



**LIOSMÓR MOCHUDA NATIONAL SCHOOL**  
*Big Trees from Small Acorns Grow*

# School Plan

Liosmór Mochuda School Plan, following guidance for the Department of Education and Skills guidelines, was formulated by the teachers in Liosmór Mochuda National School and amended by the Parents Teachers Association and the Board of Management.

## **What is a School Plan?**

The School Plan is a statement of the educational philosophy of the school, its aims and how it proposes to achieve them. It deals with the total curriculum and with the organisation of the school's resources, including staff, space, facilities, equipment, time and finance. It includes the school's policies on such key issues as: pupil assessment, special needs, record-keeping, staff development, teachers' preparation, homework, the code of behaviour, home-school links, equal opportunities in the curriculum for girls and boys, intercultural education, health and safety standards.

The following are regarded as important features of schools which are effective:

- purposeful leadership by the principal
- curriculum planning and development
- appropriate communication structures
- teacher/classroom preparation
- intellectually challenging teaching
- an environment in the classroom which is conducive to learning
- a positive climate
- parental involvement
- assessment and record keeping
- consistency in the implementation of agreed policies.

## **School Philosophy and Aims:**

### **The School Ethos:**

Under Church of Ireland management, this school sees its role as providing a happy and secure environment where children are encouraged to enjoy learning.

While the majority of the pupils come from the Church of Ireland community, the school includes pupils from other religious persuasions and they learn to respect the ethos of each other's background.

Care is taken to discover and promote each pupil's strengths and abilities. Encouragement is the key to building confidence - a fundamental necessity for happiness and success in life.

Parents are always welcome at Liosmór Mochuda and they are encouraged to be actively involved in all aspects of school life.

The teachers enjoy the challenge of teaching. In teaching the Revised Curriculum, great efforts are taken to include an awareness of, and an interest in, the world about us.

## **Communication:**

Liosmór Mochuda National School operates an easy communication system between children, parents, teachers and the Board of Management.

Children are encouraged to have the confidence to express themselves politely to their peers and to adults.

Parents speak informally to teachers on a regular basis and formally at meetings or by appointment. Parents collectively use the parent / teachers association as a forum for discussion and communication. Parents make representations to the Board of Management through their elected parent representative or through the P.T.A. The parents are updated on different activities happening in school via text messages. Parents can view the school website to see different activities that the children have been involved in; they also receive a newsletter booklet twice a year with details and images of school activities. The parents are regularly invited to the school to view presentations of work or attend church services the children are involved in. A P.T.A. is also in place and runs fundraisers and organises parent's events.

Teachers discuss school business with each other at lunch time, after school and at times designated by the Department of Education and Skills. Teachers are members of the P.T.A and the Board of Management. These are positive thinking groups in which information is relayed and communication is paramount.

The Board of Management is composed of the Chairperson, the Bishop's nominees, the teachers, the community representatives and the parents' representatives. The contribution of each is valued and the good of the school is upheld. B.O.M. members meet at least once a term and are made aware of the need for attendance and confidentiality. They are kept updated by the Principal's Report and newsletters. They each have roles and responsibilities.

## **Management Structure - November 2015:**

**Patron:** The Right Reverend Bishop Michael Burrows

### **Board of Management:**

#### **Patron's Nominees:**

Chairman                      Mr Brian Dungan  
Dean Paul Draper

#### **Teachers:**

Principal                      Miss Andrèa Quin  
Second teacher              Mrs. Helen Sheehan

#### **Parents Representatives:**

Ms. AnneMarie Reilly  
Mr. Michael Bowes

#### **Nominees elected by B.O.M. from the Wider Community:**

Ms Rachel Wilson-Ramasamy  
Mr. Perry Leary

**Staff:**

Principal Teacher	Miss Andrèa Quin
Second Teacher	Mrs Helen Sheehan
Special Education Teachers	Ms Anne McCarthy and Ms. Anne-Marie Moloney
Secretary	Mrs. Maro Kingston
Cleaner	Mrs Gitana Dmitrova
Caretaker	

**Liosmór Mochuda National School Philosophy:**

In formulating our school philosophy and reflecting on our ethos a view was taken of the true purpose of education and how Liosmór Mochuda National School plans to achieve this.

