



**Policy Booklet**

**Mission Statement**

Killeen National School is a co-educational, Catholic, Primary School which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, physical, moral and cultural needs of the pupils are identified and addressed.

While Killeen National School is a school with a Catholic ethos, it also has due recognition for all other religions.

Killeen National School will strive to promote, individually and collectively, the professional and personal development of all of the teachers through staff development programmes.

Killeen National School will encourage the involvement of parents through home/school contacts and through their involvement in the parents association.

Killeen National School will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them the idea of being responsible.

Killeen National School will promote gender equality amongst teachers and pupils.

Déanfaimid iarracht Gaeilge a labhairt.

**Enrolment Policy**

**Introduction**

This enrolment policy is set out in accordance with the provisions of the Education Act (1998). The Board of Management trusts that by so doing parents will be assisted in relation to enrolment matters. The chairperson of the Board of Management, *Killeen N.S.*, and the principal teacher, will be happy to clarify any further matters arising from the policy.

*Killeen N.S.* operates under the Rules for National Schools, The Education Act (1998), The Education Welfare Act (2000), enacted sections of The Education of Persons with Special Education Needs Act (2004), all relevant equality legislation and Department of Education and Skills (DES) Circulars.

***School Name:*** Killeen N.S.

***School Roll Number:***17179O

***School Address:***Killeen, Birr, Co. Offaly

***Telephone No.:***057 91 21682

***Denominational Character:***Roman Catholic

***Name of Patron:***Bishop Kieran O’ Reilly

***Total No. of Teachers:*** 6

***Range of Classes Taught:*** Infants to sixth

***Gender Orientation of School****:* Mixed gender primary school with multiple classes

The school depends on the grants and teacher resources provided by the Department of Education and Skills and it operates within the regulations laid down, from time to time, by the Department. School policy has regard to the resources and funding available.

The school follows the curricular programme prescribed by the Department of Education and Skills, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

Within the context and parameters of Department regulations and programme, the rights of the patron as set out in the Education Act (1998), and the funding and resources available, the school supports the principles of:

* inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational need;
* equality of access and participation in the school;
* parental choice in relation to enrolment; and
* respect for diversity of values, beliefs, traditions, languages and ways of life in society.

**section 2: Enrolment Procedures**

**Application Procedure**

Parents intending to apply to enrol their child can contact the school during a specified week according to parish policy. A notice confirming enrolment dates and the closing date for receipt of applications appears in a parish newsletter and local newspaper. Contact may be made by phone or by calling out to the school.

Parents will then receive an enrolment form (by either calling out to the school or in the post). Decisions in relation to applications for enrolment are made by the B.O.M. in accordance with school policy. The Board will notify the parents/guardians of their decision within 21 days of the closing date for receipt of applications, which will be confirmed annually.

**Provision of Key Information by Parents/Guardians**

The school has a specific enrolment form (Appendix 1). A copy of this form may be obtained by calling out to Killeen N.S. or is posted to the applicant. Completed forms should be returned to the school by the closing date for receipt of applications.

A registration form (Appendix 2) also forms part of the enrolment procedure. This form will accompany the letter of offer that will be sent to parents/guardians of successful applicants. The completed registration form must be returned to the school within the timeline specified in the letter of offer. Failure to do so will be interpreted as a refusal of the offer to enroll.

The address at which the applicant resides will be the address used by the school for correspondence regarding enrolment.

The completion of an enrolment form or the placement of your child’s/ward’s name on a list, however early, does not confer an automatic right to a place in the school.

**Decision Making**

Decisions in relation to applications for enrolment are made by the Board of Management in accordance with school policy. The Board will notify parents of their decision within 21 days of the closing date for the receipt of applications.

The Board will have regard for relevant Department of Education and Skills guidelines in relation to class size and staffing provisions and/or any other relevant requirements concerning accommodation, including physical space and the health and welfare of children.

The Board is bound by the Department of Education and Skills’ *Rules for National Schools* which provides that pupils may only be enrolled from the age of 4 years and upwards, though compulsory attendance does not apply until the age of 6 years. Children applying to enroll in Killeen N.S. must have reached the age of 4 years by August 31st of the year they will commence school.

In the event that applications for enrolment exceed/is expected to exceed the number of places available the following decision making process will apply.

1. Applicants with Siblings currently attending the school (including step-siblings resident at the same address), priority eldest
2. Children residing within parish, priority eldest
3. Children of staff members, priority eldest
4. Children whose home address are closest to the school but are normally resident outside the parish, (distance as measured by road), priority eldest.
5. Random selection, independently verified.

The Board of Management reserves the right to determine the maximum number of children in each separate classroom bearing in mind Department and Education Guidelines in relation to class size and staffing provisions.

Other factors that may be considered are:

* size of/available space in classroom
* educational needs of children of a particular age
* multi-grade classes
* presence of children with special educational/behavioural needs
* Health & Safety

**Admission Day/Date**

Junior Infants, with the exception of students transferring from another school, may only be admitted to the school prior to 28th September.

**Enrolment of Children with Special Needs**

On enrolment of children with special needs the Board of Management will request a copy of the child’s medical and/or psychological report or where such a report is not available, will 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 will assess how the school can meet the needs specified in the report. Where the Board deems that further resources are required, it will request the Special Education Needs Organiser (NCSE see Circular 01/05) to provide the resources required to meet the needs of the child as outlined in the psychological and/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, resource teacher for special needs, special needs assistant, specialised equipment or furniture, transport services or other.

The school will meet with the parents/guardians of the child and with the SENO to discuss the child’s needs and the school’s suitability or capability in meeting those needs. Where necessary, a full case conference involving all parties will be held, which may include parents, principal, class teacher, learning support teacher, special class teacher, resource teacher for special needs, Special Educational Needs Organiser or psychologist, as appropriate.

It may, in certain circumstances, be necessary for the Board of Management to defer admission of a child pending the completion of an assessment report and/or provision of the necessary resources by the Department of Education and Skills.

**Pupils Transferring**

Applications for enrolment during the school year will be considered subject to school policy, available space and the provision of information concerning attendance and the child’s educational progress.

