

# **Staff Handbook 2011**

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## ***EDUCATIONAL POLICY***

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Education could be defined as the on-going development of each one of us so that we may realise our true and best self. It follows, therefore, that educators should be open to change and innovation, initiators of new development in this continuing, life-long process we call education. Students should feel themselves to be partners in their own education.

The school aims to prepare students for public examinations, in an age when academic qualifications are indispensable for admission to further education and entry into many forms of employment. Therefore, the school pursues examination courses leading to:-

- (a) Junior Certificate; Junior Certificate Schools Programme
- (b) Leaving Certificate; Leaving Certificate Vocational, Leaving Certificate Applied
- (c) FETAC Courses in Business Studies/Secretarial and Information Technology.

The school recognises that its students are of varying cultural and religious backgrounds, aspirations and abilities.

More and more is being expected of education in school. It should prepare students for life at work; for relationships; for leisure and for an ever-changing world, which demands for everyone, a capacity for adaptation and adjustment. To meet these needs, the school offers a variety of leisure activities and a sports programme, as well as fostering creative abilities and implements a Pastoral Care Programme to provide genuine human and social education aimed at developing the emotional growth of each student as an individual.

The school recognises the vital role that parents play in the overall education for their children. Contact with Parents is invaluable and they should feel free to visit the school, meet teachers and generally become involved in all aspects of school life. The HSCL co-ordinator facilitates this.

The school recognises the importance of the Community in which the student lives. For this reason, every effort is made to ensure that the student is aware of life in the community and is encouraged to be involved in organisations and activities.

# SCHOOL STAFF



## Teaching and Administration:

1	Mr. Richard Daly	<b>Principal</b>
2	Dr. Breda Sunderland	<b>Deputy-Principal</b>
3	Mr. Frank Whelan	Special Duties Teacher
4	Mr. Billy Higgins	
5	Ms. Mavis Laide	Special Duties Teacher
6	Ms Fiona Murtagh	ASD Co-ordinator
7	Ms. Irene Gilsenan	<b>Assistant Principal</b>
8	Ms Fiona Mc Evoy	Special Duties Teacher
9	Ms Natalie O'Neill	Programme Co-ordinator
10	Ms Elisha Delaney	
11	Ms Noreen Tyrell	Special Duties Teacher
12	Ms. Micheline Purcell	<b>Assistant Principal</b>
13	Ms Catherine O'Doherty	
14	Ms Linda Dempsey	
15	Ms Siobhan O'Brien	
16	Ms. Sheila Brennan	<b>Assistant Principal</b>
17	Mr. Kevin Doyle	
18	Ms Mary Cunningham	Special Duties Teacher
19	Ms Joanne Parry	HSC/ <b>Assistant Principal</b>
20	Ms Brenda Sweeney	
21	Ms. Marion Dunne	Special Duties Teacher
22	Ms. Margaret Cambie McEvoy	Special Duties Guidance Councillor
23	Mr. Gerard Mc Donagh	<b>Assistant Principal</b>
24	Ms Shirley Doyle	Special Duties Teacher
25	Ms Claire O'Connor	Director of Adult Education
26	Ms Deirdre Murphy	
27	Ms Alana Ridge	
28	Ms. Ailis Reidy	<b>Assistant Principal</b>

### Clerical Officers:

Ms. Anne Prendergast  
Ms. Lesley Dobbyn

### Auxiliary:

Mr. Jim O'Keeffe (Caretaker)  
Ms. Pauline Leonard (Part-Time Cleaner)

### Special Needs Assistants

Ms Tina Whelan  
Ms Triona Carroll

### School Completion Co-ordinator

Ms Linda Mulhall

## *Internal Telephone Extensions*

<b>Office 200</b>	<b>Principal 202</b>	<b>Dep Principal 203</b>	<b>Caretaker 204</b>
<b>Staffroom 220</b>	<b>SCP 222</b>	<b>ASD 224</b>	<b>Boardroom 282</b>

### GROUND FLOOR

Guidance Office	215
Office 1 (Front Hall)	205
Office 2 (Library)	206
Asst Principals'	214
Office 4 (Technology)	208
Office 3 HSCL	225
Gym Office	217

G1 (Claire)	281
G2	280
G3 Library	213
G4 Science (Natalie)	230
Science Prep	212
G5 Science (Sheila)	231
G8 (Irene Gilsean)	226
G9 (Shirley D)	218
G10 (Mavis)	227
G11 Art (Mary)	282
G12	219

