



## **Enrolment Policy Corpus Christi Primary School**

### **Introduction**

This enrolment policy is set out in accordance with 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, Fr. Pat Hogan and the Acting Principal Ms. Hilary McAlea will be happy to clarify any further matters arising from the policy.

Corpus Christi Primary School operates under the Rules of National Schools, the Education Act (1998), The Education Welfare Act (2000), enacted sections of The Education of Persons with Special Education Needs (2004), all relevant equality legislation and Department of Education and Skills (DES) Circulars.

Corpus Christi Primary School is located in Moyross, in Limerick City. It is a Catholic School under the patronage of the Very Reverend Bishop Brendan Leahy. It is a mixed school catering for boys and girls.

The school depends on 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 programmes 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 programmes, 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 school.
- Parental choice in relation to enrolment.
- Respect of diversity of values, beliefs, traditions, languages and ways of life in society.

### **Enrolment Procedures**

1. If parents/guardians wish to enrol their child in the school they are required to meet the Principal for an interview prior to completing an enrolment application form. At the parent interview the ethos, mission and operations of the school are clearly explained and the parents are in most cases shown around the school.
2. Parents are then requested to fill out and return a completed Enrolment Application form (available in the school office) with copies of both a Baptismal Cert (if applicable) and a Birth Certificate to the school (Appendix 1).

3. Applications for Junior Infant Class must be made by February 1st on the year of their enrolment. Junior Infants must be 4 years of age on or before the 1<sup>st</sup> September of the year they will commence school. New Junior Infants are encouraged to have completed two full years in a pre-school setting. New Junior Infants will be enrolled in the first week of September. Junior Infants with the exception of students transferring from another school, may only be admitted to the school prior to and including the 30<sup>th</sup> September.
4. The names of children for whom Enrolment Application Forms and relevant certificates have been returned will be placed on a class waiting list. The completion of an enrolment application form or the placement of a child's name on a list, however early does not confer an automatic right to a place in the school. Parent/guardians will be notified on the outcome of the application.
5. Enrolment application procedures will be made available on the school website. A copy of the procedure is also available for collection from the school upon request.

Decisions in relation to applications for enrolment are made by the Board of Management in accordance with school policy. The Board will have regard for relevant Department of Education and Skills guidelines in relation to class size and staffing provisions and /or 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 four years and upwards, though compulsory attendance does not apply until the age of six years. Children applying to enrol in Corpus Christi Primary School must have reached four years by September 30<sup>th</sup> of the year they will commence school.

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

- Applicants with siblings currently enrolled in the school, including step siblings resident at the same address.
- Children residing in the parish.
- Children of staff members.
- Random selection (independently verified).

The Board of Management reserves the right to determine the maximum number in each separate classroom bearing in mind Department of Education guidelines in relation to class size and staffing provisions. Other factors that may be considered are:

- Size and available space in classrooms
- Educational Needs of children of a particular age
- Multi-grade class
- Presence of children with special educational/behavioural needs.
- Health and Safety.

On enrolment of children with special needs the Board of management will request a copy of the child's medical and/or psychological report. Where such a report is not available The Board of Management will request that the child be assessed as soon as possible. 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 additional needs and to profile the support services required. Following the 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 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 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 capacity in meeting these 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, special educational needs organiser and 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.

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 dealt with on a case-by-case basis but will normally only be considered for admission for the first day of each new term unless the applicant is resident in the area. All offers of enrolment are subject to acceptance of the School's Code of Behaviour, a copy of which is appended to this policy (Appendix 2).

### **Appeals**

The Board of Management of Corpus Christi School 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/ guardian 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 not the address at which the applicant resides will be the address used 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 the 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)

### **Exceptional Cases**

The Board of Management of Corpus Christi Primary School reserves the right to refuse enrolment or, to rescind an offer of enrolment to any child in exceptional circumstances. 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.

