

Table of Contents

Welcome	1
Getting Ready for Learning	2
First Day in School	3
Going Home	3
Lunches	3
As Time Goes On ...	4
Developing Your Child's Command of Spoken Language	5
Aistear: Learning through play in Junior Infants	5
First Steps in Reading	6
Getting Ready for Writing	6
Understanding Maths	7
Gaeilge	7
Religious Education	7
Other Areas of the Curriculum	8
Attendance	8
When Written Notes from Parents are Required	8
Social Skills/Behaviour	9
Child Protection	9
Teachers and Parents	10
Our Hope	10
School Prayer	11
St. Brigid's N.S. Pledge	12

School reopens Thursday 30th August 2018 for Junior Infants

9.30 a.m. - 12 noon - First Day

9.00 a.m. - 12 noon -Friday 31st August until Wednesday 12th September

SCHOOL HOURS

9.00 a.m. - 1.40 p.m. Junior & Senior Infants

FIRST FULL DAY: THURSDAY 13th September

School gates open at 8.50 a.m. (Please do not come to school gate, convent grounds or school grounds before 8.50 a.m.) Supervision begins at 9.00 a.m. (Children are <u>not</u> required to be in the yard at 8.50 a.m. - this is optional)	8.50 a.m.
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Bell rings/ children line up /Children collected from yard by teacher	9.00 a.m.
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Sos/ Morning break for Junior Classes ten minutes	10.35 a.m.
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Sos /Morning break for Senior Classes ten minutes	10.50 a.m.
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Lón/Lunch break for 30 minutes	12.30 p.m.
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School day ends for Junior and Senior Infants	1.40 p.m.
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School day ends for First to Sixth class	2.40 p.m.
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Supervision is provided only during official school hours.

9.00 a.m. - 1.40 p.m. Infants

9.00 a.m. - 2.40 p.m. First - Sixth Classes

Meeting for Parents of Junior Infants on
Wednesday, 26th September 2018 at 8.00 p.m.

DRAFT PROVISIONAL St. Brigid's N.S. Greystones

2018 - 2019 School Calendar

August '18						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

September '18						
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30						

October '18						
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28	29	30	31			

November '18						
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December '18						
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30	31					

January '19						
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February '19						
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March '19						
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31						

April '19						
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28	29	30				

May '19						
Su	M	Tu	W	Th	F	S
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26	27	28	29	30	31	

June '19						
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23	24	25	26	27	28	29
30						

School Openings & Closing

School Reopens: Thurs 30 th August 2018
Mid Term Break: Mon 29 th Oct – Fri 2 nd Nov 2018
Christmas Break: Mon 24 th Dec 2018 – Fri 4 th Jan 2019
Mid Term Break: Mon 18 th Feb – Fri 22 nd Feb 2019
St. Patrick's Day Bank Holiday: Mon 18 th March 2019
Easter Break: Mon 15 th – Fri 26 th April 2019
May Bank Holiday: Monday 6 th May 2019
June Bank Holiday Weekend: Fri 31 st May & Mon 3 rd June
School Closes for Summer: Friday 28 th June 2019

Parent Teacher Meetings

1st – 6th Classes: 12th Nov -30th Nov 2018
 Morning Meetings: 8.30-8.45am
 Afternoon Meetings: 2.45-4.00pm
 On Thurs 22nd Nov meetings may continue until 5.45pm
 Junior & Senior Infants: 14th Jan – 8th Feb 2019

Dates for Sacraments- Parish assigns dates

First Confession- date to be confirmed
 First Communion- date to be confirmed
 Service of Light- date to be confirmed
 Confirmation- date to be confirmed
 Graduation Mass – date to be confirmed

Welcome to St. Brigid's

Fáilte romhat agus roimh do pháiste.



Starting school may be the first big change in the life of your child. Up to this, your child has felt safe and secure with you in the home and family but now the wider world of classroom and school beckons. This may seem a big step for someone so small but most children manage it without any great fuss or stress and, in fact, take to it like ducks to water.

However, it is also a time when parents and teachers take special care to ensure that the transition from home to school is as smooth as possible. If a child's first experience of school is happy, this will lay a very good foundation for fruitful school years ahead.

Your child's first year in St. Brigid's will offer plenty of exciting challenges for your child. Your child will take their first steps towards being able to read and write, they will work on developing their oral language skills and will begin the foundations of numeracy.

