



The Teresian School

12 Stillorgan Road, Dublin 4 Tel: (01) 2691376 Fax: (01) 2602878 email: secretary@teresian.ie

The Teresian Junior School Administrative Policies



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Child Protection Policy

The Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools. The Teresian Junior School has agreed the following child protection policy:

- The Management of the Teresian Junior School has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
- The Designated Liaison Person (DLP) is **L. McHale, Principal**
- The Deputy Designated Liaison Person (Deputy DLP) is **C. Ní Dhonnchadha Sabato, Class 6 Teacher**
- In its policies, practices and activities, The Teresian Junior School will adhere to the following principles of best practice in child protection and welfare:
- The school will
 - recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
 - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
 - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
 - develop a practice of openness with parents and encourage parental involvement in the education of their children; and
 - fully respect confidentiality requirements in dealing with child protection matters.
- The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.
- This section of the child protection policy should be used to list school policies, practices and activities that are particularly relevant to child protection (e.g. the Code of Behaviour/Anti-bullying Policy, Pupil Attendance Strategy, Supervision of Pupils, Sporting Activities/School Outings/Pupil Work Placements at post primary etc.)
- Management has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.



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- This policy has been made available to school personnel and the Parents' Council and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.
- This policy will be reviewed by the Management once in every school year.

This policy was adopted on 20th August 2018

Ratified by:

Junior School Principal

Rosalie Doherty

School Manager

Date of next review: September 2019



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Child Safeguarding Statement

The Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools. The Teresian Junior School has agreed the following child protection policy:

- Management of allegations against staff
- Recruitment of staff suitable to work with children
- Reporting of child abuse and welfare concerns to the Child and Family Agency
- Provision of child protection information, instruction and training to staff
- List of mandated persons
- Appointment of 'relevant person'

- The Management of the Teresian Junior School has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.

- The Designated Liaison Person (DLP) is **L. McHale,**
Principal

- The Deputy Designated Liaison Person (Deputy DLP) is **C. Ní Dhonnchadha**
Sabato, Class 6 Teacher



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The school will

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- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- ✓ This section of the child protection policy should be used to list school policies, practices and activities that are particularly relevant to child protection (e.g. the Code of Behaviour/Anti-bullying Policy, Pupil Attendance Strategy, Supervision of Pupils, Sporting Activities/School Outings/Pupil Work Placements at post primary etc.)
- ✓ Management has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.
- ✓ This policy has been made available to school personnel and the Parents' Council and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.



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- ✓ This policy will be reviewed by the Management once in every school year.

This policy was adopted on 20th August 2018

Ratified by:

Junior School Principal

Rosalie Doherty

School Manager

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Health and Safety Statement

Introduction

This document has been prepared in compliance with Section 39 of the Safety, Health and Welfare at Work Act 2005.

School Management Philosophy

The School Management recognises and accepts not only its statutory responsibilities but also its obligations to direct, manage and achieve as far as is reasonably practicable, the Safety, Health and Welfare at Work of every employee, students and guest alike. The School Management believes that each employee and student accepts his or her legal and moral responsibility for improving and maintaining Safety, Health and Welfare in the workplace and for behaviour which does not jeopardise the individual's personal Safety, Health and Welfare or that of others.

Safety Organisation Safety is a line management responsibility. Teachers are responsible for safety in their own areas and for implementing relevant safety procedures. The Safety Officer shall monitor safety generally and the operation of safety procedures. The Principal shall ensure that each employee shall obtain a copy of the Safety Statement and shall be familiar with its contents.

Safety Officer – Maire O'Dea. The Safety Officer shall be responsible for overseeing safety provisions on behalf of the school. She should be consulted if any of the employees have queries regarding any of the safety provisions mentioned in this statement.

Her main duties and responsibilities are as follows:

- a) To guide and advise on safety and welfare matters.
- b) To ensure that the School fulfils all statutory requirements in respect of Safety, health and Welfare at Work Act, 1989.



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c) To undertake regular revision of safety procedures and methods of operation, to ensure they are kept up-to-date. d) To ensure that adequate fire protection and prevention measures are provided. e) The Safety Officer shall

investigate all accidents and dangerous occurrences and shall ensure that a Report is written on each incident in the Accident/Injury Report Book held by the Safety Officer. Causes of accidents shall be determined as far as practical and remedial action shall be specified.

Hazards The following hazards are considered by the school to be a source of potential danger and brought to the attention of all concerned:

Inside the buildings, Corridors, Classrooms, Halls, Assembly and Public Areas, Wet floors, Obstructions on corridors and walkways, Rubbish dropped on corridors.

