaving Certificate Vocational Programme Option

- In schools offering the Leaving Certificate Vocational Programme (LCVP), students commencing fifth year may now access the LCVP Link Modules, (Preparation for the World of Work and Enterprise Education) without meeting the vocational subject grouping criteria or the Modern European Language (MEL) requirements set out in Circular Letter 0040/2013. These requirements no longer apply for students opting in to the LCVP programme. In addition to taking seven examination subjects, they study two link modules: **Preparation for the World of Work and Enterprise Education**.
- Both of these subjects are examined in the May of Leaving Certificate by: **A written examination 40% and a portfolio 60%.**
- Student are awarded **distinction** 80%- 100% **Merit** 65%- 79% **Pass** 50%-64%

## Leaving Certificate Applied Curriculum Provision

The Leaving Certificate Applied is a distinct, self-contained two-year Leaving Certificate programme aimed at preparing students for adult and working life.

The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge. The programme focuses on the talents of each student and helps students apply what they learn to the real world.

The two-year programme consists of four half-year blocks called sessions. Achievements are credited in each session.

### The courses

Courses are offered in three main areas:

1. Vocational preparation, involving work experience, enterprise and communication.
2. General education, offering life skills, the arts, social education, leisure and language.
3. Vocational education.

### Course structure

Each course **consists of a number of modules**. Each module takes place over half a year. There is also a wide range of practical courses, called vocational specialisms, from which the student can choose.

## Assessment and examinations

Assessment is continuous throughout the course and there is a final examination.

Assessment takes place on the completion of modules and practical activities that allow the student to integrate the learning from different courses.

The final examination must be taken in the following areas:

- English and communication
- Two vocational specialisms
- Mathematical applications
- Language
- Social education.

There are written and oral examinations in all languages. There are practical examinations in the vocational specialisms. The written examinations take place in June, at the same time as the examinations for the established Leaving Certificate.

### The certificate awarded.

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels:

Level	Marks and Credits Required
Pass	60-69% (120-139 credits)
Merit	70-84% (140-169 credits)
Distinction	85-100% (170-200 credits)

Candidates who get less than 60% (120 credits) or who do not complete the course are awarded a record of experience.

A pass in the Leaving Certificate Applied is the equivalent of 6 Grade Ds at Ordinary Level in the established Leaving Certificate.

### Eligibility for further education and third-level courses

A student who has been awarded the Leaving Certificate Applied can go on to a very wide range of *Post-Leaving Certificate courses (PLCs)*. These are available in local post-primary schools and colleges.

The PLC courses can lead on to a National Certificate Level 2 (FETAC Level 2). These are generally one-year full time courses. There are also some part-time courses that can be taken over a longer period.

There are more than 50 awards available in five broad areas - Art/Design, Business, Science, Services/Leisure and Communications/Media studies.

Students with the Leaving Certificate Applied cannot gain direct entry through the Central Applications Office (CAO) system to the universities or Colleges of Technology.

However, those who get a Further Education and Training Awards (FETAC) Level 2 award can be eligible for some third-level courses in the Institutes of Technology and through these to some degree programmes.

Students cannot go directly to nursing but may be eligible to apply as a mature student with certain FETAC qualifications or relevant experience.

Students with the Leaving Certificate Applied can also go on to FÁS Apprenticeship programmes. Many students go directly to employment.

### Leaving Certificate Vocational Programme

Each student undertakes a compulsory double period per week, although subject combination does not permit some students to participate fully. LCVP students take a minimum of five Leaving Certificate subjects. Two of these must be selected from one of the Vocational subject groupings. They are required to take a course in a modern Language, Irish and three link modules: Preparation for Work, Work Experience and Enterprise Education. Typically, an LCVP student will take seven Leaving Certificate subjects plus the Link modules.

Vocational Subject Groupings are grouped into the specialist groupings subjects which complement one another naturally, and the services groupings-subjects which complement one another in a commercial context.