We know from experience that parents are very eager to help in any way possible. We have, therefore, included some ideas that can be used in the home, which will help to stimulate your child's interest and nurture his /her desire to know more.

With these aims in mind, we have put together this little booklet as a general guide for parents. It deals briefly with the period before your child comes to school and his/her introductory stage in Junior Infants. If you have any suggestions for inclusion in this book for 2019/20 please let me know.

We trust you will find it helpful and that your child will be happy with us. If you ever have a concern about your child's happiness or learning please talk with the class teacher.

Getting Ready for Learning

Children are natural learners. They have an inbuilt curiosity and an eagerness to know more about everything – about themselves, about others and about the world around them: they learn quickly, but only when they are ready and when their interest is aroused. Because they come to us so young, we must guard against putting pressure on them to learn something for which they are not yet ready. Expecting too much too soon may discourage a child. At the same time, we must cultivate readiness so that they can progress as soon as possible. The vast majority of children have been in pre-school and are well prepared for learning. The rates of progress of children can vary greatly. We try to give them an opportunity to move ahead at their own pace or as near to it as possible.

The first year in school, therefore, is mainly about settling in, relating to others, making friends, feeling happy and gradually getting used to the routine of the school.

On the learning side, the emphasis is on getting children ready for learning by:

- Developing their oral language and expression.
- Helping children to be more aware of their senses and to use them.
- Developing their physical co-ordination especially of hands and fingers.
- Extending their concentration span and getting them to listen attentively.
- Increasing their learning through play – the most enjoyable and effective approach.
- Teaching them to co-operate with the teacher and other children.
- Encouraging them to perform tasks by themselves.
- Teaching them to work with others and share with them.
- Teaching them to accept the general order, which is necessary for the class to work well.

Try to help your child to be as independent as possible - physically, emotionally and socially. If she/he can look after her/himself in these areas, she/he will feel secure and confident and will settle in readily. Your child must be able to use the toilet independently.

It would help greatly if your child is able to:

- Put on and take off his/her own coat.(The teacher will help with buttons and zips at this early stage of the year)
- Fasten his/her own shoes and runners. Children must wear footwear with Velcro straps as they are too young to manage laces and it is impossible for the teacher to lace up shoes for everyone in the class.
- Flush the toilet and wash his/her hands.
- Blow his/her nose when necessary.
- Share toys and playthings with others and be willing to take turns.
- Tidy up and put away his/her playthings/lunch.
- Remain contentedly for a few hours in the home of a relation, friend or neighbour. If your child has this experience, then separation from you when he/she starts school will not cause any great anxiety.

What your child needs:

Uniform and Track suit available from Schoolwear House, Tesco Shopping Centre, Greystones or www.schoolwearhouse.ie.

Black/Navy Velcro shoes to be worn with the school uniform. Runners to be worn with tracksuit on PE days (Monday & /Wednesday), a small school bag, lunch box and beaker.

First Day in School

Your child's first day at school is a day to remember for the rest of his/her life. The following are suggestions which may help to make it a really happy day.

- Tell your child about school beforehand, casually, and talk about it as a happy place where there will be a big welcome for him/her and that she/he will meet new friends as well as friends from play school.
- Be as casual as possible when you arrive at the classroom. Your child will meet the teacher and the other children and will be shown to his/her chair.
- Assure your child you will be back to collect him/her, wish him/her goodbye and leave without delay.

In spite of the best efforts of both teacher and parents, a small number of children may still become upset, if your child happens to be one of them don't panic. Patience and perseverance can work wonders!

A word of advice.....

- Trust the teacher. She/he is experienced and resourceful and is used to coping with all kinds of issues.
- Try not to show any outward signs of your own distress. Sometimes parents are more upset than the child and may be the main cause of the child's anxiety.
- When you have reassured your child, leave as quickly as possible. The teacher can distract and humour the children more easily when parents are not around.
- On the rare occasion that your child is upset, we will contact you if necessary.
- You must be firm from the start. Even if your child is upset, you must insist that he/she stays.
- **Please do not look in through the windows** when you have left the classroom as this is distracting for your child and may cause them to become upset.