School Grounds: Rubbish, Frost, Cars bringing and collecting students, Vehicles delivering goods, Use of lawnmower by Gardener, Work done in the school, repairs, Main Fuse Board Room, Boiler House Hall/Gym Pavilion, Electrical heaters to be switched off at the end of class.

Home Economics Room, Slippery floors, Hot cooking materials, Sharp objects, Hazardous equipment, mixers etc.

Science Labs: Chemicals, Broken Glass, Gas leakage, Naked flames

Art Room: Sharp objects, Paint, Solvent

School Office: Guillotine, Photocopiers, Trailing leads.

Staff Room: Microwave, Hot cooking materials, Boiling water

To minimise these dangers the following safety/protective measures must be adhered to:

- a) Access to operation of equipment is restricted to qualified members of staff.
- b) All machinery and electrical equipment are fitted with adequate safeguards.
- c) Precautionary notices, in respect of safety matters are displayed at relevant points.



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Electrical appliances: All electrical appliances will be checked on a quarterly basis.

Electrical appliances should not be used if leads or plugs are damaged.

Chemicals, Solvents, Detergents, Copier Toner Safety data sheets are supplied with all such materials. Members of staff using these materials should familiarise themselves with the hazards associated with the materials and precautions to be taken in the event of spillage, splashes etc. Students are not allowed to use these materials without the supervision of a teacher.

Welfare To ensure the continued welfare of employees, toilets and cloakroom areas are provided. Staff must co-operate in maintaining a high standard of hygiene in these areas.

Members of staff are reminded that:

a) Any person who is under medical supervision or on prescribed medication and who has been certified fit for work, should notify the Principal of any known side effects or temporary physical disabilities which could hinder their work performance, and which may be a danger either to themselves or their fellow workers or pupils.

b) Alcohol and illicit drugs. Staff are not allowed to attend the premises or carry out duties whilst under the influence of alcohol or illicit drugs. If a student is found under the influence of alcohol or drugs while in school, her parents will be contacted immediately, and she will be sent home. Any person found breaking this rule will be liable to suspension or instant dismissal.

First Aid - Vivienne Naughton. There are boxes of First Aid in the main office, Labs, Home Economic room and Art room, outside the Pre-School & Junior School Staff Room (House building) in the Pre-School, in the bathroom beside classes 1 and 2, and in Staff Room 2 in main building.

Fire Protection:



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a) Fire extinguishers and provided and correctly sited to meet statutory and insurance requirements.

b) All fire-fighting equipment is regularly tested and serviced by specialized contractors. c) All fire exits and emergency paths of egress are marked using the standard symbols.

Evacuation All evacuation procedure has been prepared and provided to each member of staff. Evacuation drills will take place twice per year or more often if required.

Accident/Incident reporting All incidents, no matter how trivial, and whether to employees, pupils or members of the public must be reported immediately to the Principal and to ensure that proper medical attention is given when required.

General Safety The aim of the School Management is to provide a healthy and safe working environment. This can be achieved with the help and assistance of all employees and pupils by:

- a) Observing the general rules of safety
- b) Using all machinery and equipment in a safe and proper manner.
- c) Keeping work areas clean and tidy at all times.
- d) Making sure that all corridors and passageways are kept free of obstructions at all times.
- e) Taking care that fire points are not blocked or covered up in any way and that they are ready for use if the need arises.

Concluding Comment. This Safety Statement may be altered, revised or updated at a future date so as to comply with any changes or conditions.

September 2018

Ratified by: _____: Junior School Principal

Rosalie Doherty

School Manager



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Code of Behaviour

The aim of the code is to provide a framework for responsible behaviour by all students. In the Teresian School, discipline is based on mutual respect and reason rather than fear.

Every reasonable effort is made to accommodate the individuality of each student while creating a suitable educational environment where effective teaching and learning can take place.

The school places greater emphasis on encouragement than on sanctions, in the belief that this will, in the long run, give the best results. All staff members will make every effort to adopt a positive approach to the question of behaviour in the school and positive techniques of motivation and encouragement will be utilised by teachers.

Teachers shall keep written records of all instances of serious misbehaviour as well as a record of improvements in behaviour of disruptive students. Before resorting to sanctions the normal channels of communication between school and parents will be pursued. Parents will be involved and their active co-operation sought at an early stage, rather than as the last resort.

To enable this code to be effective and to create a strong sense of community within the school, a high level of student and parent co-operation with staff is required.

To ensure a good learning environment for every student, rules are being kept to the minimum.

Respect

Pupils are asked to show respect for others at all times. They are asked to be polite and mannerly in their dealings with everyone. Bullying is not allowed in any form.



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Attendance, Punctuality and Homework

A regular attendance is expected of all children and parents are asked to notify the school, preferably by a note, if a child is absent, arrives late or wishes to leave school early. Classes begin at 9.00am and end at 2.45pm. The school cannot take responsibility for children outside these hours unless they are in study or in the Pre-School.