### **Policy Approval/Ratification**

The policy was ratified by the Board of Management of Corpus Christi Primary School on

Signed: \_\_\_\_\_  
Chairperson, Board of Management

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

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

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

## Appendix 2



### **Corpus Christi PS Code of Behaviour Policy**

#### **Introduction:**

The entire staff of Corpus Christi Primary School has is committed to establishing an atmosphere throughout the school in which children feel safe, secure and happy and in addition have a maximum opportunity to learn. To ensure commitment to the the ethos of the school staff members were involved in drawing up this policy

The overall responsibility for the maintenance of discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom, whilst sharing a common responsibility for the good order within the school premises. A pupil will be referred to the Principal for serious breaches of discipline and repeated incident of minor behaviour.

#### **The Guiding Principles of this Policy:**

- Corpus Christi Primary School strives to create a safe, caring and happy learning environment for pupils, teachers and staff.
- A statement of the behavior expected in the school is necessary. Everyone, children, parents and teachers need boundaries and need to know what is and what is not acceptable. Knowing what is expected helps us to achieve our goal. These expectations are expressed in the class rules and in the school rules.
- The children, parents and teachers work together to decide on what behavior we expect from each other.
- Positive behavior is recognised and acknowledged.
- Everybody's behavior is recognised and acknowledged regardless of what the child's behavior has been like in the past.
- The teachers in Corpus Christi Primary School focus on positive behavior. They aim to give at least five positive signals for every negative signal. Sometimes these signals will be non-verbal eg. a smile, thumps up, high five, wink etc.
- While positive behavior is encouraged there are consequences for negative behavior. Theses consequences are graded and become more severe as unwanted behavior becomes more frequent and serious.
- Each class teacher will talk to the children in his/her class on a regular basis about behavior expectations, the acknowledgement of positive behavior and consequences for negative behavior.
- Parents will be given a copy of the behavioural policy and will be given the

opportunity to comment on the policy annually.

- The staff of Corpus Christi Primary School are open to taking on board the ideas of children and parents in relation to the behavioural policy.

### **Aims of Policy:**

The key values underlining the schools ethos are to encourage pupils to develop independence by accepting responsibility for their own behaviour and by promoting self-discipline and self-control. Interpersonal skills are also developed which help pupils to work co-operatively, solve problems and resolve conflicts appropriately.

### **Managing everyday incidents:**

- Clear rules displayed in classrooms
- Children are familiar with structures and routines within the classroom and school.
- Praise and encouragement
- Good behavior named and encouraged
- Consistency
- Graded Consequences
- Pro active teachers: avoiding/preventing by being one step ahead
- Behaviour booklet from 3<sup>rd</sup> to 6<sup>th</sup> and simplified behavior contract used from juniors to 2<sup>nd</sup>.
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### **Encouraging correct behaviour:**

Our policy seeks to encourage good behaviour rather than simply punishing inappropriate behaviour. Corpus Christi's reward system not only rewards good work but also rewards behaviour. Behaviours such as "being kind", "sharing", helping others" are recognised and rewarded. Good behavior is commented on, praised and encouraged. The behavior is named. Stickers, rewards and 'well done, tickets are given for good behavior. A 'well done' raffle is held each month to encourage positive behavior. During school assemblies there is a focus on good behaviour and children are reminded of and encouraged to follow school rules. Parents are given a copy of the behaviour booklet/behavior contract. They are expected to go through the booklet/contract with their child(ren) and return it signed to the class teacher.

### **General Rules:**

**Rules are stated in a positive manner, ensuring children are aware of the expected and acceptable behaviour.**

- **Kind Words:** Verbal abuse of other pupils. Teachers, staff and visitors are not allowed. Children must not use bad language to anyone in any part of the school grounds or during any school activity. We stand in our lines quietly
- **Kind Feet:** Children must not kick anyone in any part of the school grounds or during a school activity. We play safely. Children must not leave the classroom or the school without a teacher's permission. We stand in our lines quietly. We walk in the school. We never leave the school grounds without permission.