Such applications will be reviewed on a case by case basis and will normally only be considered for admission on the first day of each new term unless the applicant is newly resident in the area.

**Code of Behaviour**

All offers of enrolment are subject to acceptance of the School’s Code of Behaviour, a copy of which is appended to this policy.

**section 3: Appeals**

The Board of Management of Killeen N.S. in compliance with section 19(3) of the Educational Welfare Act 2000 will make a decision in writing in respect of an application for enrolment within 21 days of the closing date for the receipt of enrolment applications and will inform the parents/guardians in writing of that decision.

Parents/guardians will be informed of their entitlement to appeal a decision of the Board of Management in relation to a refusal to enrol in the letter issued 21 days after the closing date for the receipt of applications. (Please note the address at which the applicant resides will be the address used by the school for correspondence regarding enrolment).

If the Board of Management refuses to enrol a student in the school, the parent/guardian of the student may appeal the decision at local level. The appeal must be submitted within 10 days of the date of the refusal to enrol. It must be made in writing, addressed to the Chairperson of the Board, and clearly state the grounds for the appeal. The Board of Management will respond within 10 days of the receipt of such an appeal.

If following the conclusion of the appeal procedures at school level, a parent/guardian is dissatisfied with the decision made that parent/guardian has a statutory entitlement under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007, to appeal that decision to the Secretary General of the Department of Education and Skills. It should be noted that such an appeal must be lodged within 42 days of the schools refusal to enrol.

Details on appealing decisions on enrolment under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act, 2007), are available on the Department of Education and Skills website at [www.education.ie](http://www.education.ie)

**section 4: Exceptional Cases**

The Board of Management of Killeen N.S. reserves the right to refuse enrolment or, to rescind an offer of enrolment to any child, in exceptional cases. Such an exceptional case could arise where either:

1. The child has special needs such that, even with additional resources available from the Department of Education and Skills, the school cannot meet such needs and/or provide the student with an appropriate education, or
2. In the opinion of the Board of Management, the student poses an unacceptable risk to other students, to school staff or to school property.

**Code of Behaviour**

This Code of Behaviour was drawn up by teachers, parents and B.O.M. members and the aim is to clarify behaviour which will ensure good order and discipline in the school, taking account of individual’s rights and responsibilities. The school must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

**The purpose of the policy**

* To promote a positive learning environment that encourages and reinforces good behaviour
* To foster caring attitudes to one another and to the environment
* To allow the school to function in an orderly and harmonious way
* To create and maintain safety
* To promote self-esteem and positive relationships
* To facilitate instruction and learning in a caring environment
* To prepare children for work in later life

**Who is responsible for its implementation?**

The principal, teachers & students are responsible on a day to day basis.

The B.O.M. may have to be involved with serious breaches of misbehaviour.

**What is expected?**

* Each child is expected to be well behaved and to show consideration for other children & adults
* Each student is expected to show respect for the property of the school, other children’s and their own belongings
* Each student is expected to attend school on a regular basis and to be punctual (if a child misses 20 days the School Welfare Board must be contacted)
* A written note should be given for absences, late arrival & where a child has to leave during the school day
* Each student is expected to do his/her best both in school & for homework
* Each classroom will have its own set of rules/guidelines drawn up by class teacher & students at the beginning of each academic year. An emphasis on positive attitudes will be encouraged
* Each child enters/exits the school via the yard
* Cyclists dismount and walk when entering/leaving school grounds
* Rough play and bad language are unacceptable (Kind Hands, Kind Words, Kind Feet)

**Students are forbidden to**

* have runners with wheels or any inappropriate foot wear
* wear jewellery in school with the exception of stud earrings after piercing
* wear make-up
* have chewing gum in the school or grounds
* have peanuts and peanut related foods
* have a mobile phone - the school has a phone therefore children are not permitted
* to bring mobile phones to school, if a child/parent needs to be contacted, school phone can be used.

**School Rules**

* Respect for self and others
* Respect for others’ property
* Respect other students and their learning
* Kindness and willingness to help others
* Follow instructions from staff immediately
* Walk quietly in the school building
* Courtesy and good manners
* Readiness to use respectful ways of resolving difficulties and conflict
* Ask permission to leave classroom
* Do your best in class
* Take responsibility for your own work

School starts at 9.00am. Students in yard before that time are not allowed play ball, catch or enter the field or any other practice which may be considered inappropriate behaviour.

**Incentives**

Part of the vision of Killeen NS is to help children achieve their personal best – academically, intellectually and socially. Children will be encouraged, praised and listened to at all times by adults in the school.

**School Tours (or any trips inside school time)**

In relation to school tours nobody has the automatic right to go on tour. Therefore student’s behaviour throughout the school year will be taken into consideration here.

**Bullying Behaviour**

Bullying will not be tolerated and should be reported sooner rather than later.

**Who deals with misbehaviour?**

* Minor incidences – each class teacher will deal with these in accordance with the rules drawn up by teacher and children in each classroom.
* At breaks supervising teacher will deal with incidences and report to class teacher.
* More serious wrongs – principal and class teacher will investigate matter with child (Ren) concerned.
* Parents may be spoken to by class teacher or principal.
* Very serious matters will be brought to B.O.M.

**Strategies of dealing with unacceptable behaviour:**

* Reasoning
* Reprimand (including advice on how to improve)
* Temporary separation from peers
* Additional work
* Loss of privileges
* Detention during school breaks
* Referral to Principal
* Communication with parents by Principal
* Suspension (temporary) – in accordance with Rule 130 of the Rules for National Schools
* Expulsion

Depending on the breach of behaviour these steps may not be implemented in this order.

**Methods for recording breaches of behaviour**

Each teacher keeps a short record which includes

1. date & time of incident
2. Misbehaviour
3. Teachers response
4. Comeback

**Procedure for contacting parent/guardian**

* Speak to parent at gate
* Note in homework journal
* Phone call or posted letter home

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child’s life, in the past or present, which may affect the child’s behaviour.