### TECHNOLOGY WING

G14 DCG	232
G15 MTWood	229
G16 Technology	243
G17 MTMetal	228

### ASD

Office	240
G6	247
G7 large room	242

### FIRST FLOOR

SNA	216
Office 5	207
Office 6 SCP	244

F1 Religion	239
F3 (Micheline)	223
F4	221
F5	234
F6 Computer	210
F7 Computer	209
F9 Home Econ	236
F10 Home Econ	241
F11 (Ailish)	238
F12 (Fiona McEvoy)	235
F13 Computer -PLC	284
F14 Cinema	246
F15 (Deirdre)	233
F16 (Marion)	237
F17 Gym	245

***e-mail address: mail@athycollege.ie***

***Homepage:***

*www.athycollege.ie*

*Telephone: 059-86-31663*

*Fax: 059 86 32211*

*Stay in School Retention Initiative telephone: 059-86-34910*

*Home School Community Liaison telephone: 059-86-34855*

***Staff E-mail***

***Every staff member has been assigned the email address composed of their first initialsurname@athycollege.ie e.g. rdaly@athycollege.ie, bsunderland@athycollege.ie, etc***



## **CLASSES - COURSES 10/11**

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<b>A1</b> <b>JUNIOR</b> <b>CERTIFICATE</b>	<b>A2</b> <b>JUNIOR</b> <b>CERTIFICATE</b>	<b>A3</b> <b>JUNIOR CERT</b> <b>SCHOOLS PROG</b>	<b>A4</b> <b>JUNIOR</b> <b>CERTIFICATE</b>
<b>B1</b> <b>JUNIOR</b> <b>CERTIFICATE</b>	<b>B2</b> <b>JUNIOR</b> <b>CERTIFICATE</b>	<b>B3</b> <b>JUNIOR CERT</b> <b>SCHOOLS PROG</b>	
<b>C1</b> <b>JUNIOR CERT</b> <b>SCHOOLS PROG</b>	<b>C2</b> <b>JUNIOR</b> <b>CERTIFICATE</b>		
<b>D1</b> <b>LEAVING</b> <b>CERTIFICATE</b>	<b>D2</b> <b>LEAVING CERT</b> <b>APPLIED</b>		
<b>E1</b> <b>LEAVING</b> <b>CERTIFICATE</b>	<b>E2</b> <b>LEAVING CERT</b> <b>APPLIED</b>		
<b>F1</b> <b>BUSINESS</b> <b>STUDIES/SEC</b>			





## **SUBJECT CHOICES 2011/2012**

### **JUNIOR CERTIFICATE CYCLE**

**First Year Band 1: A1 and A2: CORE** English, Maths, Irish, Science, Religion, Computers, PE, SPHE, CSPE. **Electives:**

<i>Business Studies or Home Economics or MTW (Wood)</i>	<i>MTM(Metal) <u>or</u> Art or Tech Graphics</i>	<i>Spanish or Geography</i>	<i>French <u>or</u> History</i>
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**First Year Band 2 including JCSP Class:** Core: English, Maths, Irish, Science, RE, Computers, PE, SPHE, CSPE, Materials Technology (Metal), Art. A4 students also study Geography. A3 and A4 students choose between Materials Technology Wood and Home Economics.

**Second Year (B1 and B2) Core:** English, Maths, Irish, Science, Religion, Computers, PE, SPHE, CSPE. **Electives:**

<i>2 of MTM(Metal); MTW (Wood); Home Economics and Art</i>	<i>French or History</i>	<i>1 of Business Studies or Geography or Technical Graphics</i>
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**Second Year JCSP:** English, Maths, Irish, MTMetal, MTWood, Home Economics, Art, Religion, Computers, PE, SPHE, CSPE. Choice: *1 of Business Studies or Geography or Technical Graphics.*

**Third Year C1 and C2:** Core: English, Maths, Irish, Science, Religion, Computers, PE, SPHE, CSPE. **Electives:**

<i>Art or MTMetal</i>	<i>Home Ec or MTW(Wood)</i>	<i>French or Geography</i>	<i>Business or TG</i>
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### **LEAVING CERTIFICATE CYCLE**

**Leaving Cert Est. Year 1 (D1):** Core: *English, Irish, Maths, Religion, Guidance, PE.* **Electives:**

<i>Chemistry or Building Construction or Home Economics</i>	<i>Engineering or Art or Biology</i>	<i>DCGraphics or Business Studies or LCVP</i>	<i>French or History</i>
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**Leaving Cert. Est. Year 2 (E1):** Core: *English, Irish, Maths, Religion, Guidance, LCVP.* **Electives:**