- **Kind Hands:** Children do not hit anyone in any part of the school grounds or during a school activity. Children must not throw stones, bottles or any other objects in any part of the school grounds or during a school activity. Children must not take or damage the property of the school or the property of another person. We treat all property with respect. Parents will be asked to pay for any willful damage caused deliberately by pupils. Some younger children may not understand that taking things is wrong. In these incidents Parents will be responsible to return any such property. We always use the bin. We keep the school grounds tidy. We have all the necessary equipment in school for swimming, cookery and woodwork. I pods, tablets, DVDs and other personal items that children bring into school are to be looked after by themselves. The school does not accept responsibility for any personal property. Pupils are not allowed to use a mobile phone during school hours. The use of camera phones is an invasion of others privacy and is not accepted. Pupils found using their phones or having their phones on during school hours will have their phone confiscated for the day.
- **Kind eyes:** Children do not stare or glare at others.
- **Listening ears:** Children are expected to follow teacher's directions. Children are expected to do as they are asked by all/any teachers and SNAs on the yard.
- **Looking eyes:** Children are expected to pay attention in class looking at their books, copies, whiteboard, etc.
- **Thinking Brains:** Children are expected to try their best. Children are expected to do their schoolwork and their homework.

Children are expected to wear the school uniform/school tracksuit.

Children are expected to follow our healthy eating policy therefore fizzy drinks chewing gum, sweets, chocolate, or crisps are not allowed.

#### **Admitting parents/visitors to the school:**

Meeting and communicating with parents is actively encouraged at Corpus Christi Primary School. Meetings should be pre-arranged by phoning the teacher/school secretary. When parents want a quick word with teachers they meet them on the yard in the morning or at the gate when school finishes.

In urgent cases where pre-arrangement of an appointment is not possible, parents should in the first instance report to the Principal. Care should be taken where possible to ensure that parent/teacher meetings are not held during teaching time or within hearing of other pupils or parents. Verbal or physical abuse by parents will be dealt with by the DES Circular 40/97.

#### **Consequences for negative behaviour:**

We accept the need for sanctions to register disapproval of unacceptable behaviour. The system of sanctions is graded suitable to pupils' individual needs and circumstances. They do however contain a degree of flexibility to take account of individual circumstances. It is expected that parents/guardians will communicate any information about their child, which can affect their behaviour to the school.

Teachers have a graded system with in their own class for inappropriate behaviours ranging from

- ignoring,
- proximal praise,
- look at child,
- change tone of voice,
- quiet reprimand
- ask a question,
- stand near the child,
- time out etc.
- loss of break time
- loss of privilege.
- Etc.

**Further consequences for negative behavior are as follows:**

- Time-out from class and placement with a paired teacher for a specific time.
- ‘Golden Time’ revoked. You can earn your time back with good behavior.
- Teacher/Parent contact to discuss misbehavior.
- Involve Principal:
  - may link with parents to negotiate solutions.
  - possible recommendation for counseling.
  - child may be removed from school.
  - reduced school day
  
- Suspension (in line with Guidelines of the Department of Education and Skills (Rule 103.5)).

A key objective is to help pupils learn from the incident. They are encouraged to operate independently should a similar problem occur. Pupils are encouraged to use assertive strategies by saying –“Please don't do that I don't like it”. Pupils will be encouraged to express their opinions and feelings as to why they are upset giving the other pupil a chance to apologise. Pupils will be encouraged and facilitated to talk to others involved, to try to consider alternative behavior in future. Pupils will be listened to separately or together as appropriate. Adults dealing with the incident may suggest strategies to help in a similar context. Anger management or other approaches will be used as appropriate. Sanctions will be according to child's understanding and agreed upon by parents and teacher. If necessary sanctions for persistent misbehaviour will be carried out at home e.g. missing T.V., pocket money, and removal from afterschool clubs.