**Summary**

Code of Behaviour is very important to support each child with school and guardians working together.

These can be summed up as 6 main rules

* Respect
* Do your best
* Be tidy
* Be safe
* Walk
* Listen

**Internet Usage Policy**

The aim of this policy is to ensure that pupils will benefit from learning opportunities offered by the schools internet resources in a safe and effective manner. Internet use is school resource and privilege. If the policy is not adhered to then the privilege will be withdrawn and appropriate action will be taken.

This policy will be reviewed annually by both school and parents representatives. It is necessary that the contents of the policy should be read carefully to ensure that the conditions of internet use are accepted and understood. The school will employ a number of strategies in order to maximize learning opportunities and reduce risks associated with the internet.

**General**

* Internet access will always be supervised by a teacher.
* Inappropriate websites are automatically blocked.
* Uploading and downloading of un-approved software will not be permitted.
* Each tablet will be individually fire-walled and virus protection software will be used and updated on a regular basis.
* Pupils will observe good ‘netiquette’ at all times and will not do anything that may bring the school into disrepute.

**Email**

Email services will not be given to pupils. Any necessary e-mails will be moderated by teachers.

**Internet Chat**

Web chat will not be available to students. Any necessary forums of electronic communication will only be allowed under strict supervision of the teacher.

**School Website**

The school website will contain information relating to the school and will give the pupils an opportunity to publish projects, artwork or schoolwork on the internet. A number of guidelines will also be put in place to protect the pupils.

* The publication of the work will be coordinated by a teacher
* Children will only be referred to by first names on web pages
* Any image of pupils will not be labeled with their names
* Any pictures used will focus on group activites
* Children and staff will never reveal their personal details, home addresses and telephone numbers on the web or in dialogue with other internet users

**Sanctions**

Misuse of the Internet may result in disciplinary action, including written warnings and withdrawal of access privileges. The school reserves the right to report and illegal activities to the appropriate authorities.

**School Lunch Policy**

**Introduction**

The promotion of healthy lunches encourages healthier children, good eating habits, and its benefit to the general learning and improvement in concentration in school.

**Aims**

To promote –

(a) Eating good foods

(b) Healthier lifestyle

(c) Make the children aware that their food choices reflect their future general health

(d) Better concentration and physical fitness levels

**Content of the Policy**

* Parents are informed of the schools promotion of healthy eating
* Guidelines are set as to what warrants a healthy lunch
* School adopts a positive attitude towards healthy lunches in school
* Children eat their lunches in class
* School promotes fruit and veg initiatives e.g. Food Dudes

**Methodology**

* Daily promotion in class by teacher
* Children promote healthy lunches
* Healthy lunches are discussed in class as part of the curriculum

**Roles and Responsibility for Development, Implementation and Reporting**

School staff will be responsible for the development, implementation and reporting of the policy.

**Success Criteria**

Visual results witnessed by school staff, pupils and parents.

**Review**

Continual promotion within school of said policy.

Below is a list of things that are recommended/not recommended as part of this policy which is in place for the full school week.

Please be aware that the school also has a no nut policy.

|  |  |
| --- | --- |
| **Recommended** | **Not Recommended** |
| Re-usable Bottles | Tinfoil |
| Re-usable Lunch Boxes | Fizzy Drinks |
| Re-usable Plastic and Paper Bags | Crisps |
| Sandwiches, Rolls, Wraps, Pasta | Sweets |
| Fruit & Vegetables  Crackers/Cheese etc. | Chocolate |
| Plain Biscuits & Plain Buns & Scones | Nuts or nut related foods – **Not Allowed** |
| Yogurts |  |

**Anti-Bullying Policy**

Our anti-bullying policy operates in conjunction with the Code of Behaviour, which is used to address isolated instances of anti-social behaviour.

The school has a central role in the children’s’ social moral development just as it does in their academic development. In school, we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. The individuality of each child needs to be accommodated while at the same time acknowledging the right of every child to education in a disruption free environment.

**What is Bullying?**

Bullying is defined as repeated aggression, whether verbal, psychological or physical, conducted by an individual or group against others. Examples of bullying include physical aggression, damage to property, intimidation, isolation, name-calling, taunting or ‘slagging’. Child to child bullying, teacher to child, intra staff bullying, parent to staff and parent to child bullying (including a child other than their own) are examples of the areas where bullying may occur. Isolated instances of aggressive behaviour, which would be dealt with under the Code of Behaviour, would not be described as bullying. However when the behaviour is systematic and ongoing, it is bullying.

The school acknowledges that there are three parties involved in bullying – those who bully, those who are bullied and those who witness the bullying. Staff and teachers bear this in mind when dealing with bullying incidences and try to support and work with all parties involved.

**Aims of the Policy**

* To foster a school ethos of mutual and self-respect
* To raise awareness of bullying as a form of unacceptable behaviour
* To outline, promote and raise awareness of preventative approaches that can be used in

response to reported incidences of bullying

* To develop a programme of support for those affected by bullying behaviour and for those

involved in bullying behaviour

* To outline procedures for noting and reporting instances of bullying behaviour
* To outline procedures for investigating and dealing with incidents of bullying behaviour

**Child to Child Bullying**

**Stage One**

Unless the incident is of a very serious nature, it will be dealt with by the classroom teacher who will

talk to the children involved. Teachers respect the need to support the esteem of each party involved

in an incident. When a teacher becomes aware that a child is regularly involved in incidents he/she will start a record of such incidents. The purpose of this record is:

* To aid memory by recording details of the incident
* For clarity in assessment of the situation
* For planning and intervention

(Prior to a record of incidences being kept, parent(s) will be informed.)

Should the action taken at this stage prove not to have resolved the issue, the staff will proceed to stage two.