Liosmór Mochuda National School recognises the:

- uniqueness and importance of every human being
- potential for growth and development that exists in each person
- acceptance of diversity among people
- importance of developing a positive self-concept in each individual the promotion of gender equality in all aspects of school life
- cultivation of opportunities for social participation
- importance of fostering co-operation.
- place of the school in the community
- expectations of the school's community.

**Liosmór Mochuda National School Aims:**

Liosmór Mochuda National School aims to promote the intellectual, physical, social, personal, spiritual, moral and aesthetic development of all its pupils. It aims to:

- Foster an understanding and critical appreciation of the values (moral, spiritual, religious, social and cultural) which have been distinctive in shaping Irish society and which have been traditionally accorded respect in society.
- Nurture a sense of personal identity, self – esteem and awareness of one's particular abilities, aptitudes and limitations, combined with a respect for the rights and beliefs of others.
- Promote excellence and equality in the development of the educational potential of all pupils, including those who are disadvantaged through economic, social, physical or mental factors.
- Develop knowledge, skills and attitudes, a spirit of inquiry, and the capacity to analyse issues critically and constructively.
- Develop expressive, creative and artistic abilities to the individual's full capacity.
- Foster a spirit of self-reliance, innovation, initiative and imagination,
- Promote physical and emotional health and well-being

- Provide pupils with the necessary education and training to support the country's economic development and to enable them to make their particular contribution to society in an effective way.
- Create tolerant, caring and politically aware members of society.
- Ensure that Ireland's young people acquire a keen appreciation of their local, national and European heritage and identity.
- Foster in pupils a global awareness and a sense of responsibility for the long-term care of the environment.

### **School Context Facts:**

- Pupils generally begin school at 4 years of age and finish at 12 years.
- Pupils generally come from middle income families. There are also families on social welfare.
- The school is located on North Mall, a quiet, town road, servicing private homes and the Church of Ireland Cathedral.
- Since Liosmór Mochuda National School is under Church of Ireland management children travel distances to attend school. The catchment area is Conna, Glencarin, Ballyduff, Cappoquin, Tallow, Lismore and Monatrim.
- The school was first opened in 1962. In 1990 the present permanent structure was built. A prefabricated structure was erected in 2002 to cater for a third classroom as well as Learning Support and Resource classrooms.
- The outside of the school is maintained by the school and from time to time a caretaker, the inside by a cleaner who comes daily. The Board of Management is responsible for repair and well being of the entire premises.
- Facilities available include 2 classrooms, secretarial room/office, toilet facilities (boys, girls and teachers), kitchenette, and resource/computer rooms.
- Equipment includes 10 computers, 8 laptops, interactive whiteboards, T.V., video, keyboard, tape recorder, videos, tapes, CD ROMs, sports equipment.
- There are 2 full-time teachers, 2 part time Special Education a part time secretary, caretaker and cleaner.
- The mainstream teachers are permanent. All teachers enjoy the diversity in teaching.
- The Board of Management is supportive, positive, collaborative and forward-looking.
- The parents as a collective unit are wonderfully helpful, thoughtful, interested and supportive.
- Parents generally wish their children to develop as whole people in a stress free environment. They expect them to be able to cope adequately when they go into secondary school. They wish their children to be happy and have gained a love of learning, respect for themselves and their environment and be self-motivated citizens.
- Children who live a long distance from the school generally avail of the school mini bus service or the plan D transport scheme. Children who live in or near the school usually walk to school or come by car.

### Impact of context factors;

- Liosmór Mochuda National School operates as a positive identity because people recognise the value of co-operation and support for each other.

### **Staff Development:**

#### Promoting Staff Development:

Staff are encouraged to:

- a) Keep in touch with new strategies for teaching through the internet, educational books, magazines and newsletters.
- b) Attend courses on various aspects of education.
- c) Accept responsibility for different areas of administration in the school
- d) Self evaluate their function as teacher and the efficiency of the system they use to promote educational development of pupils.
- e) Attend lectures by education speakers.

#### Teacher Evaluation:

Staff are encouraged to:

- a) Discuss difficulties in the classroom with other staff and consider new strategies for success.
- b) Use external assessment to correlate results with the wider community.
- c) Follow the policy of assessment as set out for Liosmór Mochuda
- d) Take part in a Whole School Evaluation

#### Implementation of Staff Development

- A Staff library is available in the office and Resource Rooms.
- Financial assistance from the Board of Management is requested when necessary.
- Time is made available for teachers to discuss their experiences etc. gained on courses.