<i>Construction Studies or Home Economics</i>	<i>Engineering or Art or Chemistry</i>	<i>DCGraphics or Business Studies or Biology</i>	<i>French or Geography</i>
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### **Leaving Certificate Applied (D2 and E2)**

Core: *English and Communications, Mathematical Applications, Irish (Year 1), French (Year 2), Social Education, Work Preparation, Information Technology, Leisure and Recreation*

Electives: *Hotel and Catering or Construction Studies*

## ***PASTORAL CARE***

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### **Aims of Pastoral Care**

The aim of this Pastoral Care Programme is to contribute to the overall development of each student; to fulfil the students' academic, personal, social and vocational needs.

1. Academic Objectives: Pastoral Care is primarily about efficient learning which should be better facilitated by planned training in study skills.
2. Personal Objectives: Pastoral Care is a form of education for the personal and emotional development of students, achieved by the counselling tutorial groups and referral systems which it seeks to implement.
3. Social Objectives: The formation of happy, meaningful relationships is essential in life and the aim of Pastoral Care is to help students to relate within their families, in the work place, in communities and in society in general.
4. Vocational Objective: Education for living and particularly for life at work, and later, married life together with the responsibilities of rearing a family, are all part of the function of Pastoral Care.

### **Administrative and Personnel Structure**

The Pastoral Care Programme is followed by all Junior Cycle students. There is a First Year Head, a Second Year Head, a Third Year Head and one Form Tutor for each First, Second and Third Year class. The Form Tutor will spend one period a week with their tutorial groups on the particular theme chosen for that week. Together with the Year Head, the Form Tutors will also spend one period per week in preparing and evaluating the themes or topics selected.

### **The Year Head - Job Specification**

It is the Year Head's task to co-ordinate the Pastoral Care Programme, to manage the Pastoral Care team and to assume responsibility for students of the particular year. The Year Head's function includes:

- (i) Pastoral Care Administration  
Co-ordination of Pastoral Care Programme. Resource centre for Pastoral Care Team and students. Production and distribution of materials. Provision of in-service courses and counselling services for Form Tutors.
- (ii) Communications:  
Link between students, Form Tutors and Principal. Dissemination of information to other staff. Contact with Parents. Link between students and local community.

(iii) Discipline:

Responsibility as immediate point of referral for Form Tutors. (This includes academic progress, absenteeism, late arrival, truancy and general behaviour, etc)

**The Form Tutor - Job Specification**

The Form Tutor is the teacher who willingly undertakes the special care of one class unit or tutor group. He or she works as part of a Pastoral Care team under the leadership of a Year Head. The Form Tutor's functions will include:

(i) Presentation of the Pastoral Care Programme:

Preparation and evaluation of each week's topic together with its weekly presentation. Evaluation of the Programme on an end-of-term and end-of-year basis. Suggestions and input into the programme.

(ii) Administration:

Day-to-day dealings concerning academic progress, attendance register, punctuality, etc. Contact with Parents, Local Community, Teachers, Counsellors, etc.



**YEAR HEADS, TUTORS, CO-ORDINATORS**

<b><u>FIRST YEAR HEAD</u></b>	<b>A.REIDY</b>
A1 Tutor	D. Murphy
A2 Tutor	B. Higgins
A3 Tutor	A.Reidy
A4 Tutor	K. Doyle
<b><u>SECOND YEAR HEAD</u></b>	<b>G.McDONAGH</b>
B1 Tutor	N. O'Neill
B2 Tutor	G. McDonagh
B3 Tutor	I. Gilsean
<b><u>THIRD YEAR HEAD</u></b>	<b>S.DOYLE</b>
C1 Tutor	B.Sweeney
C2 Tutor	S. Doyle
<b><u>FIFTH YEAR</u></b>	<b>B. SUNDERLAND</b>
Leaving Cert Year 1	C.O'Connor
Leaving Cert Applied Year 1	S.Brennan
<b><u>SIXTH YEAR</u></b>	<b>B. SUNDERLAND</b>
Leaving Cert Year 2	B.Sunderland
Leaving Cert Applied Year 2	S. Brennan
<b><u>POST LEAVING CERT CO-ORDINATOR</u></b>	
F1 Business Studies/Secretarial	N. Tyrrell

## ***CLASSROOM ORGANISATION***

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1. All classes are required to line up, in single file, quietly, outside their classroom door until admitted by the teacher.