**Stage Two**

The Principal will arrange to meet with the parents of the child who is seen to be bullying and separately with the parents of the victim of bullying. The children themselves may be required to attend part or all of these meetings. The child who is bullying will be placed on report. This means that the child’s behaviour in all areas is monitored during the day. The child has three meetings with his/her teacher and together they decide on what is to be written for that part of the day. All positive behaviour, progress on work etc. will be noted. At the end of the day, the teacher writes his/her own comment. The purpose of this report to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. The child should be able to see that parents and school are working together in his/her interest, so the co-operation of the parents is essential. Initially a review of the reports will be carried out on a weekly basis, in a meeting with the Principal, teacher, parents and child. If progress is being made, longer intervals between meetings may be decided upon. The child who is the victim of bullying will also meet with the Principal and his/her parents. The aim of such a meeting(s) will be to address emotional needs and devise strategies for the child to deal with the bullying. This may involve reinforcing the programme being covered in class, or other strategies.

**Stage 3**

It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. Sanctions implemented aim to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management.

**Cyber Bullying**

Education and prevention strategies (including strategies specially aimed at cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying) that will be used by school are:

* Define bullying
* SPHE Programme
* RSE Programme
* Stay Safe Programme
* Effective supervision/monitoring of pupils

**To sum up:**

The school will work with alleged bullies and victims in resolving issues raised.

1. Monitor/observe closely
2. Talk regularly with child
3. Meet with parents on regular basis at beginning and then if parents are happy, meet occasionally
4. Be understanding, listen attentively
5. Make sure child knows you are there to help
6. Make sure all information is passed on from year to year/class to class

**Bullying by Adults**

In the case of intra-staff bullying, Killeen National School will adopt the procedures outlined in Section C (c2) of the INTO booklet: ‘Working Together: Procedures and Policies for Positive Staff Relations’. A copy of this document is available for free download on the INTO website.

In the case of Teacher – Child bullying, a complaint should in the first instance be raised with the teacher in question by the parent/guardian of the child if possible and then if necessary referred to the Principal. Where it has not been possible to agree a framework for resolution, the matter should be referred in writing by both parties to the Board of Management for investigation.

In the case of **Parent – Teacher** bullying, the Principal should be informed in the first instance, and if deemed necessary the Board of Management should subsequently be informed in writing.

In the case of **Parent/Visitor to the school – Child** bullying, the complaint should be referred in the first instance to the child’s class teacher and subsequently to the Principal if unresolved.

In the case of **Principal – Parent/ Child** bullying, the matter should be raised with the Principal if possible, or referred to the Chairperson of the Board of Management.

**Supervision & Monitoring of Pupils**

The BOM confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

**Prevention of Harassment**

BOM confirms that the school will in accordance with its obligations under equality legislations take all such steps that are reasonably practicable to prevent equal harassment of pupils/staff or the harassment of pupils/staff on any of the nine grounds specified i.e. gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race, membership of the travelling community.

**Child Protection Policy**

**Introduction**

This policy document has been drawn up by staff, parents and Board of Management of Killeen National School in response to recent changes in legislation. The policy takes account of the provisions of the following legislation:

***The Education Act 1998 The Education Welfare Act 2000 The Protection of Persons Reporting Child Abuse Act 1993 Education for Persons with Special Educational Needs Act 2004 Safety, Health at Work Act, 2005***

In all instances of suspicion or allegations of abuse or neglect, the following guidelines will be referenced **Children First** (Department of Health & Children, 2017) **Child Protection Guidelines and Procedures** (Department of Education and Science, 2017)

**Aims of the Policy**

The aims of the Child Protection Policy are to:

* Put in place clear procedures for dealing with and reporting suspected/alleged cases of child neglect or abuse
* Endeavour to safeguard the well-being of the child and intervene when necessary to protect their rights
* Help school personnel recognise the signs of neglect or abuse
* Provide a safe environment for our school community

**Definition of Abuse**

Child abuse can be categorised into four different types:

* Neglect
* Emotional abuse
* Physical abuse
* Sexual Abuse

**Definition of Neglect**

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults (**3.2.Children First**)

**Definition of Emotional Abuse**

Emotional Abuse is normally to be found in the relationship between a care giver and a child rather than in specific events or patterns of events. It occurs when a child’s needs for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms (**3.3 Children First**)

**Definition of Sexual Abuse**

Sexual abuse occurs when a child is used by another person for his/her gratification or sexual arousal (3.5 Children First) More details of each type of abuse is contained in **Appendix 1, p.125, Children First**)

**Guidelines for Recognising the Signs of Abuse** (**3.9. Children First**)

The recognition of abuse normally runs along three stages:

1. **Considering the possibility** – if a child appears to have suffered an inexplicable and suspicious

injury, seems distressed without obvious reason, display usual behaviour problems or appears fearful in the company of parents/carers

1. **Observing signs of abuse** a cluster of pattern of signs is the most reliable indicator of abuse. Children may make direct or indirect disclosures, which should always be taken seriously. Less obvious disclosures may be gently explored with a child, without direct questioning (which may be more usefully be carried by the Health Board or Garda). Play situations such as drawing or story telling may reveal significant information which could be considered in relation to the child’s social and family context, and it is important to always be open to alternative explanations.
2. **Recording of Information** it is important to establish the grounds for concern, by obtaining as much information as possible. Observations should be recorded and should include dates, times, names, locations context and any information which could be considered relevant or which might facilitate further assessment/investigation.

**Handling Disclosures from Children** (**2.4 DES Child Protection Guidelines and Procedures**)

An abused child is likely to be under severe emotional stress and staff members may be the only adult whom the child is prepared to trust. Great care should be taken not to damage that trust.

When information is offered in confidence, the member of staff will need tact and sensitivity in responding to the disclosure. The member of staff will need to reassure the child and retains his/her trust while explaining the need for action and the possible consequence, which will necessarily involve other adults being informed. It is important to tell the child that everything possible will be done to protect and support him/her, but not to make promises that cannot be kept e.g. promising not to tell anyone else. While the basis for concern must be established as comprehensively as possible, the following advice is offered to school personnel to whom a child makes a disclosure of abuse.

* Listen to the child
* Do not ask leading questions nor make suggestions to the child
* Offer reassurance but do not make promises
* Do not stop a child recalling significant events
* Do not react
* Explain that further help may have to be sought
* Record the discussion accurately and retain the record.