### **Home-School Partnership:**

#### Parents as partners:

Parents are regarded as the primary educators.

Positive contribution by parents is invaluable and may include contributions in these areas

- a) Policy formation

- b) Decision making
- c) Problem solving
- d) Homework supervision
- e) Educational ideas
- f) Transport to functions
- g) Fund raising
- h) Raising school profile
- i) Advertising the school
- j) Supporting school activities
- k) Actively helping in the classroom (i.e. paired reading, craft, etc.)

### Strategies

- a) A climate of openness
- b) Easy communication (See Policies)
- c) An Active Parent Teachers Association
- d) Approachable parent representative for parents and teachers.
- e) Providing information in school letters.
- f) Access to school plan.

### Positive Co-Operation and Collaboration:

Parents:

- Adopt a positive co-operative attitude toward school and teachers
- Take an interest in their children's experiences at school
- Encourage and motivate their children
- Provide quality experiences for their children
- Regularly monitor homework
- Ensure regular school attendance and punctuality
- Take positive action to promote good behaviour.

### **School Evaluation:**

#### School Evaluation Policy

Staff are asked to:

- Self evaluate various curricular areas on an annual basis
- Discuss evaluation policy at staff meetings.
- Change the assessment techniques if deemed necessary or outdated.

### School Review

- Teachers, ancillary staff, parents and administrative Board of Management members are asked to write down areas which they regard as in need of review, and to present them to the Principal or Chairperson of Board of Management. The Principal or Chairperson would refer them to the P.T.A. or Board as deemed necessary.
- A Whole School Evaluation provides a forum for a school review.

### Pupil Assessment

- The junior teacher or the parents of the child will identify pupils with specific numeracy and literacy problems
- A diagnostic assessment carried out by the Special Education Teacher in Infants will identify children with literacy difficulties. The Special Education Teacher will then take that child out for special help in the specific area of difficulty.
- Where a child has special needs, the professional agency, which deals specifically with his/her need, will be approached and asked for guidelines to help that child.
- Meetings with parents about their children will facilitate the recognition of difficulties at an early stage.
- The Department of Education funds the purchase of national tests. These are administered by the teachers annually. The results are discussed with parents at the parent/teacher consultations in the Second Term.

### **Environmental Awareness and Care Plan:**

S.P.H.E. and S.E.S.E. lessons help highlight the importance of this subject in the lives of the children.

- Liosmór Mochuda National School aims to promote an awareness of school, local community, Irish and global environmental issues.
- Liosmór Mochuda National School will deal predominantly with topics where children's involvement can make a difference.
- The teachers have formulated a Green Schools Plan. Each year the teachers chose a theme or themes. Parents and friends of the school were invited to contribute to broadening the children's awareness of the theme.
- The theme or themes were introduced at different times of the year when it suited the teachers.
- The themes will deal with care of, preservation, growth, sustainability, interaction with the animal and plant kingdom, attitudes of people, transport, energy conservation etc.
- Teachers, after collaboration, choose the next theme.



## **Review of the School Environment:**

### **Energy Use and Conservation**

- Electric storage heaters heat the pre-fab., the rest of the school is heated by oil-fired central heating.
- The school has roof insulation throughout; the walls in the classroom are also insulated.
- The windows are single glazing.
- There are thermostatically controlled radiators in both classrooms.
- Tubular lighting is used.

### **Transport**

- Over 40% of the children travel to school on the school mini bus paid for by the parents.
- Parents help each other by sharing lifts.
- There are no facilities for parking bicycles.
- Some families avail of plan D.

### **Waste Generation and Recycling**

- Wheelie bins are put for collection by the Wiser/Quality.
- They go into a landfill one week and recycling and compost the next.
- There is some separation of recycling, rubbish and composting items.
- Children are encouraged to send aluminium cans, food cans, paper, cardboard, plastic and aero board to the recycling centre.
- Used clothes and mobile phones are collected at the school for recycling.
- There is a compost bin, recycling bin and rubbish bin in each room.

### **Toxic and Allergenic Substances**

- Cleaning agents are kept at school
- The empty containers go in the waste wheelie bin.
- Chemicals are stored safely in a locked cupboard.

### **Water Use and Conservation**

- A keen eye is maintained to ensure taps are turned off.
- The school is served by a metered mains supply and the meter reading reveals whether there are unseen underground leaks.
- The school pays water rates several times annually.