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**Applying sanctions:**

If irate the pupil should be given space and time to cool off and to respond to request. When calm the behaviour will be discussed with the pupil as well as considering alternative positive outcomes and behaviours.

The adult applying the sanctions should try to ensure that the pupil understands the consequences of negative behaviour and what is expected of them. The pupil should not be left unsupervised at any time. Ridicule, sarcasm or remarks likely to



undermine the pupils' self-confidence are not to be used in any circumstances. Sanctions are employed to stop unacceptable behaviour and to redirect it to more acceptable behaviour. The ultimate purpose of a sanction is to communicate to the pupil that s/he has broken a rule or gone beyond the boundaries of acceptable behaviour and to help the pupil to find a better way to act in the future.

### **Reporting:**

Persistent or serious incidents are recorded in the incident report forms. The behaviour including the circumstances giving rise to it are recorded. This is used to help to identify any patterns of behaviour. The Incident form is photocopied and the original is given to Principal and the copy is given to the pupils' class teacher. Other colleagues are informed, as all staff are responsible for being vigilant to prevent further incidents. Parents are informed and offered a constructive course of action: Parent's concerns are listened to.

### **Managing serious or persistent problems.**

Sanctions make the distinction between minor and more serious misbehaviour. Parents are informed from the onset of instances of serious misbehaviour. The teachers and Principal will keep a written record of all incidents of serious misbehaviour as well as a record of improvements in behaviour of disruptive pupils. As a staff we accept that the behaviour is the problem and not the pupil. The behaviour of pupil giving cause for concern will be assessed. An individual discipline plan will be drawn up with pupil and parents. Parents will be informed of progress.

### **Writing Individual behaviour plans:**

- Objectives are identified and addressed one target at a time.
- Strategies are included where appropriate, are included for managing the environment where misbehavior has occurred.
- There is an emphasis on teaching the pupil alternative positive behaviour.
- Name and specify the behaviour that is not acceptable and the consequences for that behaviour.
- Include some form of self-assessment to encourage personal responsibility.
- Include timetable for review.
- Decisions taken are applied consistently by all members of staff. Substitute teachers to be made aware of the individual discipline plan.

### **Serious incidents:**

The most serious form of misbehaviour is assault, on teacher, staff member or another pupil. The guidance by the INTO leaflet 'Assaults on Teachers' should be followed in the case of an assault by a pupil.

Where there are repeated instances of serious misbehaviour, or an attack on other pupils or staff, the Chairperson of the Board of management will be informed. The parents will be requested in writing to attend at the school to meet the Chairperson

and the Principal.

Repeated aggressive pupils will be referred with the consent of the parents to other agencies to access the pupil's social and emotional needs and to determine how these needs can be best met.

If parents do not give an undertaking that the pupil will behave in an acceptable manner in the future and the behaviour continues the pupil may have to be suspended for a temporary period. The Chairperson or Principal is authorised to exclude a pupil for a maximum initial period of three days, for being continuously disruptive or for a serious breach of discipline.

Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools and will follow the guidelines as laid out by INTO/DES as set out below:

**Guidelines with regard to suspension:  
(As per INTO/DES recommendations)**

- The Principle of natural and constitutional justice must apply.
- Parents/guardians should be invited to discuss serious incident of inappropriate behaviour and their co-operation enlisted.
- Where possible prior to suspension a full review of the case should be undertaken.
- In the event of a single incident of gross misbehaviour a pupil may be suspended immediately.
- Communication with the parents/guardians should be in writing and a copy retained.
- A written statement of the terms of the suspension should be given to the parents/guardians.
- For suspensions of six or more days the Education Welfare Officer must consult the pupil, parents/guardians, Principal and other appropriate person and make "reasonable efforts to ensure that provision is made for the continued education of the child".
- Parents should be informed of their right to appeal in accordance with Circular 22/02.
- When suspension ends the pupil should be re-admitted formally by the Principal.
- A behaviour plan if necessary should be organised for the pupil when re-admitted.
- The decision to suspend/exclude a pupil is only taken when a range of alternative strategies has been tried and failed or the pupil is a potential serious threat to him/herself or others.