Children who are going to be absent from study should also let the teacher know. Children should not leave the school without a prior arrangement nor should they wait outside the gate to be collected. Pupils should have required books in school daily. Homework, which may be written or oral, must be completed and neatly presented. It should be checked by parents and a note should be sent to the teacher if it is not done or is incomplete. The homework notebook should be signed if requested by the class teacher.

Personal:

A neat appearance is expected of students at all times.

Students must observe the School Code of Dress in school, when coming to school, returning home from school and whenever they represent the school.

Order, Safety and Health

Students are requested to keep the classroom, school, and grounds litter free.

All books and personal belongings should be clearly marked with the student's name and always kept tidy and clean. In the interest of safety, pupils are asked not to play or turn around on the line. They should be within sight of a teacher at lunch and break time. Running is not allowed inside the school.

Pupils should let the office know if they change their arrangements for getting home in the evening. Pupils are encouraged to have a sensible, nutritious lunch. Eating is only allowed during break and lunch times.



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Students must use the footbridge over the dual carriageway when crossing to and from school. Students cycling to and from school are advised to wear a helmet and reflective armbands.

General:

Chewing gum and Tippex fluid are not allowed in the school. Mobile phones may only be used after school hours. Camera phones are prohibited. Money and other valuables should not be left in the cloakroom or on the pupil's desk.

The public telephone and the photocopying facilities in the School Office may not be used during class hours.

THE SCHOOL DOES NOT ACCEPT RESPONSIBILITY FOR MONEY OR OTHER ARTICLES LOST OR DAMAGED ON THE PREMISES.

Ratified by the Manager:

Lynda McHale

Junior School Principal

School Manager

Date: _____



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Anti-Bullying Policy 2017 – 2018

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Management of the Teresian Junior School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The School Mission Statement affirms “we are committed to appreciating the dignity and uniqueness of each person, in a family-like atmosphere where staff, students and all school personnel are respected and valued”. Management, adhering firmly to this, recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - on-going evaluation of the effectiveness of the anti-bullying policy.



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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying,
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

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

4. **The relevant teachers for investigating and dealing with bullying** are as follows:

- **each class teacher**
- **the principal**
- **the manager**

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

- The **RE, SPHE and RSE** programmes as well as the new **STAY SAFE** programme.



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- All teachers will receive training on how to deal with bullying and will be made fully aware of the anti-bullying policy and the process for dealing with cases of bullying.
- Anti-bullying programmes selected by the Principal, Teachers and Parents' Council
- Discrete bullying lessons – SPHE, Role-play, Circle Time, Assemblies
- Friendship Week - Week of 14th February.
- Ethos days and events – learning about the ethos of the school
- Poster Campaign
- Regular talks on bullying by visiting speakers (e.g. Member of the Gardai, Child Psychologist,). Monthly Assembly Theme.
- Promotion of the role of the bystander and the impact children can have on promoting a climate on non-bullying
- Emphasis on school's Golden Rules : We are kind and helpful
We are polite and considerate
We are good listeners
We are honest
We look after property

6. The school's procedures for investigation, follow-up and recording of bullying

behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are broken up into two sections as follows:

Key aims, attitudes and behaviours when investigating a case:

The school will employ a "Zero" tolerance approach to bullying. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved rather than to apportion blame.

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgment to determine whether bullying has occurred and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. Such reports of bullying will be recorded in the yard book or on a standard incident form.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher. A standard procedure and phrase will be used by non-teaching staff.



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- Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to the questions what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

The school's procedures for investigating and dealing with bullying are as follows:

Depending on the severity of the bullying the teacher may ask to have a parent present at any point during this process.

Initial report: A parent /child or third party will express their concern to the **class teacher** .

1. The teacher will interview the child involved and depending on age may ask them to write down what happened.
2. The teacher will then interview the child allegedly engaged in bullying behaviour.
3. If anyone else has witnessed the behavior they will be asked for information.
4. If a group is involved, each member will be interviewed individually at first. Thereafter all those involved will be met as a group. At this meeting, each child will be asked for his/her account of what happened to ensure that everyone is clear about what each one has said. Each member of the group will be supported through the possible pressures that they may face from the other members of the group after their interview by the teacher.

The teacher may impose appropriate sanctions.

If the teacher sees that it is a severe case of bullying she will refer it to the **Principal** who will work with her towards a possible solution. If no solution is reached the Principal may have to

refer it to the manager who may have to resort to more severe sanctions in accordance with the Code of Behaviour.