### **SPECIALST GROUPINGS**

- Constructions Studies or Engineering or Technical Drawing
- Physics and Construction Studies or Engineering
- Agricultural Science and Construction studies or Engineering
- Ag. Science or Chemistry or Physics (any two)
- Home Econ. And Ag. Science or Biology
- Home Econ. And Art

- Accounting and Business
- Biology or Chemistry or Physics (any two)

## **SERVICE GROUPINGS**

- Engineering and Business or Accounting
- Construction Studies and Business or Accounting
- Home Econ. And Business or Accounting
- Ag. Science and Business or Accounting
- Art and Business or Accounting
- Music and Business or Accounting

### Leaving Certificate Applied Programme

#### **Vocational Preparation**

Vocational Preparation & Guidance

English & Communication

Enterprise Education

#### **Vocational Education**

Mathematical Applications

Active Leisure Studies

Office Administration

#### **General Education**

- |                                       |                          |
|---------------------------------------|--------------------------|
| • Arts Education: Visual Art or Music | • Office Administration  |
| • Social Education                    | • Science                |
| • Irish                               | • Religion               |
| • Modern Language (Spanish)           | • Co-ordination/tutorial |

Students are timetabled with their year group for Religion.

### Leaving Certificate Applied Curriculum 2023-2024

English	Maths	Irish/Spanish	Active Leisure
Science	Office Admin.	Social Education	Religion

Vocational Preparation  
IT Leisure

























Enterprise  
Craft

Art

### ALC 2023-2024

4 9Comp-1.1 DOREGAN	4 9LS-1.2 K.O'C
1 9PArt-2.1 AF	1 9Voc-2.2 CBD

A 9A 42	B 9B 5
4 9Sci-A EOS	
1 9Tut-A CBD	
2 9Ent-A M. KINGSTON	
1 9Voc-A RS	
4 9Eng&C-A N CROWLEY	

5	9Soc-A	JEN. H	  
2	9Art-A	JSU	  
2	9Lei-A	KBA	  
2	9Int-A	A. B	  
4	9Mat-A	MOF	  
4	9Cra-A	AF	  
2	9Rel-A	NOT SET	  
4	9Off-A	M. KINGSTON	  

## Transition Year

Transition Year is a one-year, school-based programme between Junior Cycle and Senior Cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more *dependent* learning of the Junior Cycle to the more *independent* self-directed learning required for the Senior Cycle.



All second-level schools have the option of offering the Transition Year programme to their students and currently around 530 schools are doing so - this represents approximately 75 % of all Irish schools. The Transition Year programme follows the **Junior Cycle** and is generally seen as the first year of a three-year **Senior Cycle** programme. However, Transition Year is not the first year of the **Leaving Certificate programme** which is a two-year cycle.

## **Aims of the Transition Year programme**

The Transition Year offers students an opportunity:

- To engage in independent, self-directed learning,
- To develop general, technical and academic skills
- To mature and develop without the pressure of an examination.

## **Transition Year Curriculum 2023-2024**

Students are also assessed on completion of their work experience, Cappanalea, Folder of Achievement, Participation in extra-curricular activities (5) and also receive credits for Attendance and punctuality.

Teachers have the chance to design programmes and courses tailored to the needs and interests of students. Parents, the community and local enterprise can bring new kinds of learning opportunities to the students.

Students get the opportunity to sample a wide range of subject areas and can make more informed choices about the kind of Leaving Certificate programme they want to follow after the Transition Year. Transition Year is optional and admission criteria vary from school to school.

## **Assessment and Certification**

There is no end-of-year state examination in the Transition Year - a decision made by the Department of Education and Science to ensure that the focus of the year was learning led rather than exam driven. However, SHSS has formal written Christmas and Summer examinations in the Core subjects of English, Maths, Gaeilge and French/German. Three reports are posted home during the year. The first report in November records the results of the Module 1 rotation subjects. The 2<sup>nd</sup> Report at Christmas records the results of the Christmas Core examination results and the results from the Module 2 rotation subjects. The final report at Summer records the results of all subjects inclusive of the summer examinations in the core subjects. The activity-based learning ethos of the year requires each school to engage in school-based assessment,

which helps students to identify their own strengths and weaknesses, as well as develop the skills of self-assessment and reflection. Assessment is ongoing, with portfolio assessment, project work, and exhibitions of students' work. Oral aural, practical and written activities all form part of this assessment process. Since 2000, the Department of Education and Science has issued an official Transition Year Certificate to participants in addition to schools providing their own school-based certification.