2. At the end of class, staff are requested to ensure that:-



(a) The whiteboard is clean.

(b) All rubbish is removed from the floor, desks etc. and placed in the rubbish bin.

(c) All tools, equipment, class materials etc. are stored safely.

It is very important that this matter be attended to in the interests of safety.

(d) The classroom, workshop etc. is left neat and tidy.

(e) The class should be dismissed in an orderly fashion.

(f) At the end of the last class each day please ensure windows are closed, bins left for collection and rooms tidy.

## ***REPORTING OF STUDENTS***

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1. A student continuing to cause a problem in class, which the teacher has not been able to correct, may be reported to the Class Tutor.

2. Students **should not** be sent from class to a tutor for causing problems in class.

3. If a student is sent from class to a tutor, the class teacher remains responsible for the student and must check that the student reported to that tutor.

4. A tutor will require a detailed, written and signed report from the Teacher concerning any problem reported. All reports should also be recorded on e-portal.

5. The tutor will deal appropriately with the matter as soon as possible.

6. The teacher may be involved by the tutor in trying to overcome the problem.

7. If some action is deemed necessary, the teacher should be informed by the tutor.

# **REGISTRATION**

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## **MORNING**

1. Commence calling School Register at 8.50 a.m. sharp.  
NOTE: If a student arrives after his/her name has been called, place a dot in the centre of O, as follows: O, on School Register
2. Notes concerning absence (full day, half day, late etc.) are requested by the teacher.
  - (a) Enter the letter 'N' on school register after the student's name on the day that the note is handed in.
  - (b) All notes must be held until you check them to ensure that they are genuine and that signatures are not forged.
  - (c) Students failing or refusing to bring in notes should be reported to their Year Head.

## **AFTERNOONS (2.00 p.m. sharp):**

1. Commence calling the Register, completing all sections, at 2 p.m. sharp.  
NOTE: If a student is not present, but was present during the morning session (check with class), the student is marked present and a triangle placed around the mark, as follows:  $\triangle 1$   
A check with teachers, if you have any suspicion, should avoid any abuses here.

## **GENERAL:**

1. Absence: (Day, Days, Half Days, etc.): All absences must be explained in writing by the Parent/Guardian. Some parents phone in explanations of absence - such calls must be accurately recorded and passed to the teacher concerned. No written explanation would be required in such cases the letter "T" should be recorded in the appropriate box on the school register. Every possible effort must be made by the teacher to get these notes.  
NOTE: The problem of TRUANCY must be constantly remembered. Please use e-portal to record attendance issues
2. Correspondence:
  - (a) A record of all correspondence sent to parents should be copied and kept and noted in e-portal.
  - (b) A copy of each parent's signature should be kept in this file for the purpose of checking the authenticity of notes. Any discrepancies suspected should be brought to the notice of the Year Head.
  - (c) First signature should be checked against the student's record card and kept for future reference.



## College Uniform



### **Regular Uniform**

**GIRLS:** Ladies' navy tailored trousers, pleated at waistband **ONLY\***

**or**

Dark navy gored (A line) knee-length skirt with no slits or pleats, to be worn with dark navy tights

College crested navy 'V' neck jumper ONLY.\*

College dark blue blouse.\*

Navy or black socks only.

Black or navy laced up or slip-on leather shoes with dark sole, (not runners, trainers etc.).

College crested navy rainproof jacket **COMPULSORY**

**BOYS:** Dark navy trousers **ONLY\***.

College crested navy 'V' neck jumper ONLY.\*

College dark blue shirt.\*

Navy or black socks only.

Black or navy laced up or slip-on leather shoes with dark sole, (not runners, trainers etc.).

College crested navy rainproof jacket **COMPULSORY**



### **College Tie**

**The college tie must be worn by all students**

### **Sportswear**

College crested sweatshirt

Pale blue polo shirt

Plain navy non-logo tracksuit bottoms

Non marking/white soled runners

### **Jewellery**

Students may only wear a neat ring and/or small earrings (Health and Safety)

\*Available at Shaw and Sons Ltd., Duke St., Athy, T. Manley, Leinster Street, Athy and McAloons, Duke Street