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A) Actions

1. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their children.
2. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied. If disciplinary sanctions need to be imposed then this will be done quickly and decisively.
3. There will also be measures put in place to help all parties involved in the case and ensure that they are supported through all stages of the process and afterwards.
4. Parents and the children involved will be notified of any decisions and/ or repercussions of the bullying case.
5. It will also be made clear to all involved (each set of pupils and parents) that any situation where disciplinary sanctions are required, is a private matter between the pupil being disciplined, his or her parents and the school.

The school's procedures for reporting bullying are as follows

1. All reports, including anonymous reports of bullying will be investigated and dealt with.
2. The class teacher will use her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
3. If it is established by the class teacher that bullying has occurred, she will keep appropriate written records which will assist her efforts to resolve the issues and to restore, as far as is practicable, the relationship of the parties involved.
4. The class teacher will use the **Form for Recording Bullying Behaviour**:
 - a) in cases where she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 schooldays after she has determined that bullying behaviour occurred; and



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- b) where she decides that, in the circumstances, the bullying behavior must be recorded and reported immediately to the Principal.

Follow-Up

1. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect but must be done with the consent of the children involved.
2. Within 20 school days after it was determined that bullying behaviour had occurred, the parents and/or children will be contacted to ensure that they are happy with the outcome of the case. In cases where the relevant teacher or parents/child considers that the bullying behaviour has not been adequately and appropriately addressed, it must be recorded by the relevant teacher in the **Form for Recording Bullying Behaviour** and further actions must be taken and the case is then officially referred to the Principal.
3. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgment, take the following factors into account:
 - a. Whether the bullying behaviour has ceased;
 - b. Whether any issues between the parties have been resolved as far as is practicable;
 - c. Whether the relationships between the parties have been restored as far as is practicable; and
 - d. Any feedback received from the parties involved, their parents or the school Principal;
4. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred, as appropriate, to the school's complaints procedures through the School Manager.
5. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
6. If a child has been repeatedly involved in bullying or the extent of the bullying is severe their parents will be called in to review the situation with the school and to put an individual plan of action in place to try and resolve the issue. If further cases



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of bullying have been reported and no change in the child's behaviour is visible then the only recourse open to the school is to refer the case to the Manager who may need to invoke more severe sanctions in accordance with the Code of Behaviour.

7. **The school's programme of support for pupils affected by bullying is as follows:**

- Use of social stories on an individual and whole school basis to promote positive attitudes towards those affected by bullying
- Opportunities to increase feelings of self-worth
- Opportunities to participate in activities designed to develop their friendship and social skills and thereby build resilience.
- Providing opportunities for success throughout the curriculum
- A support plan for vulnerable children

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. This policy was adopted by the Management on _____ [date]

11. This policy was drawn up after consultation with the Junior School Staff and the Junior School Parents' Council.

12. This policy has been made available to school personnel, published on the school website, is readily accessible to parents and pupils on request and provided to the Parents' Council. A copy of this policy will be made available to the Department and the Trustees, if requested.

13. This policy and its implementation will be reviewed by the Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and be otherwise readily accessible to parents and pupils on request and provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the Trustees and the Department.



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Ratified by:

Junior School Principal

Rosalie Doherty

School Manager



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Parental Involvement Policy

Introductory Statement

This policy was developed for the TUSLA review process in October 2017. It was reviewed by the Parents Council and ratified by Manager.

Its purpose is to provide information and guidelines to parents and staff on parent/staff meetings and communication in The Teresian School. The family and home are central to the social and intellectual development of the child and the nurturing of good, moral values. The school and the family strive to be mutually supportive and respectful of each other, so that the child's education can be effective. All the stakeholders aim to work for the benefit of the child and their learning.

Parents are encouraged to

- Develop close links with the school
- Participate in meetings in a positive and respectful manner, affirming the professional role of the staff and all staff members in the school
- Collaborate with the school in developing the full potential of their children
- Share the responsibility of seeing that the school remains true to its ethos, values and distinctive character
- Become actively involved in the school/parent's council
- Participate in policy and decision-making processes affecting them

Staff are encouraged to

- Establish good communication with parents/guardians of pupils in their class
- Keep parents/guardians informed of their child's progress and behaviour both positive and negative
- Listen to what parents/guardians have to say and encourage them to bring any concerns to you at an early stage to avoid situations escalating
- Be aware of the role of parents/guardians as prime educators and emphasise that all parties are working together for the child's benefit to help her reach her potential

STRUCTURES IN PLACE TO FACILITATE OPEN COMMUNICATION & CONSULTATION WITH PARENTS:

- Meeting for parents of each class – beginning of September
- Parent/teacher meetings one-to-one in November and March
- Parents receive a school report of each pupil twice yearly (December and May)
- Meetings with parents whose children attend the learning support teacher
- Consultation throughout the year
- Written communication