The school introduced a credit-based system of Assessment in 2011-2012. Based on the credits awarded to the students they will receive a pass merit or distinction at the end of the year.

### Transition Year 2023-2024

A	4A 42	B	4B 42	C	4C 42	D	4D 29	E	4E 5
	4 4Mat-1.1 A. B	4 4Mat-1.2 CL	4 4Mat-1.3 HS	4 4Mat-1.4 KBA					
	2 4Geo-2.1 JEN. H	2 4Mus-2.2 DH	2 4Eco-2.3 BH	2 4Sel-2.4 WB					
	4 4Ger-3.1 DOREGAN	4 4Ger-3.2 MOF	4 4Fre-3.3 JK	4 4Fre-3.4 LM	4 4LS-3.5 B N I G				
	4 4Iri-4.1 B N I G	4 4Iri-4.2 MH	4 4Iri-4.3 SMCE	4 4LS-4.4 K.O'C					
	1 4Pol. & NL	1 4Lift-5.2 N.R	1 4Mal-5.3 R B	1 4Public N CROWLEY					
	2 4Bus-6.1 NG	2 4Acc-6.2 M. KINGSTON	2 4Tou-6.3 JEN. H	2 4His-6.4 EILEEN HARTE					
	3 4Aqua & WB	3 4Art out JOC	3 4Textiles-7.3 COLH	3 4HmEc-7.4 MOB					
	2 4Wellbeing- AF	2 4Che-8.2 CH	2 4Bio-8.3 JOM	2 4Inf-8.4 DP					

2 4Com-9.1 RB	2 4Phy-9.2 DP	2 4Tec-9.3 JW	2 4HmEc-9.4 MOB
2 4PE-10.1 LOF	2 4Fil-10.2 WB	2 4Sustain-10.3 RB	2 4AgSci-10.4 E GALVIN
2 4Choir-11.1 DH	2 4Dance-11.2 WB	2 4Spe-11.3 DOREGAN	
1 4Jou-12.1 CBD	1 4Scien. & E GALVIN	1 4GB-12.3 SMCE	1 4GreSch-12.4 K'O'C
2 4GAA Lead- KBA	2 4Min-13.2 NG	2 4YSI-13.3 DOREGAN	2 4Art-13.4 JOC

A	B	C	D
4A 42	4B 42	4C 42	4D 29
4 4Eng-A N CROWLEY	4 4Eng-B JN	4 4Eng-C EILEEN HARTE	
1 4Google -A DOREGAN	1 4Google -B N CROWLEY	1 4Google -C CL	
3 4Rel-A SM	3 4Rel-B EILEEN HARTE	3 4Rel-C EILEEN HARTE	
1 4SPHE-A AF	1 4SPHE-B AF	1 4SPHE-C AF	
1 4Wor-A RS	1 4Wor-B RS	1 4Wor-C RS	
1 4Tut-A DOREGAN	1 4Tut-B N CROWLEY	1 4Tut-C CL	

## Key School Policies.

### ***Policy***

**Assessment Policy**

**Attendance Policy**

**Enrolment Policy**

**Guidance Policy**

**Mission/Aims/Objectives**

**Health and Safety Policy**

**Substance Misuse Policy**

**Crisis Incident Response Policy**

**Computer Usage**

**Pastoral Care Policy**

**Student Care Policy**

**Placement of students in class policy**

**Anti-Bullying Policy.**

**Code of Behaviour Policy**

## Review and Evaluation Practice.

**(Review and evaluation practices are covered in the earlier section on the SDP structures)**

# PART 2: Developmental Section

## Factors Governing Sacred Heart Secondary School's Needs.

The following is a list of the factors that govern the needs of SHSS. Our needs derive from a set of factors. Each factor influences a unique set of challenges/demands on the school. Many of these factors are driven by legislation, primarily focused on the direction that emanates from the Education Act. Other factors that govern the school's needs arise from the unique cohort of students, parents and staff that are present in the school at any one time. In particular it is their cumulative and unique contributions and expectations that determine the particular set of circumstances that exist in the school. It is indeed then these circumstances that shape the specific factors governing the school's needs at any one moment in time. As a result, the needs of the school exist primarily as a consequence of attempting to meet such legislative obligations. In all cases it is the implications of each factor that influences the ever-changing needs of this and any school. (Not in any particular order and not intended to be a fully comprehensive list.)