This written information should be given to and retained by the DLP

The Principal, Jessica Whelahan, will act as DLP following ratification by the Board of Management. The Deputy Liaison Person is Lorraine Carroll. The DLP has specific responsibility for child protection and will represent the school in all dealings with Health Boards, Garda Siochana and other parties, in connection with allegations of abuse.

Action to be Taken by the Designated Liaison Person (**3.2 DES Child Protection**

**Guidelines and Procedures**)

If the school employee and the Designated Liaison Person are satisfied that there are reasonable grounds for the suspicion or allegation the DLP should report the matter to the relevant Health Board immediately. It may be useful to note:

1. A report should be made to the Health Board in person by phone and writing. Each Health Board has a social worker who is available during certain hours to meet with, or talk on the telephone, to persons wishing to report child protection concerns.
2. It is generally most helpful if persons wishing to report child abuse concerns make personal contact with the duty social worker. This will facilitate the social worker in gathering as much information as possible about the child and his parent/carers.
3. In the event of an emergency, or the non-availability of health board staff, the report should be made to the Garda. This may be done at any Garda Station.

It is recommended that all reports should include as much as possible of the information sought in the Standard Reporting Form. Since all information requested may not be available to the person making the report, the form should be completed as comprehensively as possible. **When such a report is being made to the health board, the Chairperson of the Board of Management should be informed**.

In the case where the school personnel have concerns about a child, but are not sure whether to report the matter to the appropriate health board, they should seek appropriate advice. To do so, the DLP should consult the appropriate health board staff. In consulting the appropriate health board staff, the DLP would have to give identifying details as are required when a report is being made. If the health board advises that a referral should be made; the DLP should act on that advice.

In following the discussion outlined, the DLP decides that the concerns of the school employee should not be referred to the relevant Health Board; the school employee should be given a clear statement, in writing, as to the reason why the action is not being taken. The school employee should be advised that, if he/she remains concerned about the situation, he/she is free to consult with or report to the health board. Again, the standard reporting form (see template) of these guidelines should be used. Any such report would be covered by the **Protection for Persons Reporting Child Abuse Act, 1998**.

**Confidentiality** (**1.2 DES Child Protection Guidelines and Procedures**)

All information regarding concerns of possible child abuse should be only shared on a need to know basis, in the interest of the child. The test is whether or not the person has any legitimate involvement or role in dealing with the issue.

***Giving information to those who need to have that information for the protection of the child who may have been or has been abused, is not a breach of confidentiality.***

The DLP who is submitting a report to the Health Aboard or Garda Siochana should inform a

parent/guardian, unless doing so is likely to endanger the child or place that child at further risk. A decision not to inform a parent/guardian should be briefly recorded together with the reason for not doing so.

In emergency situations, where the health board cannot be contacted, and the child appears at

immediate and serious risk, an Garda Siochana should be contacted immediately.

**Under no circumstances should a child be left in a dangerous situation pending health board intervention.**

**Protection for Persons Reporting Child Abuse** (**1.3 DES Child Protection Guidelines and Procedures: 2.4 Children First**)

The protection for persons Reporting Child Abuse Act 1998, provides immunity from civil liability to any person who reports suspicions of child abuse reasonably and in good faith to designated officers of Health Boards, or any member of an Garda Siochana. This means that even if a reported suspicion of child abuse proves unfounded, a plaintiff who took an action would have to prove that the reporter had not acted reasonably and in good faith making the report.

The Act provides significant protection for employees who report child abuse. These protections cover all employees and all forms of discrimination up to and including dismissal.

**The Protection for Persons Reporting Child Abuse Act, 1998** came into operation on 23rd January 1999. It main provisions are:

1. The provision of immunity from civil liability to any person who reports child abuse **reasonably and in good faith** to designated officers of Health Board or any member of the Garda Siochana
2. The provision of significant protections for employees who report child abuse. These protections cover all employees and all forms of discrimination up to and including dismissal.
3. The creation of a new offence of false reporting of child abuse where a person makes a report of child abuse to the appropriate authorities **knowing that statement to be false**. This is a new criminal offence designed to protect innocent persons from malicious reports.

**QUALIFIED PRIVILEGE** (**1.4.DES Child Protection Guidelines and Procedures**)

While the legal protection outlined above only applies to reports made to the appropriate authorities (i.e., Health Boards and an Garda Siochana), Common Law qualified privilege continues to apply as heretofore. Consequently, should a Board of Management member or school personnel furnish information with regard to suspicions of child abuse to the DLP or Chairperson of the Board of Management, such communication would be regarded under common law as having qualified privilege.

Qualified privilege arises where the person making the communication has a duty to do so, or a right, or interest to protect the child and where the communication is made to a person with a similar duty, right or interest. The person making the report, acting in loco parentis, would be expected to act in the child’s best interests and in making the report would be regarded as acting in such a manner. Privilege can be displaced only where it can be established that the person making the report acted maliciously.

Furthermore, those reporting a child’s disclosure are not regarded as making an allegation as a matter of charge, but simply carrying out of their duty in good faith. They are not accusing or bringing a charge.

**Freedom of Information Act 1997**

1 DES Guidelines

2 Children First

Reports made to Health Boards may be subject to provisions of Freedom of Information Act 1997, which enables members of public to obtain access to personal information relating to them which is in the possession of public bodies. However, the Act also provides that public bodies may refuse access to information obtained by them in confidence.

**Prevention of Child Abuse through Curricular Provision**

The following programmes are already in place in the school

* Social Personal and Health Education (SPHE), Stay Safe, Alive – O, Walk Tall
* Self-esteem enhancement programmes/activities – circle time, Healthy Living
* Parental involvement; parents are made aware of programmes taught in school at induction meetings and information seminars on related topics. Parents also get feedback throughout the course of programmes e.g. Stay Safe and RSE worksheet completed in collaboration with parents. Information meetings for parents using guest speakers from outside agencies.(occasionally)
* Whole school climate and ethos child friendly, supportive environment, display children’s work/creativity, assemblies, adults modelling good behaviour, celebrating achievements, acknowledging effort and success.