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- Through the parents' council, parents are invited to discuss and contribute to the drafting and review of school policies. Decisions taken to change current policies and procedures or to introduce new ones will be made known to all parents in written format via the journal/school website
- Regular notifications and the school website keep parents up-to-date with school events, holidays and school concerns
- Homework diary Class 1 - 6, used to relay messages which are signed between parents and teachers. Parents requested to sign diary each night to certify that homework has been completed
- Parents are invited to share their expertise with their daughter's class in a structured way
- Parents are invited to events throughout the year e.g. sports day, school masses and school concerts
- Involvement of parents in the relevant activities. Parents in the classroom which include guest readers, workshops etc.

Parents of Kinder A & B are also welcome to make an appointment any time throughout the year. If a parent wishes to consult with a teacher, she can contact the school secretary to arrange a suitable time.

It is vital that the school is immediately informed if family events/situations occur that cause anxiety to the child and therefore may adversely affect her education.

In all matters pertaining to the wellbeing and education of pupils, only the parents/legal guardians named on the enrolment form will be consulted by staff.

Parent/Teacher Meetings

Formal Parent/Teacher meetings will be held twice a year for all classes. They will be organised by the Principal and the school staff. Details regarding time, etc will be worked out by the class teacher, in consultation with parents. The school will attempt to co-ordinate times where siblings are concerned. Meetings may take place in classrooms and resource rooms. The teachers use prepared guidelines for the meetings and collaborate in advance about the progress of individual children.

The purpose of the parent/Teacher meeting is:

- To establish and maintain good communication between the school and parents
- To let parents know how their children are progressing in school
- To help teachers/parents get to know the children better as individuals
- To help children realise that home and school are working together
- To meet demands for accountability
- To share all positives about the child
- To share with the parent the problems and difficulties the child may have in school
- To review with the parent the child's experience of schooling
- To learn more about the child from the parent's perspective
- To learn more about parental opinions on what the school is doing
- To identify areas of tension and disagreement



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- To identify ways in which parents can help their children
- To negotiate jointly decisions about the child's education
- To inform the parents of standardised test results according to school policy

Reporting to Parents

Parents have the primary responsibility for their children's learning and development. Schools can strengthen the capacity of parents to support their children in this way by sharing meaningful information about the progress that their children are achieving in the education system. This information needs to draw on the different sources of evidence that staff use, such as conversations with the learner, data-collection and documented progress on objectives and milestones reached in their short and long-term planning, examination of students own self-assessment data, documented observations of the learners' engagement with tasks, outcomes of other assessment tasks and tests, and examples of students work. In turn, parents will often be able to enrich staffs' knowledge of their students' progress through providing further information about the students' learning at home.

Report Cards provide for reporting in four areas:

- The child's learning and achievement across the curriculum
- The child's learning dispositions
- The child's social and personal development
- Ways in which parents can support their child's learning

The Teresian School uses standard report card templates for reporting to parents on students' progress and achievement at school.

Formal Meetings:

Formal timetabled parent/teacher meetings take place in November and March. However, if a parent wishes to arrange a meeting at any stage during the year to discuss their child, they may do so **by prior appointment**.

- All communication sent from the school will be sent to the child's home address as given on the enrolment form, unless otherwise requested by parents
- In the case of separated parents, requests can be made by both parents to meet their child's teacher(s) individually for parent/teacher meetings
- Formal meetings can be set up at the request of the Teacher, Principal or Parent.

Formal Meetings-IEP'S:

Formal timetabled parent/staff meetings on the subject of the **Individual Education Plan** will take place in September/October. However, if a parent wishes to arrange a meeting at any stage during the year to discuss their child, they may do so by prior appointment.



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Informal Parent/Staff meetings

- The School encourages communication between parents and staffs
- Meetings with the class teacher at the classroom door to discuss concern is discouraged on a number of grounds:
 1. Staff cannot adequately supervise a class while at the same time speaking to a parent
 2. It is difficult to be discreet when so many children are standing close by
 3. It can be embarrassing for a child when his/her parent is talking to staff at a classroom door

Complaints Procedure

Complaints are infrequent, but the school would wish that these would be dealt with informally, fairly and quickly. The following is the agreed complaints procedure to be followed in primary schools.

Stage 1 – Informal stage:

- A parent/guardian who wishes to make a complaint should, firstly approach the **class teacher** with a view to resolving the complaint.
- Where the parent/guardian is unable to resolve the complaint with the class teacher he/she should approach the **Principal** with a view to resolving it.
- If the complaint is still unresolved, the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage – 2 Formal stage:

- If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, he/she should lodge the complaint in writing with the Manager.
- The Chairperson will bring the precise nature of the written complaint to the notice of the staff member and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3:

- If the complaint is not resolved informally, the Manager should, subject to the authorisation of the Trustees:
 - a. Supply the staff member with a copy of the written complaint and
 - b. Arrange a meeting with the staff member, and where applicable, the Principal with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4:

- If the complaint is still not resolved, the Manager should make a formal report to the board within 10 days of the meeting.