- The Education Act
- The Education Welfare Act
- Vocational Education (Amendment) Act 2001
- DES Funding
- Whole School Evaluation
- Subject Inspection
- Curriculum and Syllabi Changes
- The Ethos, Mission, Aims and Objectives of the School.
- In-service and Teacher Training.
- International Students
- Students with Special Educational Needs.
- School Development Planning
- The Board of Management
- The Parent's Council
- The Student's Council
- The Trustees of the School
- The Physical Resources and Facilities to deliver Teaching and Learning.
- The Human Resources available to deliver Teaching and Learning.
- The Socio-economic Dynamic of the Student Body
- Socio-Cultural Shifts in Society.

## **Student Support Services**

The school provides a diversity of services that are intended to support the ever-changing needs of students. Student support services include a variety of formal and informal practices that help to meet the needs of our students. These services are provided to help and guide each student to reach their full potential. While every effort is made to ensure this, there is a responsibility on each student to engage with these services so they can benefit from them.

The following is a list of the student support services available at SHSC.

### **Pastoral Care.**

The pastoral care system is central in the whole school approach to the development and progress of each student.

The role of the Subject Teacher is central to our Pastoral Care System. This role is enacted in each and every class.

Each student in a year group has a Year Head - takes overall care of student in the year in terms of needs, discipline issues, studies, contact with parents etc. Liaises with tutors, SPHE teachers, guidance counsellor and subject teachers.

Each Junior Cycle class group has a class tutor - they are the main contact person for the students.

The Deputy Principal and Principal support the pastoral care system while emphasising the ongoing development of a positive, affirming atmosphere in the college, in line with the college ethos and vision.

In addition to the formal roles of subject teacher, class tutor, year head, deputy principal and principal within the pastoral care system the following are some key aspects of the pastoral care system.

Each student has access to a member of staff who cares for her.

Opportunities for the celebration of achievements are provided.

Assistance is offered to students who need help, or who have learning difficulties, in accordance with resources provided to the school.

Students have opportunity to discuss concerns.

A sense of community in Year groups is built up.

Students are given opportunities to show initiative, use abilities and be responsible.

Assemblies are generally positive in character and are used as a forum for recognition and affirmation.

We promote active and positive use of leisure time by encouraging students to become involved in the many Extra-Curricular activities offered by staff.

### **Guidance Counsellor.**

Either formally or informally, all staff provide guidance to pupils, on a wide diversity of issues as they progress through secondary school. This guidance is varied and includes advice on how best to approach an exam, how to perform a scene in our school musical, to the private word of encouragement offered at the end of a class and much more. Rosemarie Sexton is the school's guidance counsellor who provides student support, student care and student welfare

while offering career advice, third level information and career pathways, post-secondary school.

### **Chaplaincy service.**

While the school does not have a full-time chaplain, chaplaincy services are delivered by Fr. Brendan Hanley and Betty Ethane. They provide an important pastoral service for the whole school community, including:

Spiritual Direction

Pastoral counselling

Support in crises

Trauma Management

Bereavement Support

Liturgical Celebrations

Prayer Experiences

Critical Incident Management

### **Counselling:**

Support troubled members of the school community in times of need.

Listen carefully and supportively.

Offer advice on many areas / issues.

Students attending the school's counsellor must have the Subject Teacher's permission to attend meeting with counsellor and must follow Appointment Procedure.

Any teacher who feels that a particular student needs or would benefit from a form of counselling should first consult with Class Tutor/ Year Head.