**STAFF TRAINING**

Staff development and in-service. The DLP will inform staff of current practices and relevant in service training courses; staff in – service in school on related topics.

**EXISTING SCHOOL POLICIES**

The following school policies which compliment the Child Protection Policy are already in place in the school:

* Substance Misuse Policy
* Code of Behaviour and Anti Bullying Policy
* Health & Safety Statement
* Mission Statement
* Healthy Lunch Policy

**Data Protection Privacy Statement for Parents, Guardians and Pupils**

Individuals have a number of rights in relation to their personal information – i.e. personal data – and these rights have been enhanced by the General Data Protection Regulation (GDPR).This Data Protection Statement describes how we at Killeen National Schoolcollect and process personal data, in accordance with the GDPR and the school’s legal obligations generally in relation to the provision of education. Processing is the legal term used to describe various acts including - the collection, recording, organisation, structuring, storage, alteration, use of, retrieval, disclosure or transmission of information.

This Statement applies to pupils, parents and guardians. By enrolling your child in and/or by attending Killeen National School you acknowledge and agree to the collection and processing of personal information by the school.

For your information, this Statement outlines:

* Who we are and how to contact us
* What information we collect, process and retain
* How information is collected and processed and the purpose and legal basis for so doing
* Sharing information with third parties
* Individual legal rights

1. **Who we are and how to contact us**

Killeen National School is a data controller responsible for personal data - i.e. information relating to an identified or identifiable natural person. Killeen National School processes personal data, i.e. the school collects, records, stores, retains and uses personal data. Killeen N.S. will respond to your questions in relation to this data protection statement and our approach to privacy.

If you have any questions about this data protection statement, including any request to exercise your legal rights, please contact us using the School **Email: killeenschool@eircom.net**

1. **Information Collected**

Killeen National Schoolmay collect the following personal information on pupils and parents/guardians:

1. **Pupil Information**

* Personal details such as name, address, date of birth, gender, PPS number, nationality, emergency contact information and information in relation to the pupil’s family as may be required,
* Any Special Education Needs (SEN),
* Any Child Protection information,
* Academic records, school reports, pupil learning needs, pupil behaviour needs, permission for access to educational reports, individual education and learning support plans,
* Personal pupil profiles (including whether English is the pupil’s first language or if exempt from any subjects e.g. Irish or religion),
* Psychological referral/assessment documentation and permission for access to psychological reports,
* Information for the Primary Online Database (POD),
* Information for Special Educational Needs Organiser (SENO),
* Information for TUSLA (the Child and Family Agency) and/or the Health Service Executive (HSE),
* Attendance records and explanatory notes in relation to absences,
* Disciplinary records including notes that may be held by the teacher(s), incident and accident reports, investigations and sanctions if imposed,
* Permission notes in respect of school activities e.g. school tours/trips and outings, extra-curricular activities, (including Curricular, RSE/Stay Safe Programme(s)),
* Photographs and recorded images of pupil(s) (including at school events),
* School Transport information,
* CCTV footage and other information obtained through electronic means,

1. **Sensitive Personal Information – Pupils**

Killeen National School may collect and process the following special categories of more sensitive personal information such as:

* Information about pupil’s health, medical certificates, medical needs, allergies and consent for administration of medicine,
* Religious belief and confirmation of engagement or not in Religious Sacraments,
* Membership of the Traveller Community,
* Racial or Ethnic origin.

1. **Parent / Guardian Information**

Killeen National School may collect and process the following personal information from parents/guardians such as:

* Contact details of parent / guardian e.g. name, address, email address, telephone number(s)
* Information regarding legal orders in respect of any family law disputes in respect of guardianship, custody or access,
* Occupation and nationality,
* Number of children, position of pupil(s) in family,
* Consent in respect of medical/other emergencies,
* Consent in respect of school activities e.g. school tours/trips and outings, extra-curricular activities,
* Consent to publish photographs and schoolwork of pupils on school website / print media etc.,
* Records, correspondence or notes arising from interaction with Parents / Guardians,

1. **Purpose & Legal Basis for Collecting & Processing Information**

Killeen National School collects and processes personal information (as listed above) about pupils and parents / guardians for a variety of purposes and relies on a number of legal grounds to do so. Killeen N.S. requires this information to perform our duties and responsibilities and to comply with our legal and statutory obligations. In addition, Killeen N.S. requires this personal information to pursue the legitimate interests of the school and our dealings with relevant third parties (see below). The legitimate interests upon which we rely is the effective operation and management of Killeen N.S**.** and managing the education and welfare needs of our pupils. Killeen N. S processes personal data on the basis of the following lawful purposes:

1. **Legal Obligation**

Killeen National Schoolcollects and process personal information to comply with our legal and statutory obligations, including, but not limited to those under the Education Act 1998 (as Amended), the Education (Welfare) Act 2000, the Education for Persons with Special Needs (EPSEN) Act 2004, the Health Act 1947, the Children First Act 2015, the Child Protection Procedures for Primary and Post-Primary Schools 2017, the Teaching Council Acts 2001-2015 and Safety Health and Welfare at Work legislation

1. **Legitimate Interests**

Killeen N.S. may also process personal information to:

* Enable Pupils to develop to their full potential and meet the educational, social, physical and emotional requirements of the pupil,
* Enable Parents and Guardians to be contacted in the case of emergency, school closures and to inform Parents and Guardians of their child’s educational progress,
* Secure and benefit from the support and services of relevant third parties.

1. **Consent**

Killeen National Schoolsometimes process some of pupils’ personal information with consent e.g. photograph which may be displayed on the school’s website or on social media platforms or in the print media. Please note that consent can be withdrawn at any time by contacting the school.

1. **How Personal Information is Collected**
2. **Pupils**

Killeen N.S. collects personal information about pupils through the enrolment process and/or through expressions of interest in relation to enrolment. Additional information is collected from third parties, including former schools and through school activities and general interaction(s) during the course of the pupil’s time at Killeen N.S**.**

1. **Parents and Guardians**

Killeen N.S**.** collects personal information about parents and guardians through the enrolment process or expressions of interest for enrolment. We collect additional personal information through general interaction during the course of the pupil’s time at Killeen N.S.