## School Grounds

- The school grounds are occasionally maintained by a caretaker. The children pick up litter and are encouraged to consider littering as anti social behaviour.
- Garden flowers are grown at school.
- Our school neighbours grow beautiful trees that enhance the school environment but these are monitored as they grow to reduce the risk of limbs falling.

## Litter

- There is not easy access to the public. In general people do not litter the school grounds. Occasionally matches, butt ends, alcohol bottles and cans are left. When this happens the Gardaí are alerted.
- Generally the children maintain a litter free playground.
- There are litterbins in the classrooms and a wheelie bin for litter.

## Action Plan:

- Liosmór Mochuda National School will continue to be part of the annual Lismore Spring Clean project.

## **Parish Involvement:**

- The Dean holds assembly weekly and helps organised regular events in the Cathedral which involved the school's pupils.
- The Cathedral is used for school assemblies from time to time, for Christmas services as well as other services during the school year.
- Members of the B.O.M. are also members of the community and of the parish.
- The Red Hall, which is a community hall, is run by parish members, is used by the school for school classes and events.

## **Relevant School Information:**

### **1. Enrolment of Children with Special Needs:**

The school has an enrolment policy in place. There are some additional factors which influence the enrolment of children with Special Educational Needs.

The Board of Management requests a copy of the child's medical and /or psychological report or where such a report is not available, to request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services

required. Following receipt of the report, The Board should assess how the school could meet the needs specified in the report. Where The Board deems that further resources are required, it should, prior to enrolment, request the Department of Education and Skills to provide the resources required to meet the needs of the child as outlined in the psychological or medical report.

These resources may include for example, access to or the provision of any or a combination of the following: visiting teacher service, Special Education Teacher, Special Needs Assistant, specialised equipment or furniture, transport services or other.

The school meets with the parents/guardians of the child to discuss the child's needs and the school's suitability or capacity in meeting those needs. If necessary, a full-case conference involving all parties may be held, which may include parents, principal, class teacher, Special Education Teacher or psychologist, as appropriate.

It may be necessary for Boards of Management to decide to defer enrolment of a particular child, pending:

- the receipt of an assessment report.
- the provision of appropriate resources by the Department of Education and Skills to meet the needs specified in the Psychological and/or medical report.

## **2. Pupils Transferring:**

Pupils may transfer to the school at the beginning of a new term only, subject to school policy, receipt of a fully completed enrolment form which includes reports (attendance and progress), letter of referral and assessments where applicable, available space and in some cases, the approval of the Department of Education.

An acceptable code of behaviour within the school is presented in the School Policy Document. In the enrolment form parents/guardians are required to endorse this code of behaviour on behalf of the enrolling pupil.

## **3. School Attendance:**

Children are encouraged to attend regularly as it promotes continuity in the educational programme, and children are not "left behind" in their schoolwork. When a child is absent, the parents/ guardians of that child must phone the office between 10.00 - 1.00 am, and send in an absence form to the teacher in accordance with the National Education Welfare Boards/T.U.S.L.A. requirement and relate the explanations for absences.

- When a child is absent for fifteen consecutive days, that child, automatically, is struck off the roll, unless an extenuating reason has been made known to the school.
- When a child is absent for an aggregate of twenty or more days during the school year, the principal has a legal responsibility to inform the National Education Welfare Board, now known as T.U.L.S.A., and relate the explanations for absences.
- When a child moves school, the enrolling school must inform the previous school that the child has been registered.

The Roll book and the Attendance book are filled out on a daily basis. The Department of Education allocates 10 minutes for such.

The Principal checks the roll book, and makes returns to the Department of Education when required.

#### **4. Organisation of Pupils for Learning Purposes:**

There are two classrooms:

- Junior Room: Junior and Senior infants, First and Second classes.
- Senior Room; Third, Fourth, Fifth and Sixth classes.

A classroom/cabin for Special Needs Education, computer, games, science, art and craftwork is available. In this area there is also a little kitchenette.

#### **5. Religious Education Policy:**

Liosmór Mochuda National School meets the needs, and reflects the ethos of the Church of Ireland and related Protestant communities within Lismore Union of Parishes. Religion is regarded as a way of life that links people rather than segregates them. Through bible stories, the teachers focus on the love of God and how that love affects people.

The "Follow Me" programme is taught throughout the school. Values of honesty, charity, kindness, patience and personal responsibility are encouraged.