**Expulsion:**

Expulsion may be considered in an extreme case in accordance with Rule 130(6) and only after

- All other sanctions have been invoked.
- The EWO/NEWB has been put on notice of the intention to expel.
- The decision is afforded to pupil and parents/guardians.
- Due process is afforded to pupil and parents/guardians.
- A fair and impartial hearing is given to parents/guardians by the Board of Management
- The Board considers carefully the position of the parents/guardians and note any assurances provided to comply with the Code of behaviour
- The Board state reasons for expulsion.
- Communication in relation to expulsion should be in writing and sent by registered post where possible.

Every effort will be made to have an emotionally disturbed pupil referred for Psychological/Psychiatric assessment without delay. Help will also be sought from support services within the wider community e.g. Community Care services provided by the HSE.

#### **Physical containment/Restraint:**

It must be emphasised that the vast majority of pupil misbehaviour in Corpus Christi can be managed without any use of containment/restraint. Restraint/containment is used as a last resort and only according to the guidelines below.

The question of whether a pupil should be restrained or contained if they pose a danger to themselves or to others is clearly defined in the DES Circular 1999/0 Pastoral care: Guidance on the use of reasonable force or control of pupils.

“Article 4 of the 1988 Order authorises teachers to use such force as is reasonable in the circumstances to prevent the pupil from:

- Committing an offence
- Causing personal injury to or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.

The interventions might include holding back a pupil who runs out into traffic, intervening between two pupils fighting or restraining a pupil who is a danger to her/himself or others. The following principles must be borne in mind when considering any use of physical restraint:

- Physical intervention carries the possibility of being interpreted as an assault.
- Physical intervention may carry the risk of injury to the pupil or to the adult involved.
- Any consideration of the use of restraint or containment should only occur as a last resort, where no other intervention is feasible or effective.
- The intention of any physical intervention must be clear.

In short, teachers and staff should only intervene physically to restrain or contain a pupil:

- Where there is a clear danger to the pupil or others.
- Where all other interventions have failed or are not feasible.
- With the clear intention of removing the child from danger.
- With the minimum force required to ensure the pupil's safety.

### **Conclusion:**

Every effort is made by all members of staff to adopt a positive approach to behaviour in the school. Corpus Christi Primary School places a greater emphasis on rewards rather than on sanctions, in the belief that this will, in the long run gives the best results.

All pupils are entitled to an education free from frequent disruptions in a safe secure environment. The Board of Management has a duty to ensure that the school is a safe and healthy workplace for all pupils and staff. The Board must also support the principal and staff in implementing and ratifying the code. Staff members of the school do not accept responsibility for pupils before official opening time of 8.55a.m or after the official closing time of 1.40p.m or 2.40p.m depending on the class grouping. Where pupils are engaged in an extra curricular activity organised by the school and approved by the Board of Management pupils are expected to behave in accordance with school behaviour policy during these times.

The principal is responsible for promoting a positive climate in the school, ensuring that the code of behaviour is implemented in a fair and consistent manner and arranging for a review of the code as required.

Teachers are responsible for the implementation of the school's code of behaviour by

- creating a safe working environment for each pupil
- recognising and affirming good work
- preparing school work and correcting work done by pupils
- recognising and providing for individual talents and differences among pupils
- being courteous, consistent and fair
- keeping opportunities for disruptive behaviour to a minimum
- dealing appropriately with misbehaviour
- keeping a record of instances of serious misbehaviour or repeated instances of misbehaviour
- providing support for colleagues
- communicating with parents when necessary and providing reports on matters of mutual concern

All parents and guardians are encouraged to co-operate with staff and management by encouraging their children to abide by the school rules and by visiting the school when requested by the Principal or Teachers.