Going Home

- Please keep out of view until the teacher brings the children out to the yard. (Do not look in classroom windows, please)
- If at any time your collecting routine has to be changed ensure you tell your child and the teacher (e.g. is someone different is collecting your child.)
- If you have to collect your child during school time, please call into the office to sign your child out. The secretary or Principal will bring your child to you.

Lunches

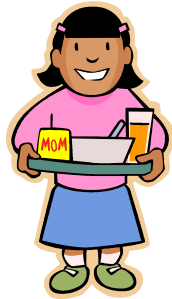
Lunch is an important meal for school-going children. It should provide one third of their recommended daily allowance of nutrients without being high in fat, sugar or salt. It should also provide dietary fibre.

Our school has a healthy lunch policy and we recommend the following.

Small and manageable lunches, for example:

- A small piece of fruit, vegetables, a sandwich or cheese. ***Frubes are not allowed*** as they are too difficult for the children to open and can often be quite explosive! Cheese is also a healthy option but if you are giving your child Cheese-strings, please ensure they can open them by themselves or that you have already opened them for them. If you are putting an orange into the lunchbox, please have it peeled already or at least started for your child.
- Little break is fruit/vegetable break so every child must have one piece of fruit/vegetable which they can hold in their hands and bring out to the yard with them. Spoons are not allowed in the yard. The children can get upset if they do not have fruit/vegetable in their lunch-box to bring outside with them.
- Children should have one drink only. This should be in a refillable, re-sealable bottle so they can drink regularly throughout the day. There is drinking water in all classrooms and we can refill these bottles if your child needs an extra drink.

- Please place your child's lunch-box inside his/her schoolbag. They do not need a separate lunch bag as it is all too much for them to carry.
- We are a Green School so please use reusable lunch box/beaker (do not use clingfilm or tinfoil) If you must, you could use a sheet of kitchen towel to separate items. Children are asked to bring home their own packaging.
- The following items are not allowed for lunch: - sweets, biscuits, chocolate, cereal bars with chocolate, cool pops, lollypops, pop corn, **nuts**, crisps, etc. It is very difficult on other children if one child breaks this rule. Popcorn is not allowed because of the mess it tends to leave on the floor!



As Time Goes On...

- School begins at 9.00a.m. (except on the very first day when the start time is 9.30 a.m.).
- To ease your child into the school routine, we have a policy where **Junior Infants go home for the first two weeks at 12.00 noon.**
- Please provide your child with a small snack and a drink as Junior Infants will only have one small break during these two weeks.
- Get into the habit of being in good time for school from the beginning.
- You may drop your child to the classroom for the first couple of weeks(30 August - 12th September Thursday 13th September is designated Independence Day). We encourage your child to say "goodbye" to you in the yard and allow him/her to come in with his/her class independently when the teacher comes out to the yard to collect class.
- **First full day will be Thursday 13th September 2018; children will go home at 1.40 p.m.**
- Please make sure that your child is collected **on time because:**
- children get very upset if they think they've been forgotten and
- the teacher needs that hour between 1.40p.m. and 2.40p.m. to tidy up after the day and prepare for the following day's lessons.
- From Thursday the 13th September children will have two breaks during the day. Little break is from 10.35a.m. to 10.45a.m. and big break is from 12.30p.m. -1.00p.m.
- Children need plenty of rest after the effort and excitement of a day at school, so they need to get to bed early and have a good night's sleep.

Other information.....

- When the children have settled in, they will hopefully look upon school as a home from home. Do continue to show interest in your child's adventures. Listen to him/her if they want to tell you things. However, take some of their stories with a pinch of salt, when asked "what did you do in school today?" Children often say, "I did nothing all day"
- Always speak positively about the school and teacher in front of your child. Remember that the teacher is the mother/father figure when the child is at school and it is important that they have a good positive image of him/her.

- Children often forget or relay messages incorrectly, so please check with your child /look in his/her bag each evening for notes, also please check your emails, texts and school website. Most communication will be by email.
- Please leave toys at home as they only serve as a distraction.
- From the charges you pay, the school buys all the books, paper and equipment that your child needs in Junior Infants and these have been carefully selected so please do not give your child any writing implements or paper.
- As the year goes on, there may be other demands on your purse strings.
These include: school photographs, taken by Ian FT Young in September (which are optional), possible visit to Panto in Dundrum in December and School Tour in June.
Further details will be given during the year.