##### **Aims:**

To enable children to:

- Develop a knowledge and understanding of beliefs, worship and witness of the Christian faith, and in particular of the Church of Ireland and other principal reformed traditions.
- Explore the biblical witness to God as Father, Son and Holy Spirit.
- Develop their own religious beliefs, values and practices through a process of personal search and discovery.
- Develop an awareness of and sensitivity towards those of other faiths and none.

##### **THE STRANDS IN THE RELIGIOUS PROGRAMME**

- Celebrations, festivals, ceremonies and customs
- Sacred writings, stories and key figures
- Beliefs
- Sacred places, worship and symbols
- Moral values and attitudes
- Personal search
- World Religions (5<sup>th</sup> and 6<sup>th</sup> classes)

## CHURCH OF IRELAND PARISH LINKS

Parish and school links are promoted and valued by both school and parish.

- As per enrolment policy, children of the parish group are given priority for admission to the school.
- The Dean visits regularly for worship based assembly, and may take religious education classes occasionally.
- Children have an opportunity to take an active part in church services such as Carol Services, Pentecost, Harvest Festivals and Mothering Sunday etc.
- Visitors, from time to time, come to share with the children, their experience of God and the work that they do in His service.

## OTHER TRADITIONS

Liosmór Mochuda National School caters primarily for the needs of the Church of Ireland, Presbyterian and Methodist community, while also encompassing other Christian traditions.

- Children of other faiths and none are welcomed.
- Children from other faiths and denominations are facilitated where necessary for their religious commitments.
- Parents may request that their children do not attend religious education. These children read quietly during the religious education class.
- Anyone, who wishes his or her child to receive instruction for First Communion or confirmation in the Roman Catholic Church, needs to contact Administrator.

## TIMETABLING

Religious education is timetabled for thirty minutes each day. This time will be used for classroom-based teaching, preparation for worship and weekly assembly. Discretionary time may also be used on occasion for Religious Education.

The school community inculcates a respect for those from other religious traditions or none while upholding the understanding of the Christian faith as practised by the church of the sponsoring community and related churches. However, the ethos of the school will influence the entire school day and reference may be made to religious topics at any point and in any curricular area. This accords with the approach to integration in the Primary Curriculum.

## MULTI CLASS APPROACH

Each Friday all the pupils, except where parents have requested otherwise, gather together for a worship based assembly. During the week, in each classroom religious education is taught to the entire classroom group.

## RESOURCES

- The Follow Me programme: Here We Go, On Our Way, Stepping Out, Moving On, Log On, On Line,

- Bibles
- Religion C.D.'s
- Library books
- Videos and DVDs
- Maps

Religion is regarded as a way of life which links peoples rather than segregates them. Through Bible stories, the teachers focus on the love of God and how that love affects people throughout the ages. Generally, a simple pluralist approach is taken to religious instruction. Church of Ireland teaching is included at specific times for those concerned. The Dean visits once a week for worship and teaching. Children have an opportunity to take an active part in church services such as Carol and Harvest Festivals, and Mothering Sunday.

Other denominations are facilitated where necessary for their religious commitments. Parents may request that their children do not attend religious education. These children read quietly during R.Ed. time

## **6. Safety Procedures:**

The playground is of simple design with grassed and tarmacadam areas. It is bounded on the front the Deanery, but is open to the main road through 2 sets of gates.

The pupils monitor the playground report and collect undesirable items. They also report disruptive behaviour. The teachers are in close contact with what is happening both inside and outside the classroom. A Safety Statement has been drawn up and is updated regularly. Parents report unacceptable situations.

Parents may choose to insure their children under the Brennans Insurance Policy each year. A no-smoking/drugs/solvent abuse or alcohol policy operates in the school buildings and on the school grounds. There is an onus of responsibility placed on staff and parents to submit in writing to the Board of Management any areas or situations which they regard as unsafe in the school.

## **7. Environment:**

Pupils are involved with local projects entailing environmental awareness and care, such as tree planting, recycling waste, anti-litter campaigns and clean-ups. They maintain the school flower beds and keep the playground litter-free.

## **8. Behaviour and Discipline:**

- Teachers train, nurture, develop a child's conscience through positive directed discussion
- Children are made aware that a reward and punishment system is operating simultaneously.
- Communication and co-operation between teachers, parents and children to be fostered continually so that parents are aware of the teachers' perceived understanding of the children's good and bad attributes.
- Rewards, prizes and privileges - Teachers acknowledge in a public manner acts of merit, so that constructive behaviour is reinforced.