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- If the Board considers that the complaint is not substantiated, the staff member and the complainant should be so informed within 3 days of the meeting with the Manager.
- If the Board considers that the complaint is substantiated or that it warrants further investigation, the following steps should be followed:
 - a. The staff member should be supplied with copies of any written evidence in support of the complaint
 - b. He/she should be requested to supply a written response to the complaint to the Manager and should be afforded an opportunity to make a presentation to the Manager and to be accompanied by another person to that meeting.
 - c. The Manager may arrange a meeting with the complainant, who may be accompanied by another person to this meeting.

Stage 5:

Following the investigations, the Manager shall convey the decision in writing to the staff member and the complainant within 5 days of the meeting. The decision of the Manager shall be final.

Behaviour of All Stakeholders in School

Positive and respectful communication is of high importance to The Teresian School. This not only extends to the children but to all of the stakeholders e.g. the staff, parents and the wider community. Anyone entering our building should feel safe to do so. While the behaviour of children in our school is of vital importance, adults in the school community also have a responsibility to ensure their own behaviour models the types of behaviour expected of children.

It is important that all stakeholders are responsible for their own behaviours in the school. Examples include:

- **All stakeholders are expected to speak to each other with respect.** Shouting or other aggressive tones are not acceptable. If a stakeholder displays anger or aggression to another member of the school community, they may be asked to remove themselves from the building. In certain cases, the Gardaí may be called.
- All stakeholders will treat our children with the utmost respect while on the premises.
- Staff should not be asked to speak about another parent's child. The staff of the school will respect your child's right to privacy so it is asked that parents respect other children's rights to privacy.
- When stakeholders meet, it is important to respect that the time of meetings should be kept to a reasonable amount of time. **Times of meetings should be agreed beforehand and these should be respected (15 minutes for parent/teacher meetings).**
- Should a parent need to have a discussion or meeting, an appointment should be made at a convenient time for both parties. This ensures that issues can be



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resolved. Classes begin at 9:00am and finish at 2:45pm and this time should not be interrupted.

Safety, Health and Welfare in School:

The Safety, Health and Welfare at Work Act became operative on 1st of November 1989. It is an important piece of legislation for the BOM and for those who work in schools, as schools and colleges were brought under the scope of safety legislation for the first time.

It is recognised that school staff may be at risk from violence in the form of verbal abuse, threats, assaults or other forms of intimidation. This behaviour may come from pupils, parents, guardians, other staff members or intruders.

In this respect, all staff should be aware of **DES Circular 40/97** which deals with the procedures to follow if they feel they have been subjected to any of the above behaviours.

Ratified by:

Junior School Principal

School Manager



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Critical Incident Policy

Introduction

In The Teresian School we aim to protect the well being of our pupils and staff by providing a safe, tolerant and well catered for environment as outlined in our school philosophy statement.

The school through the Principal, the Staff and the Parents Council has drawn up a critical incident management plan. They have established a Critical Incidents Management Team to steer the development and implementation of the plan.

What is a Critical Incident?

'A critical incident is any incident or sequence of events which overwhelms the normal coping mechanism of the school and disrupts the running of the school'.

Examples:

- Death, major illness/outbreak of disease (Foot & Mouth)
- Criminal incidents (e.g. Dunblane shooting, Shooting at first communion in Ballymun.)
- Major accidents, serious injury (e.g. 'Navan bus crash')
- Suicide
- Civil unrest, war (foreign nationals may be traumatised by events that happened in their country of origin)
- Fire, natural and technological disaster (e.g. school ceiling collapsing in Cork)
- Disappearance of student from home or school (e.g. Midleton incident in Cork)
- Unauthorised removal of student from school or home.
-
-



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- World events that may affect the student body and/or staff. May be a need for provision of discussion and involvement in ceremonies e.g. 9/11, earthquakes, tsunami etc.

The Teresian School Critical Incidents Management Team:

Leadership Role: Rosaleen Doherty (Manager), Lynda McHale (Principal)

Communication Role: Rose Phelan (Class 3 Teacher)

Student Liaison/ Counselling Role: Claudia Sabato (Class 6 Teacher)

Chaplaincy Role: Matet Gayondato

Family Liaison Role: Lynda McHale (Principal)

Parents Council Rep: Suzanne McCormack (Parents Council Chairperson)

The first-named person has the responsibility as defined.