INTRODUCTION OF REVISED LANGUAGE CURRICULUM

Revised Language Curriculum 2016 – (English & Gaeilge language programme)

A revised integrated Language Curriculum for English and Gaeilge for Junior Infants to Second Class in all primary schools was introduced September 2016. The introduction of this revised curriculum will be very gradual as follows, during school year 2016/17 only oral language was introduced, during school year 2017/18 reading will be introduced and during school year 2018/19 writing will be introduced. Beginning in September 2019 the revised language curriculum will be introduced into third to sixth classes. ‘Language is our chief means of communicating with ourselves and others. Language is key to the development of the child as a person’ Language Curriculum page 19. For more information please go to www.ncca.ie/primarylanguage .

Developing Your Child’s Command of Spoken Language.

It is important that your child can express him or herself well. It is through speech that he/she communicates his/her thoughts and feelings, needs and desires, and curiosity and wonder. If your child cannot express these things in words, he/she will tend to remain silent and will often withdraw from the learning activity of the class. That is why a lot of attention is given to language development in the first years of school.

You can help....

- Talk to your child naturally and casually about things of interest that you may be doing at home, in the shop, in the car, etc. Remember that children are constantly absorbing the language they hear around them. It takes them a while to make it their own and to use it for their own needs.
- Try to make time to listen when your child wants to tell you something that is important to him/her.
- Answer his/her genuine questions with patience and in an adequate way. Always nurture your child’s sense of curiosity and wonder.
- Introduce him/her gently to the ideas of why, how, when, where, if, etc. These demand more advanced language structures and thought processes.
- Your child will have their own particular favourite stories that they never tire of hearing. Repeat them over and over again and gradually get him/her to tell them to you.

Aistear: Learning through play in Junior Infants

In Junior Infants we use the Aistear method of learning. Aistear facilitates active learning through play and hands-on experiences and supports oral language development. The word Aistear is the Irish word for journey and was chosen because early childhood marks the beginning of your child’s formal lifelong learning journeys. Aistear is the key learning and teaching tool used to implement the primary school curriculum in infant classes. The children play at a set time each day, with an emphasis on active learning and oral language development.

Curriculum subjects covered during Aistear include: S.E.S.E., S.P.H.E., oral language, reading, writing, maths, art, music and drama.

During Aistear time, the children are implementing their numeracy and literacy skills in a more meaningful way through the use of role play, games and real-life situations. We hope you will enjoy hearing about the various activities Junior Infants will engage in.



First Steps in Reading

The ability to read is the foundation of your child's progress. However, learning to read is a gradual process and a lot of preparatory work must be done before children are introduced to their first book. In fact, formal reading does not begin until Senior Infants. We get them ready for it over an extended period. Reading is something to be enjoyed. It should never start as a chore for the small child.

You can help.....

- Have attractive, colourful books in the home and visit the Library.
- Read a variety of stories regularly with your child. He/she will come to associate these wonderful tales with books and reading.
- Convey to your child that books are precious things. Books must be minded, handled carefully and put away safely.
- Look at the pictures with your child and talk to him/her about what they saw.
- Say/sing nursery rhymes with your child regularly.
- Sing the alphabet song with your child before he/she begins school, so he/she will be familiar with the letter names. If she/he knows what each one looks like, all the better but this is not a prerequisite to starting school.

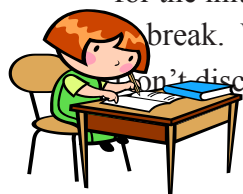
Above all, don't push your child with his/her early reading. Remember that the teacher is an excellent judge of what rate of progress is best suited to each child.

Getting Ready for Writing

Making letters on paper is not easy for small children. They must learn to hold a pencil properly and make the correct shapes. Hand and finger muscles are only gradually developing at this stage.

You can help...

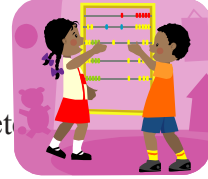
- Encourage your child to draw, colour, paint, trace, etc. regularly
- Provide them with opportunities to play with jigsaws, Lego, play-dough, etc.
- Supervise them while they learn to cut things out and use glue.
- When your child begins to use a pencil make sure that he/she holds it correctly from the start. If a child gets used to an incorrect pencil grip, it can be hard to break the habit.
- If your child is beginning to write some letters always insist that he/she uses lower case letters (except for the initial letter of their name). Don't allow children to form letters incorrectly as bad habits are hard to break. We will cover correct formation in school.
- Don't discourage left-handedness if that is the natural inclination.