1. **Information and third Parties**

Killeen National School may receive from, share and/or transfer information to a range of third parties such as the following:

* ***The Department of Education and Skills***
* ***TUSLA / the Child and Family Agency***
* ***The National Council for Special Education***
* ***National Educational Psychological Service (NEPS)***
* ***Department of Social Protection and/or other state benefit providers***
* ***An Garda Síochána***
* ***School Insurance Provider***
* ***Third Party Service Providers***: We may share personal information with third party service providers that perform services and functions at our direction and on our behalf such as our accountants, IT service providers including, printers, lawyers and other advisors, and providers of security and administrative services, including data processing / cloud storage service providers**.**

1. **Data Retention**

We will only retain personal information for as long as it is necessary to fulfil the purposes the information was collected for, including any legal, accounting or reporting requirements.

1. **Transfer of personal Information outside the European Union**

Killeen National School may transfer the personal information we collect to countries outside the EU. Where there is no adequacy decision by the European Commission in respect of any such country that means that that country is deemed not to provide an adequate level of protection for your data. However, to ensure personal information does receive an adequate level of protection we will in such circumstances put in place appropriate measures such as the use of model contractual clauses as approved by the European Commission to ensure personal information is treated by those third parties in ways that are consistent with respect to EU and Irish Laws on Data Protection.

1. **Individual Rights**

Individuals have several rights under GDPR which in certain circumstances are limited and/or constrained. These individual rights include the right – free of charge and subject to any limitations as may apply – to:

1. Request a copy of the personal information held about the individual;
2. Rectify any inaccurate personal data held about the individual;
3. Erase personal information held about the individual;
4. Restrict the processing of individual personal information;
5. Object to the use of individual personal information for our legitimate interests;
6. Receive individual personal information in a structured commonly used and machine-readable format and to have that data transmitted to another data controller.

If you wish to exercise any of these rights please contact us at the school email [**killeenschool@eircom.**](mailto:killeenschool@eircom.)**net**

Killeen N.S. will endeavour to respond to your request within a month. If we are unable to deal with your request within a month we may extend this period by a further two months and we will explain why.

You also have the right to lodge a complaint to the office of the Data Protection Commission.

1. **Updates**

We will update this data protection statement from time to time. Any updates will be made available and, where appropriate notified to you.

**Relationships and Sexuality Education Policy**

The following policy is an agreed approach to the teaching of Relationships and Sexuality Education (RSE) in our school. It was drawn up as a result of a consultation process between parents, teachers and the Board of Management. It outlines a number of issues relevant to the teaching of RSE. They are:

1. Our school philosophy
2. Definition of Relationships and Sexuality Education (RSE)
3. Relationship of Relationships and Sexuality Education (RSE) to Social and Personal Health Education (SPHE)
4. Current provision in Social Personal Health Education (SPHE)
5. Aims of the RSE programme
6. Management and Organisation of RSE in our school
7. Ongoing Support, Training and Development

In general terms it should be remembered that the extent to which the content is treated will be dependent on the emotional and intellectual maturity of the children. Thus a degree of flexibility is advisable. Some adaptations of the curriculum guidelines will be required where it is considered that pupils are not emotionally ready to deal with sensitive issues such as conception, reproduction and physical changes at puberty. However, it is envisaged that all these sensitive issues will be dealt with before the end of a child’s primary schooling.

1. ***Our School Philosophy***

As a Catholic school we provide a climate where we strive to help all our children to achieve their full potential in a happy and caring environment. In doing so we are sensitive to the reality of our children’s lives in a changing world. It is our ultimate aim and hope that the children who have experienced our care will leave with a pride in themselves and in everything they do and go on to live happy and fulfilled lives.

We wish our pupils to enjoy learning in an atmosphere of mutual respect, co-operation and positive affirmation.

We commit ourselves to enabling each child achieve their full potential – spiritual, moral, physical, emotional and academic so that they may live a happy and contented life in harmony with themselves, others and the environment.

1. ***Definition of Relationships and Sexuality Education (RSE)***

RSE provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. It is the process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about relationships, intimacy, sexual and personal identity.

RSE is an integral part of Social and Personal Health Education (SPHE) and deals with aspects such as human growth and development, human sexuality, parenting, personal and social skills and relationships. It provides children with opportunities to acquire knowledge and understanding of these areas through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

1. ***Relationship of Relationships and Sexuality Education (RSE) to Social and Personal Health Education (SPHE)***

SPHE explores issues such as relationships both at home and in school, building self-esteem, communication skills, decision making and appropriate expression of feelings. It includes information on healthy eating, alcohol, drugs, personal development, safety and social responsibility and environmental issues.

SPHE provides opportunities for pupil to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

RSE will be taught as a component part of modules within the SPHE programme.

Sexually sensitive issues will be covered within the strand units:

Taking care of my body

Growing and Changing

Safety and Protection

1. ***Current Provision in Social Personal Health Education SPHE***

**A climate of care:**

Traditionally we have been a child centred school. The educational and emotional needs of the children in our care are central to our planning and policy making processes. We have always, and will always continue to put the welfare of the children first.

**Policies which support SPHE/RSE**

A code of Behaviour has been drawn up for the school with the co-operation of teachers, parents and Board of management. In keeping with the sentiment and spirit of this policy, the school informally supports many of the aims on which SPHE/RSE are modelled. It encourages good behaviour, open communication, understanding and tolerance of difference and respect for self and for others. It recognises that both the pupils and teachers have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the well-being of all members of the school community.

**Grow in Love Programme**

The programme is used in all classes, Junior infants to Sixth class. This programme extensively covers many of the topics of the SPHE and RSE programmes. The topics, particularly as they relate to self-esteem and inter-personal relationships, are dealt with as they arise in the programme.

**Health Education**

Topics related to hygiene, care of the body, diet, adequate sleep, etc. are all dealt with in the context of Physical Education and on formal and informal basis at appropriate levels in the classroom.