The second-named person assists and only assumes responsibility on the absence of the first-named.

Roles and Responsibilities

1. Leadership Role:

Intervention

- Confirm the event
- Activate the Critical Incident response team
- Liaise with the Gardaí/Emergency services
- Lead briefing meetings for staff on the facts as known, give staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Express sympathy to family
- Clarify facts surrounding event



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- Make contact with other relevant agencies
- Decide how news will be communicated to different groups (staff, pupils, outside school)

Postvention

- Ensure provision of ongoing support to staff and students
- Facilitate any appropriate memorial events
- Review and evaluate plan

2. Family Liaison Role:

Intervention

- Co-ordinate contact with relevant family
- Consult family about involvement of school in rituals, services etc. (e.g. funeral service)
- Assist with all communication dealing with parents of any pupil affected by the critical incident
- Ensure confidentiality and privacy surrounding the family or families.

Postvention

- Provide ongoing support to families affected by the incident
- Involve, as appropriate, the family or families in school liturgies/memorial services
- Offer to link family with community groups
- Review and evaluate plan



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3. Communication Role:

Intervention

- Inform relevant personnel in all three schools (i.e. Pre-School, Junior School & Senior School)
- In consultation with the Principal and Team, prepare a public statement
- The Manager will decide who will address the media
- Organise a designated room to address media promptly
- Ensure telephone lines are free for outgoing and important incoming calls
- Designate mobile numbers for contact
- Liaise with The Trustees – to keep them informed
- Liaise with relevant outside support agencies

Postvention

- Review and evaluate effectiveness of communication response

4. Student Liaison/ Counselling Role:

Intervention

- Advise the staff on the procedures for identification of vulnerable pupils
- Alert staff to vulnerable pupils
- Outline specific services available in the school
- Put in place clear referral procedures
- Address immediate needs of staff
- Provide materials for staff (from critical incident folder)
- Provide information
- Provide counselling

Postvention



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- Provide ongoing support to vulnerable students
- Monitor class most affected
- Refer as appropriate
- Review and evaluate Plan

5. Chaplaincy Role:

Intervention

- Visit home(s), if appropriate
- Assist with prayer services
- Make contact with other local clergy
- Be available as personal and spiritual support to students, staff and parents

Postvention

- Provide follow-up support to families in conjunction with Home School Community Liaison
- Work in partnership with Critical Incident team
- Review and Evaluate Plan

6. The School Community

Intervention

- The Manager and Principal should keep in close liaison with the Critical Incidents Management Team and convene a meeting with the full team, if deemed necessary.
- The Principal should co-ordinate contact with families.
- The Principal should convene a staff meeting, if deemed appropriate.
- The Principal should extend sympathy to the family and consult with family around involvement of school in e.g. funeral service.



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- Assist with all communication dealing with parents of any student affected by critical incident.
- The Principal should ensure a timetable for the day is created. (Adhering to the normal school routine is important, if this is possible).
- Class teachers should take note of any absentees who need to be contacted, list of friends etc.
- Staff should ensure appropriate supervision of students.
- The Principal and Critical Incidents Team should ensure a home visit by two staff representatives within 24 hours, if appropriate.
- The school community should have regard for different religious traditions and faiths that may be involved.

Postvention

- Provide ongoing support to families affected by the incident
- Involve as appropriate the family in school liturgies/memorial services
- Offer to link family with community support groups
- Review and evaluate plan

Action plan

Short Term Actions (Day 1)

- Immediate contact with family/families
- Consult with the family regarding appropriate support from the school, e.g. funeral service
- Ensure that a quiet place can be made available for students/staff/parents to reflect (e.g. the chapel)

Media Briefing (if appropriate)

- Designate a spokesperson (usually the Principal)



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- Gather accurate information
- Prepare a brief statement (Critical Incidents Team)
- Protect the family's privacy
- It is important to obtain accurate information about the incident
 1. What happened, where and when?
 2. What is the extent of the injuries?
 3. How many are involved and what are their names?
 4. Is there a risk of further injury?
 5. What agencies have been contacted already?
- Contact appropriate agencies
 1. Emergency services
 2. Medical services
 3. H.S.E. Psychology Departments/Community Care Services
 4. NEPS
 5. Duty Social Care Worker

Medium Term Actions (24-72 HOURS)

- Preparation of students/staff attending funeral
- Involvement of students/staff in liturgy if agreed by bereaved family
- Facilitation of students/staffs responses, e.g. Sympathy cards, flowers, Book of Condolences, etc.
- Ritual within the school – as deemed appropriate by the Principal
- Review the events of the first 24 hours
- Reconvene Key Staff/Critical Incident Management Team