## Peer Support Education Programme.

The student mentoring system is a support service managed and run by student for students. Senior cycle students are trained every year in “Peer Support” by HSE staff Peer Mentoring is a form of **mentoring** that takes place between an older more experienced student and a new student(s). Peer Mentors should not be confused with **prefects**. Peer mentoring is a good way of practicing. **social skills** for the mentor and help on adapting and settling in for the mentored. Peer mentors may assist particular students with time management, study skills, organizational skills, curriculum planning, administrative issues, test preparation, goal setting, and grade monitoring. Additionally, such mentors may provide other forms of social support for the student, such as friendship, networking, and aiding the student's adjustment to school life. Fun activities such as twister, the weakest link, and talent competitions are also run to involve all students and to generate a community atmosphere.

## Resource and Special Education

The Sacred Heart Secondary School has a clear policy of inclusiveness and welcome to all students of all levels of ability. Our Special Education and Resource department embraces this policy in a very special way.

The needs of each student’s academic, emotional, pastoral and physical, are taken into consideration when organising timetables and staffing. The staff who work with our students who have special educational needs are dedicated teachers who provide a warm and caring working environment and who work with their students to enable them to achieve their utmost academically, while ensuring their scholastic experience is an enjoyable one.

## Learning Support

An entrance examination is undertaken early in the year of admission to assist the Special Needs Department in determining which students may have difficulties with Maths and/or English.

Learning Support is provided for students: -

- Who have been diagnosed with a specific learning difficulty.
- Who have been receiving extra help with English or Maths in

primary school.

- Who find the transition from primary to secondary education especially difficult.

Students who have been granted exemption from Irish in primary school continue with this exemption in secondary school. Extra Maths/English is provided at this time.

### **Student Assistants.**

The SA staff members provide invaluable supports to students with particular special education needs. Such supports ultimately allow them to integrate into their secondary school along with their peers and be part of an accepting fully integrated community of students.

### **Student's Council.**

The student's council is a vehicle for channeling the voice of the students to school management on issues relevant to their education. The council is comprised of a Chairperson, Treasurer, Secretary, Sixth Year representative, Fifth Year representatives,

Fourth Year representatives, Third Year representatives, Second Year representatives, and First Year representatives. The council existence within the school is an important statement as it declares that this is a listening school, an inclusive school and one that values and promotes partnership.

### **Extra and Co-Curricular Activities.**

The voluntary contribution made by the teachers in the area of extra and co-curricular activities provides all students with many opportunities to belong to an extended family of teams. Such school activities provide many benefits to the life and culture of our school including the opportunity and platform for students to express themselves, as young developing adults, in ways that a restricted curriculum does not always provide. Extracurricular activities contribute to a balanced, dynamic and rounded educational experience that the classroom by itself, simply cannot provide.

Significant opportunities arise for developing positive student-teacher relationships. They provide opportunities for many students to attain success in other spheres of school life, apart

from the academic opportunities. Such activities help to eliminate and reduce the frustration amongst all students, but particularly those who are most vulnerable, i.e., the academically weak and the behaviourally challenged student. Such students, often without their own understanding use these activities as a pressure release for their frustrations and inner difficulties as adolescents. The knowledge that their school week is broken up by an activity, which they particularly enjoy, contributes much to their acceptance of themselves and their school. These activities, allow teachers and schools a platform to encourage students to “buy in”, to all the demands that modern school life, places on all members of the school community. Such activities provide students with different challenges that do not exist in the formal curriculum. It teaches them how to manage the disappointments of defeat as well as providing students a platform to learn and manage the secrets of success.

The following is a list of activities provided by staff and school to all students.

School Musical

Ladies Football

Camogie

Hockey

Basketball

School Orchestra

Traditional Music Group.

Green Schools

Public Speaking

Debating

Quiz

Inter-County Horse Trials

Chess

Bell Chanto Choir

## **The Curriculum.**

All subjects are taught with care and compassion in mind. Special attention is always given to the overall welfare of the student, and this is formally channelled into the weekly year head/care team meetings. Opportunities arise in all classes to promote the self-esteem and worth of all students, to develop positive relationships and to generate a sense of inclusiveness and family in the school community. In particular the subjects of Physical Education, Religious Education, Guidance, CSPE and SPHE become key elements in the school's promotion of wellbeing while acting simultaneously as part of the school's strategy in preventing critical incidents from occurring. SPHE is a key element of the school's preventative work. SPHE support the physical, mental, emotional, social and spiritual development and wellbeing of all members of the school community. Modules within the SPHE programme including, Belonging and integrating, Self-management, Communication skills, Physical Health, Friendship, Relationships and sexuality, Emotional health, Influence and decisions, Substance use and Physical safety.

