



# Scoil Aonghusa

## Parents as Partners Policy,

### 1.0 Introduction.

Scoil Aonghusa Special School is committed to ensuring that every child receives a quality education. We want to work with parents/guardians to ensure that we support their child's learning in whatever way we can. We acknowledge the role of parents as partners in education. Parents are encouraged to be actively involved in the life of the school. It is crucial to the success of our pupils that the school fosters parental interest and support. Communication between school and home should be open and positive.

Scoil Aonghusa acknowledges that the parents are the primary educators of their children and we endeavour to create an open and welcoming atmosphere in our school at all times.

This policy outlines strategies adopted by the school to promote positive home school relations.

### 2.0 The Policy's relationship to the school's mission statement.

Scoil Aonghusa aims to promote the full and harmonious development of all aspects of the pupil: intellectual, physical, cultural, moral, emotional and spiritual.

We endeavour to equip each child with the skills and positive self-esteem to empower them to contribute to their community and become lifelong learners.

We believe that a positive working relationship with parents/guardians is fundamental to the achievement of this aim.

### 3.0 Parent —teacher communication.

#### 3.1 Parent teacher meetings.

Parents are welcome in our school and are encouraged to keep in regular contact with class teachers, Principal/Deputy Principal. We realise that early communication often prevents a later difficulty arising and is in the best interest of our pupils. Parents are encouraged to write a note in the home/school communication diary or contact the school office to arrange an appointment with the class teacher.

Parent teacher meetings are held annually in accordance with Circular 14/04. Parents/guardians have an opportunity to have an individual meeting (Student Support Plan Meeting) with their child's class teacher and discuss their child's progress both academically and socially. Parents/guardians will be given advance notice of this date(s). In the case where a parent cannot come to the school an arrangement will be made for the teacher to travel to their home or to a location that suits them.

### 3.2 Home/school communication diaries/See Saw/Email.

The home/school communication diary provides an effective means of daily communication between parent and teacher. Parents and teachers also liaise by telephone and informal written communication.

### 3.3 Beginning of school year communication.

The Principal sends a welcome letter to all parents/guardians at the beginning of the school year outlining priorities for the coming school year.

### 3.4 End of school year report cards.

Parents/guardians receive an end of school year report card in June of every year.

### 3.5 Aladdin/email.

The school has established a database of mobile phone numbers and email addresses for parents through our Aladdin Schools Portal. Parents are messaged through Aladdin, if there are parents who don't use Aladdin the teacher will relay the note in their diary.

This facilitates the sending of text messages/emails to all parents or specific groups of parents.

### 3.6 Website\ social media

Our school website is [www.scoilaonghusa.ie](http://www.scoilaonghusa.ie) and is update regularly. Here you can find all of our mandatory policies, our school calendar, a list of our staff etc.

## 4.0 Parental Involvement.

We believe that meaningful parental involvement of parents/guardians in school life is crucial to the success of our school as a learning community. The following structures have been put in place to facilitate parental involvement in the life of our school.

### 4.1 Parents visiting during school hours.

Parents who visit the school during the hours of 08:50am and 2.30pm/2pm (pre-school) must announce their arrival at the school office and not enter through our coded doors. Parents will take a seat in our school reception area while the class is being contacted and will be met by a classroom staff member and taken to the class. We must ask that this is strictly adhered to for reasons of safety and security and to limit classroom disruption.

### 4.2 Parent's Association.

We do not currently have a Parents Association but we welcome the setup of one. There are two parent nominees on the Board of Management. They actively engage with parents and in the past have arranged coffee mornings in the school for parents to meet.

#### 4.3 Fundraising Committee

We are very lucky to have an active Fundraising Committee here in the school comprising of staff and parents alike. Parents are always welcome to join.

#### 4.4 Policy Development

Copies of draft policies are available to parent's representatives on the Board of Management and once finalised and ratified will be available on our school website or on request.

#### 4.5 School events.

The school hosts many events during the year to encourage the participation of parents/guardians in school life. Examples of these include school shows, fun days etc.

We are heavily involved in Special Olympics and are always grateful for parental involvement in this regard.

### 5.0 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.

#### 5.1 STAGE I-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 staff 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.

#### 5.2 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 Chairperson of the Board of Management
- 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.

#### 5.4 STAGE 3:

- If the complaint is not resolved informally, the Chairperson should, subject to the authorisation of the Board:
  - 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.

#### 5.5 STAGE 4:

- If the complaint is still not resolved, the Chairperson should make a formal report to the board within 10 days of the meeting
- 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 Board meeting
- 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 Board and should be afforded an opportunity to make a presentation to the Board and to be accompanied by another person to that meeting
  - c. The Board may arrange a meeting with the complainant, who may be accompanied by another person to this meeting.

## 5.6 STAGE 5:

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

## 6 BEHAVIOUR OF ALL STAKEHOLDERS IN THE SCHOOL:

Positive and respectful communication is of high importance to our 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 Gardai must 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
- Staff are generally available to listen to a quick issue in the morning and after school. However, 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 resolved. Classes begin at 9:20 am and finish at 3:00pm and this time should not

be interrupted. • HSCL may liaise with parents to encourage them to adhere to the above.

## 7 SAFETY, HEALTH AND WELFARE AT WORK:

The Safety, Health and Welfare at Work Act became operative on 1 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. A copy of this circular can be found in the school's Health and Safety folder.

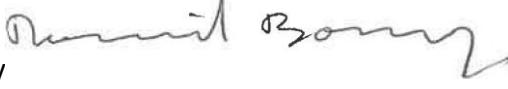
## 8.0 Review and evaluation procedures.

We will keep this policy under review and revise it according to its success in encouraging partnership between school and parents/guardians.

This policy was adopted by the Board of Management on: 24<sup>th</sup> September 2024

Signed:

Date: 24<sup>th</sup> September 2024

  
David Barry  
Chairperson

Board of Management

I have read and agree to the terms and conditions of this policy.

Parents signature:

Date:

Developing ability

Diminishing disability