## **School Rules.**

- Arrive at school on time: school starts at 9:20 a.m.: be there and have with you your books, pencil, rubber, sharpener, colouring pencils and such items your teacher has told you to bring.
- Treat your teachers, the other pupils and all school property with respect – do as you are told, when you are told.
- At all times stay within the bounds of the school grounds until you are collected, or taken or directed elsewhere by a teacher.
- Do your homework well, check it and then ask your father/mother/guardian to read it and sign it.
- Be kind to other children in the school – you wouldn't want them to be unkind to you.
- Be proud of your school – remember that others judge YOUR SCHOOL by the way you conduct yourself.

## **Responses to inappropriate behaviour**

- Reasoning
- Reprimand
- Temporary separation from peers friends and others.
- Loss of privileges
- Detention
- Prescribing additional work
- Referral to principal
- Matter referred to parents for their co-operation and assistance.
- Assessments by appropriate state agencies, in case of extreme need, and time out.
- Suspension from school and situation referred to the Board of Management in mitigating circumstances.

Parents are invited to have input into the smooth running of the school by teaching their children basic good manners and respect and care for people and property.

The above to be reviewed periodically by Board of Management and Parents Teacher Association when deemed necessary

## **9. Pupil Progress:**

Each pupil has a folder that includes observations, portfolios, results from teacher-designed tests, standardised assessments, and diagnostic tests (if necessary)

Parents/guardians have access to their children's folders when requested.

## **10. Supervision:**

Liosmór Mochuda National School derives, in part, its unique character from the freedom given to children during playtime. Teachers act 'in loco parentis'. As at home, children are allowed to wander in and out of the school home to eat their lunches, get drinks, go to the toilet, play with school equipment and chat to their friends. Teachers are on duty during break-times. Teachers should be outside monitoring the situation. Children are given the responsibility for caring for each other in the playground and reporting incidents that are likely to cause or have already caused unhappiness. Instruction is given on how to behave in the playground.

School begins at 9:20 a.m. and ends at 3:00 p.m. The Infant children leave at 2:00 p.m.. Children are asked not to be present on the school premises before 9:10 a.m. or after 3:10 p.m. each day as no duty of care is accepted by the staff before or after school hours.

## **11. Ancillary School Personnel:**

Liosmór Mochuda National School was accepted into the Pilot Scheme for Modern Languages in 2002 and French was taught under this scheme until June 2012, when funding ceased.

The secretary acts as a computer teacher for a few hours each week. From time to time the P.T.A. agree to the employment of a musical instrument instructor or and a games teacher etc. to augment the curriculum.

A Secretary deals with administration and correspondence. The caretaking of the school premises is carried out on a casual labour basis. A Cleaner cleans the school daily.

## **12. School Books**

Copy books, workbooks and text books are supplied by the school. A Rental Scheme is in operation. A bill is issued in June.

The school buys the text books. When paid for the family immediately covers textbooks as they are passed from class to class. It is the responsibility of parents to pay for books. Moneys are payable to the Principal. The teacher will ask once. If payment is not forthcoming, the matter will be referred to the B.O.M. A Dept grant for books for necessitous children is in operation. This is based on information furnished by parents on the annual information form. Photocopying, Art/Crafts, Folders, Home-work Journals are also included in the costs.

## **13. Additional Monies:**

There are additional activities that occur in the school. These require parental financial contribution...e.g. music, school expeditions, transport costs etc. At a P.T.A meeting, parents decided to give €1 per child per event and the full price for tours and books, subsidised depending on the size of the family. These are collected, weekly, termly or yearly depending on the selected preference of the family.



#### **14. First Aid:**

Simple remedies such as plasters, Savlon, Rescue cream, vinegar for wasp stings, bread soda for bee stings, lip salve for chapped lips, zinc ointment etc will be administered unless a parent/guardian requests otherwise in writing on the enrolment form.

Parents / guardians will be contacted by teachers when necessary. Children will be brought to the doctor if required. Head injuries are always reported and incidents are recorded in the incident book.