## **Formal School Policies and Procedures**

The school has in place a vibrant school development planning team. The primary focus of this team is to develop and review formal school policies that are designed so that all members of the school community are protected and supported. Partnership is central to the process as all policies are developed with the contributions of all partners. All policies are student focused and have at their heart the needs and development of the student community.

- Enrolment Policy
- Anti-bullying Policy
- Pastoral Care Policy
- Code of Behaviour
- Student Support Policy
- Attendance Policy
- Substance Misuse Policy
- First Year Induction Programme
- Critical Incident Policy

- **Parents Association.**

The school has an active parents' association. An AGM is held in late September when a committee is selected, this includes at least two parents from each year group. The executive is then nominated from the committee.

The committee meets once a month and has as its focus to promote the interests of the students. It represents the parent body at formal functions; offers advice to the principal and the board and engage in activities which will promote the involvement of parents. They are actively involved in fund raising and arrange speakers on a range of topics that they are relevant to the parenting of teenagers.

#### **Ciste don Todhchaí.**

Every effort is made to ensure that no student is at a disadvantage due to economic circumstances. Financial support is provided for books and uniform, educational trips are paid for from '**Ciste don Todhchaí**' This is a fund that was set up in the school by the 6<sup>th</sup> years students and in conjunction with Betty Keohane RE department and Mary Wycherley the then Deputy principal. Leaving Cert students fund raise as part of their sixth-year retreat/walk this money is then presented to the school to meet the needs of students and to ensure that no student is deprived of the co-curricular or cross curricular trips due financial constraints.

#### **St. Vincent de Paul.**

In extreme circumstances St. Vincent, de Paul will be notified. We have a very good relationship with the VDP and communicate with them on a regular basis. We inform of the students or families that may be in need of assistance. They give us gift vouchers every Christmas to distribute to the girls of families that they are supporting. They have assisted us in providing finance for additional teaching hours for MEC students who arrive to us late in the school term. We have also asked their assistance in the funding of educational assessments when we have exceeded our yearly quota and we have students for disadvantaged backgrounds in great need of assessment.

# ***List of Sacred Heart Secondary School's Development Priorities***

Each year SHSS draws up a new set of priorities at the beginning of the school year. As well as this Sacred Heart has a vision for the implementation of priorities in the medium and long term.

## **List of Sacred Heart Secondary School's Development Priorities 2023-2024**

Each year SHSS draws up a new set of priorities at the beginning of the school year. The following are the agreed priorities for the school year 2022/2023.

### SHSS's Developmental Goals.

Sacred Heart Secondary School maps its course of action yearly through the formulation of specific developmental goals. These developmental goals guide the main business of planning for the academic year. The developmental goals arise through a process of review and consultation with all staff members. A number of specific action plans are designed as a means of fulfilling the goals of the school. All staff are invited to part of specific committees that take responsibility for the implementation of the action plans.

### SHSS's Action Plans.

Review and evaluation of action plans are conducted on a periodic basis. Each action plan has specific guidelines that outline in detail, the personnel responsible for its completion, how it is to be completed, when it is to be completed for and its timetable for review. A specific template from which all action plans are designed is utilised to bring uniformity to the process. (see written action plans)

Staff surveys are conducted so as to provide feedback on priorities that require implementation as well as providing comment on the progress and success of current action plans.

## **SHSS Developmental Priorities 2023-2024**

Development of a Wellbeing Framework and Whole School Wellbeing Plan
Building project
SSE 2023-2024. Inclusion
Implementation of the Wellbeing Policy (staff wellbeing)
<b>Teaching &amp; Learning</b>
Creating and embedding Inclusive Practice in the Classroom
Instructional Leadership
Approach to Homework
<b>Policies</b>
Review of Child safeguarding Policy
Anti-Bullying Policy Review
Review of Code of behaviour Policy
Dignity in the workplace Policy Review
Admission Policy Review and Admissions
SEN Policy Review