Understanding Maths

Maths for the young child has nothing to do with sums or figures or tables or adding and subtracting. This will all come much later. We use the 'Ready, Set, Go - Maths' Number Programme in Junior Infants which aims to help children experience a secure, confident start in understanding Numbers. Maths is really part of the language he / she uses in understanding and talking about certain things in her/his daily experience, for example:

- Associating certain numbers with particular things – two hands, four wheels, five fingers, etc.
- Counting – one, two, three, four, etc.
- Colours – black, white, red, green, etc.
- Prepositions and their opposites: over/under, before/after, inside/outside, etc.
- Matching/Sorting – objects of the same size/colour/texture/shape, etc.
- Odd One Out – difference in size/colour, etc.



Understanding of these concepts comes very quickly for some children. For others, it takes a long time. Be patient. You cannot force Maths understanding on a child.

You can help...

- In the course of your ordinary daily routine in the home, in the shop, in the neighbourhood use suitable opportunities to introduce casually the type of maths vocabulary referred to above. For example, 'How many cakes / apples did I buy?' 'Is the glass full or empty?' 'We turn left at the lights.' etc.
- The child gets to understand Maths best by handling and investigating and using real objects. Activity and exploration has been the natural method of learning since your child was a baby.

Gaeilge

All children enjoy learning another language. They have no difficulty in picking it up because it fascinates them as another mode of communication.

- Young children have a very positive attitude to Irish and other languages. Promote and encourage your child's enthusiasm for Irish by always speaking positively about it.
- Encourage your child to tell you what new Irish words/phrases she/he has learned at school. Perhaps your child will sing/say their Irish songs/poems for you.
- Try to use Irish as much as possible at home, for example, 'go raibh maith agat', 'slán anois', 'oscail an doras', etc.
- Irish is an important part of the primary school curriculum, so encourage your child to enjoy it and master it to the best of his/her ability.
- The children love 'Bua na Cainte'

Religious Education

A new Religious Education Programme 'Grow in Love' was introduced in September 2015. We will send you occasional home link sheets. We will tell you more about it at 27th September meeting. Prayer is part of every school day. Very informally we link our Catholic ethos to behaviour and everyday life. The children really enjoy listening to bible stories and can ask very meaningful questions. They love to pray also and enjoy silent prayer where they have the opportunity to talk to God privately. Comments from parents, teachers and children about the Grow in Love Programme are very positive.

You can help by

- Teaching your child how to make the sign of the cross.
- Teaching your child simple prayers.
- Praying with your child.
- Bringing him/her to Sunday Mass.
- Reading simple Bible Stories.
- Helping your child to notice the beauty of our world- sea, sky, plants etc.
- At night time, praying with children and giving your children the opportunity to pray silently before bedtime.

Other Areas of the Curriculum

As well as English, Irish, Maths and Religious Education the curriculum also covers:

- SESE (History, Geography, Science)
- SPHE (Social, Personal and Health Education)
- Art
- Drama
- Music
- PE

We will give you more detailed information about the Junior Infant curriculum at a meeting on Wednesday 27th September 2017.

Attendance

It is vital for your child's success at St. Brigid's and for developing life skills training that your child's attendance is both regular and punctual. **Family trips should be organized to coincide with school holidays. Please ensure that your child remains in school for the full day.** (Dental appointments during school time seem to be unavoidable).

The school is legally required to notify the National Educational Welfare Board if your child has missed 20 days or more in the course of any one school year, or if the Principal is concerned about your child's attendance.

At the end of each term children with full attendance will be acknowledged and complimented. Children with full attendance for the year will receive a Certificate on the last day of summer term. Children who are only short of full attendance by one, two or three days will be acknowledged.

Please do not promise your child that he/she may come home from school if he or she is unwell as this may be unsettling for a child. It is understood that if a child is obviously unwell that you will be contacted. In order to prevent the spread of infection to other children and staff, please do not send your child to school if he/she is unwell, particularly if he/she has an infectious illness.

When Written Notes from Parents are required

A written explanation is required from a parent/guardian to explain the following.