**Stay Safe Programme**

Children in the school are taught the programme every 2nd year.

1. ***Aims of the Relationships and Sexuality Education (RSE) Programme***

* To enhance the personal development, self-esteem and well-being of the child.
* To foster in the child a sense of care and respect for themselves and others and an appreciation of the dignity of every human being.
* To promote the health of the child and provide a foundation for health living in all its aspects.
* To help the child develop healthy friendships and relationships.
* To foster an understanding of, and a healthy attitude to human sexuality and relationships in a moral, spiritual and social framework.
* To enable the child to acquire an understanding of, and respect for, human love and reproduction.
* To enable the child to be comfortable with the sexuality of oneself and others while growing and developing
* To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future.
* To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.
* To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

1. ***Management and Organisation of Relationships and Sexuality Education (RSE) in our School***

It is necessary to make specific arrangements to deal with a number of issues related to the management and teaching of RSE. These issues will generally be dealt with in ways outlined below. However should circumstance prevail where the principal and teachers find it necessary to make alterations this will be done with due regard to the spirit of the policy.

**A Development Approach**

The programme will be available in the school in order that parents may familiarise themselves with the content.

The programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child.

In addressing sensitive issues, it will be necessary to take into account the different levels of emotional and physical development of the children and to adapt the programme accordingly.

All content objectives will be covers by the time the children leave 6th class.

**Vocabulary / Terminology used in each class relating to the sexually sensitive content of the RSE Programme**

***Junior Infants:*** “womb” as a special place where the baby grows

***Senior Infants:*** “penis” and “urethra” in the context of going to the toilet

“bottom” “vagina”

“breast” in the context of feeding

“navel” where baby is joined to mother

***First Class:*** No new biological terms introduced

Revision of infant terminology

***Second Class:*** “vagina” in the context of the opening through which the baby leaves the mother’s womb

***Third Class:*** Revision of term previously introduced.

***Fourth Class:*** The female body – Identify and explore physical changes at the onset of puberty

Periods – in the context of personal hygiene and growth from girl to woman

New life – Development of the baby in the womb from conception to birth

***Fifth Class:*** The Male body – Identify and explore physical changes at the onset of puberty.

***Sixth Class:*** Understand how conception to birth takes place. Building on the programme already covered.

The manner in which all issues are discussed will be with sensitivity, professionalism and an awareness of varying group dynamics within a class.

***The DES Teacher Guidelines state*** –

SPHE is spiral in nature. Similar content is revisited at different stages throughout the child’s time in school. This provides opportunities to consolidate and build on previous learning and allows for issues and topics to be explored and treated in a manner appropriate to the children’s needs, abilities and levels of maturity.

**Parents / Guardians**

Parents are the primary educators of their children and the school works in a supportive role.

A parents/guardians right to withdraw a pupils from the lessons dealing with sexually sensitive issues will be respected on the understanding that the parent/guardian is taking full responsibility for this aspect of their child’s education themselves. It is the responsibility of the parents/guardian to inform the school of this decision in writing. (See appendix A) Should a child who is withdrawn from the sexually sensitive classes receive inappropriate information from others, it will be the responsibility of their parents/guardians to address the issues.

**Information regarding forthcoming lessons**

RSE lessons will be taught early in the second term. Beforehand, parents will be informed of the content of these lessons in summary. More detailed content of the lessons is available in the school office.

**Teachers**

Where a teacher is not delivering the sexually sensitive lessons of the programme, provision will be made by the Board of Management for those lessons to be delivered by a colleague or suitable visiting speaker. The name of the person delivering these lessons will be included. The principal/class teacher will brief that person to ensure that she/he is fully aware of the School Policy in this area. The class teacher will be present during the lessons where a visiting speaker is present.

**Dealing with Questions**

It is normal that children should wish to ask questions in the area of RSE as they do in other subject areas. However this area of the curriculum is treated somewhat differently from other subjects in that certain topics are regarded as sensitive. These are generally regarded as the areas which deal with growth and development and reproduction.

Where these topics are concerned, there can be quite a range of understanding and often misunderstanding, in the same class level. In order to preserve an attitude of respect and to ensure that parents are confident that only the matters agreed in the policy are dealt with in the various class levels we recommend that teachers emphasise that questions dealt with in the classroom setting will be confined to material covered in that or previous years.

Should a pupil require information that is not in line with the curriculum content?

* That information will not be given by the teacher
* Teacher may refer the question to parent/guardian
* Suggest that this information may be available at a later stage of the Curriculum

**Confidentially**

The private lives of pupils, teachers and parents/guardians will be respected.

**Sources and Resources**

The Principal, in consultation with the staff, will make provision for the delivery of the RSE programme. Lesson plans from the Department of Education and Skills will be assesses and where necessary amended by the school staff in line with this agreed Policy. Pupil maturity and readiness for the different stages of the Programme will be one of the criteria on which this assessment will be based. The Grow in Love Programme, Stay Safe Programme and selection of appropriate resources will also be used.

All resources will be available in the school for parents to view if they wish.

1. ***Ongoing Support and Development***

In line with our policy of continuous professional development for our staff we will invite quest speaker or arrange workshops to deal with issues relevant to RSE from time to time.

At review, needs of teachers and other staff members will be assessed, and the resources of the Local Education Centre (Laois Ed. Centre), Primary Curriculum Support Programme (PCSP) office and Relationship and Sexuality Education (RSE) office will be used to access further training and staff development. Opportunities provided by our Local Education Centre will be brought to the attention of staff members.

The Parents Association will be encouraged to continue their very valuable role in providing opportunities for parents to up skill on this aspect of parenting and to share resources they have found useful.

**APPENDIX A**

To: Chairperson

Board of Management

Killeen NS

Killeen

Birr

I the Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(pupil’s name)

Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

currently attending your school, do not wish him/her to participate in the sexually sensitive lessons of the Relationships and Sexuality Education Programme provided by your school. I wish to confirm that I am making alternative arrangements, outside of school, to provide for his/her education in these matters. I confirm I have read and understand the section “Parents/Guardians” contained in this Policy document.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian

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