- Decide arrangements for support meetings for parents/students/staff
- Decide on mechanism for feedback from teachers on vulnerable students
- Have review of Critical Incident Management Team meeting
- Establish contact with absent staff and pupils



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- Arrange support for individual students, groups of students, and parents, if necessary
- Hold support/information meeting for parents/students, if necessary, in order to clarify what has happened
- Give any teacher who feels uncomfortable with involvement in support meetings the choice of opting out
- Arrange, in consultation, with outside agencies, individual or group debriefings or support meetings with parental permission
- Plan for the re-integration of students and staff e.g. absentees, injured, siblings, close relative etc)
- Student Liaison person to liaise with above on their return to school.
- Plan visits to injured
 - Family Liaison person + Class Teacher + Principal to visit home/hospital
 - Attendance and participation at funeral/memorial service (To be decided)
 - Decide this in accordance with parent's wishes, school management decisions and in consultation with close school friends
- School closure (if appropriate)
- Request a decision on this from school management

Longer Term Actions

Monitor students for signs of continuing distress

If over a prolonged period of time, a student continues to display the following, he/she may need assistance from the Health Board. Constant communication with family is essential.

- Uncharacteristic behaviour
- Deterioration in academic performance
- Physical symptoms — e.g. weight loss/gain, lack of attention to appearance, tiredness, restlessness
- Inappropriate emotional reactions
- Increased absenteeism



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Evaluate response to incident and amend Critical Incident Management Plan appropriately

- What went well?
- Where were the gaps?
- What was most/least helpful?
- Have all necessary onward referrals to support services been made?
- Is there any unfinished business?

Formalise the Critical Incident Plan for the future

- Inform new staff/new school pupils affected by Critical Incidents where appropriate
- Ensure that new staff are aware of the school policy and procedures in this area
- Ensure they are aware of which pupils were affected in any recent incident and in what way
- When individual pupils or a class of pupils affected by an incident are transferring to a new school, the Principal should brief the Principal of the new school

Decide on appropriate ways to deal with anniversaries (Be sensitive to special days and events)

- Anniversaries may trigger emotional responses in students/staff and they may need additional support at this time
- Acknowledge the anniversary with the family
-
- Need to be sensitive to significant days like Birthdays, Christmas, Mother's Day, and Father's Day

Other

- Plan a school memorial service
- Care of deceased person's possessions. What are the parent's wishes?
- Update and amend school records



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Ratified by:

Junior School Principal

Rosalie Doherty

School Manager



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Data Protection Privacy Statement for Parents, Guardians and Pupils

Effective from the 25th May 2018

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 The Teresian School collect 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 **The Teresian 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.

Who we are and how to contact us

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



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If you have any questions about this data protection statement, including any request to exercise your legal rights, please contact us **in writing for the attention of the Principal to:**

The Teresian School, 12 Stillorgan Road, Donnybrook, Dublin 4.

Information Collected

The Teresian School may collect the following personal information on pupils and parents/guardians:

(i) 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.



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(ii) Sensitive Personal Information – Pupils

The Teresian 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.

(iii) Parent / Guardian Information

The Teresian 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,

Purpose and Legal Basis for Collecting and Processing Information

The Teresian 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. The Teresian School requires this information to perform our duties and responsibilities and



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to comply with our legal and statutory obligations. In addition, **The Teresian School** 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 **The Teresian School** and managing the education and welfare needs of our pupils. **The Teresian School** processes personal data on the basis of the following lawful purposes:

a) Legal Obligation

The Teresian School collects and processes 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.

b) Legitimate Interests

The Teresian School 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.

c) Consent

The Teresian School sometimes 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.

How Personal Information is Collected

(i) Pupils

The Teresian School collect personal information about pupils through the enrolment process and/or through expressions of interest in relation to enrolment. Additional information is



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collected from third parties, including former schools and through school activities and general interaction(s) during the course of the pupil's time at **The Teresian School**.

(ii) Parents and Guardians

The Teresian School collect 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 **The Teresian School**.

Information and Third Parties

The Teresian 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 i.e. **Aladdin**.

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.



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Transfer of Personal Information Outside European Union

The Teresian 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.

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

In writing for the attention of the Principal to:

The Teresian School, 12 Stillorgan Road, Donnybrook, Dublin 4.

The Teresian School 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.



The Teresian School

12 Stillorgan Road, Dublin 4 Tel: (01) 2691376 Fax: (01) 2602878 email: secretary@teresian.ie

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

Updates

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



The Teresian School

12 Stillorgan Road, Dublin 4 Tel: (01) 2691376 Fax: (01) 2602878 email: secretary@teresian.ie

Ratified by:

Junior School Principal

Rosalie Doherty

School Manager

Date: _____