- A child's absence from school.
- A child's late arrival to school for any reason.
- If a child has to leave school early for any reason. Children should not leave school early except for medical / dental/ educational specialist appointments. A copy of your child's appointment letter is required. (A note should be left with the secretary at least one day before your child will be arriving late for school, be leaving early or be absent from school for any reason. If a child has to leave school early parent/guardian must collect child at secretary's office where the child must be signed out.)
- If someone different is collecting a Junior & Senior Infant e.g. if they are going on a play date.
- Why homework was not completed.
- If you are requesting a meeting with teacher or principal
- If you are concerned for your child



Social Skills/Behaviour

The children gradually get used to the general routine of the classroom and the school. They will learn that an instruction from the teacher must be obeyed promptly and without question. You can support the teacher by talking to your child about how you expect them to behave in school.

We encourage good manners at all times: saying please/thank you, addressing teachers properly, and being courteous to fellow students and teachers. Encourage your child to mix with as many of the other children as possible so that he/she does not become dependent on only one friend.

Rough behaviour is totally forbidden in the playground.

You will find school rules and policies in the *School Booklet for Parents*. You will also receive a glance card with school rules in September.

Junior classes procedure for dealing with unacceptable behaviour.

The starting point here depends on the nature of the unacceptable behaviour.

1. The teacher will give the child a gentle verbal reminder, communicate the reason for this verbal reminder and discuss ways to improve with the child.
2. The child will be given time out on the “thinking chair” for a short period of time.
3. On a particular day, if the child has been on time out twice, they will then be sent to another classroom for a short time.
4. If the unacceptable behaviour continues lunch time detention may be given for a time that is appropriate to the behaviour.
5. Following this, the teacher will communicate with parents.
6. If necessary, an individual reward chart will be set up by the teacher. If unacceptable behaviour persists, the teacher will refer to the Principal.

These procedures may need to be differentiated for children with specific behavioural difficulties as appropriate.

Child Protection Policy

Child Protection Policy of St. Brigid’s N.S. Greystones

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school’s policies, 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 Board of Management of St. Brigid’s Greystones has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department’s Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
2. The Designated Liaison Person (DLP) is Ms. Máire Costello.
3. The Deputy Designated Liaison Person (Deputy DLP) is Ms. Mary Beausang.

4. In its policies, practices and activities, St. Brigid's Greystones 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.

5. The following school policies, practices and activities 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/SPHE/ Recording Keeping.)

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.

6. This policy has been made available to school personnel and the Parents' Association 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.

7. This policy will be reviewed by the Board of Management every school year.

This policy was adopted by the Board of Management on 22nd November 2011 and was last reviewed by the Board of Management in March 2017.

Teachers and Parents

There is a lot of interaction between teachers and parents in the early years of school. It is quite acceptable to have a quick word with your child's teacher informally after school. While teachers are very open to this, try not to monopolise the teacher's time. If you feel you need a slightly longer chat and would like a bit of privacy, please talk to the teacher or school secretary to arrange a meeting.

The class teacher is responsible for class from 9.00a.m. and is not free to engage in conversation other than a quick greeting at this time.

Website

Our website is updated regularly – you will find up to date information on it. www.saintbrigidsgreystones.ie

Our Hope

We hope this guide gives you some practical advice regarding your child's education. We hope you will find something in it of value for you and your child. We wish you a successful and enjoyable experience in St Brigid's and we look forward to working in partnership with you over the next eight years. We very much look forward to teaching your children and seeing them grow and develop happily to reach their full potential. 'Mol an óige, agus tiocfaidh sí.'



Hope you have an enjoyable Summer holiday.

We look forward to welcoming your child into

Junior Infants on the 30th August 2018.

Principal and School Team

School Prayer

This is our school.

Let peace dwell here.

Let the rooms be full of contentment.

Let love abide here.

Love for one another,

Love for humankind and nature,

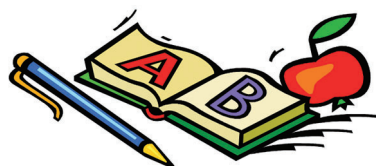
Love for life itself,

And love for God.

Let us remember

That as many hands build a house,

So many hearts make a school.



CHANGE THE WORLD



Boys and Girls in the words of Nelson Mandela
‘Education is the most powerful weapon
which you can use to change the world.’
So go on and change the world.