#### **15. Hygiene and Health:**

- Instruction is given by the teachers on various aspects of health and hygiene.
- Information leaflets are distributed as received and as relevant
- Health nurse and Doctor visit for Medical checkups etc.
- Dental checkups are at the Dental Clinic in Lismore but dental nurses visit to instruct children on good oral dental practices.
- In case of infestations and contagious diseases the parents must notify the school, and teachers in turn will notify other families. Public Health nurses will be notified for untreated infestations.
- Where there is suspected child abuse, the correct procedures will be followed.

#### **16. School Breakages:**

In the case of a breakage on school property, parents may be requested to pay for the damage. In the case of an accidental breakage the parents may wish to use the situation to teach their children responsibility for their actions and contributions towards the costs will be accepted by the school.

#### **17. School Utilisation Policy:**

Our school premises may only be used for religious and educational etc functions at the discretion of the Board of Management. Requests for the use of the premises must be channelled through the Principal in consultation with the Chairperson.

#### **18. Brennan's Personal Insurance Policy:**

It is strongly recommended that this policy be adopted by parents. They get the option to opt into this scheme each September. The school purchases insurance each year through Ecclesiastical.

**We hope this document will be a useful reference for the children's progresses through Liosmòr Mochuda National School.**

**Policy Monitoring and Timeframe:**

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time. In order that the tasks of monitoring and evaluation are effective, consideration of the following may be helpful:

**Monitoring and Review of Policy:**

It is the decision of each school how the RE policy is both monitored and reviewed. The following are some suggestions:

- The staff will monitor RE policy implementation.
- Good communication between the ethos and school management.

**Timeframe:**

Apart from the usual on-going informal monitoring that would occur with every area of policy, formal monitoring would be appropriate again after three years. This policy will come into effect on the date it is signed and approved by the B.O.M.

This policy will be reviewed January/ February 2019.

It will be reviewed again after three years.

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**Ratified by Board of Management on** \_\_\_\_\_  
(Date)

**Signed** \_\_\_\_\_  
(Chairperson, Board of Management)

# Appendix 1

## An Plean Scoil

### Organisational:

#### **General – Procedures and Practices**

- School Philosophy and Aims
- Management structure
- School Context factors
- Staff development
- Pupil assessment
- Home School Partnership
- Gender Equality
- IT plan
- Environment Awareness and care
- Health and Safety in the school

#### **School Policies:**

- **Curricular:**
  - English,
  - Gaeilge,
  - Mathematics,
  - S.E.S.E. – Scientific, Environmental, Social Education - History, Geography, Science,
  - The Arts - Drama, Music, Art,
  - S.P.H.E. – Social Personal and Health Education,
  - P.E. – Physical Education,
  - R.E. – Religious Education.
- **Mentioned in legislation**
- **Supported by national guidelines**
  - Child Protection,

- Anti-Bullying,
- Code of Behaviour,
- Code of Discipline,
- Data Protection,
- Ethos,
- Health and Safety,
- Enrolment,
- Critical Incident,
- **Other policies of a practical nature**
  - E-Learning,
  - Fire safety,
  - Substance Use,
  - Administration of Medicines,
  - Yard Duty and Supervision,
  - I.C.T. and Internet Usage,
  - Attendance,
  - Assessment,
  - Learning Support and Resource,
  - Special Education Needs and Assistants,
  - Anti-Cyber Bullying and Adult Bullying,
  - Resources,
  - Class Allocation,
  - Croke Park,
  - Irish Exemption,
  - Equality,
  - Garda Vetting,
  - Grief,
  - Healthy Eating,

- Homework ,
- Accident and Injury,
- Induction of New Students and New Staff,
- Inclusion,
- Meeting,
- Use of Technology and Mobile Phones,
- Penmanship,
- Code of Conduct (Parents),
- Record Keeping,
- Transfer to Secondary School,
- Smoke-Free Workplace,
- Swimming,
- Student Teacher and Work Placements,
- Tours,
- Parental Partnership,
- Timetables, Post of Responsibilities etc,
- Complaints procedure.

### **School Audit of Resources:**

There are lists of some of this in the policy folders. Most are stored either in the classroom or in the Learning Support Room. New resources are ordered as needed. Larger orders may require B.O.M. approval.

### **Development Section:**

- Review
- Action Plan
- Development plan
- Pilot Projects
- In policy folder...

**All policies are available on request from the school office. The B.O.M., Staff and P.T.A, are given copies of policies to review and renew. The B.O.M. has copies of most of the most vital policies.**