## ***ROLL CALL AND UNIFORM***

Class	Mon		Tue		Wed		Thur		Fri	Room
<b>A1</b>	26	26	26	26	26	26	26	26	8	<b>F15</b>
<b>A2</b>	8	4	8	4	4	4	4	8	4	<b>G17</b>
<b>A3</b>	28	28	28	10	28	8	28	28	28	<b>G2</b>
<b>A4</b>	17	17	17	17	17	17	17	17	17	<b>G15</b>
<b>B1</b>	9	9	9	9	9	9	9	9	9	<b>G4</b>
<b>B2</b>	23	18	23	21	23	18	23	21	18	<b>G12</b>
<b>B3</b>	7	22	12	7	7	12	12	7	12	<b>G8</b>
<b>C1</b>	20	21	20	20	20	20	20	20	21	<b>F1</b>
<b>C2</b>	5	24	5	5	5	24	5	24	24	<b>G9</b>
<b>D1</b>	25	25	25	25	25	21	25	25	15	<b>G1</b>
<b>D2</b>	3	3	3	3	3	27	3	3	3	<b>G13</b>
<b>E1</b>	2	2	2	2	2	2	2	2	2	<b>G3</b>
<b>E2</b>	15	16	16	16	16	16	16	16	16	<b>G5</b>
<b>F1</b>	11	11	11	11	11	11	11	11	11	<b>F13</b>

## ***SUPERVISION ROTA FOR MORNING BREAK***

	Mon	Tue	Wed	Thu	Fri
<b>Assembly Hall</b>	20	4	19	15	10
<b>Cloakrooms</b>	13	8	1	24	27
<b>Front Hall</b>	25	1	21	22	11
<b>Upstairs</b>	2	2	2	2	2

Lunch Duty	Mon	Tue	Wed	Thur
	16,26	23,5	7,17	28,18



## ***ROLL CALL - 2010 - 2011***

The procedure for morning registration is being altered, on a trial basis, to try to improve student punctuality and to discourage students who arrive late from wandering around the school looking for their tutor. This trial was suggested by the Discipline Sub-Committee, as a result of the School Development Planning Meetings held in May 2007.

Recognising the importance of tutor contact with class groups, afternoon roll call will remain the same as in previous years. Where possible, tutors will be assigned to call the afternoon register for their tutor group (see schedule on staff board).

### **Morning Roll Call:**

- Students will be instructed to go directly to their first class when the 9am bell rings.
- The teacher of the first period will take the appropriate register to the classroom and call the roll at the beginning of the class.
- In the event where a class group is split or is comprised of students from two register groups, eg Home Economics/MTW for A1/A2, the two teachers will decide who takes the registers from the staffroom to his/her class. Then the teacher will send the registers to his/colleague who has the remainder of the group/s. **(In such a situation it is important to let your colleague know if you will be in a classroom other than that which appears on the timetable.)**
- Teachers are asked to return the morning register to the staffroom at the end of the first class period or if they are remaining in the classroom to send a student to the staffroom with the roll book.
- In the event of a fire alarm sounding during the first period the teacher is asked to bring the morning register to the emergency assembly area (outside the main gate).



**ATHY COLLEGE SCHOOL CALENDAR 2011-2012**

JULY						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	25	27	28	29	30	31

AUGUST						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

17th - LC Results  
 24th - School Opens  
 25th - Staff Meeting

13th First Year Parents evening  
 16th - Open Day for Primary Schools  
 17th - Open Day for Primary Parents  
 20th - First Day of Ploughing Championship

OCTOBER						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18th - P/T meeting 3rd and 6th year  
 28th - Enrolment for 2012 closes

17th - Incoming Parents evening  
 23rd P/T meeting - First Years  
 26th Assessment for incoming students

JANUARY						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

14th - Science and Technology Day

2nd - P/T meeting - 2nd and 5th yrs  
 w/b/6th Mocks begin

15th - Academic Awards and PLC Grad  
 16th - Possible Closure  
 30th - Art Exhibition

APRIL						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JUNE						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

27th - round 2 assessments

24th - Endeavour Awards

6th - State Exms begin



# ***FIRE PROCEDURE***

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## **STAFF**

### **A. Discovering a fire**

1. On discovering a fire or on being informed by a student of a fire, sound the alarm immediately.
2. Return to your class and proceed with the evacuation of your class.

### **B. Hearing the Fire Alarm**

1. On hearing the fire alarm get your students to pack their school bags, collect their coats and stand to attention in silence.
2. Inform your class of the Exit Route to be used - Single File on Left Side in silence.
3. Leave the room last, closing the door and proceed, with your students, to the Assembly Point.
4. Check the attendance, using the register, and report to the Principal, Vice-Principal or A Post holder using the form attached inside the back cover of the Register.

### **C. Cloakroom:**

If you are passing a cloakroom, check that it is evacuated and, if not, evacuate it, closing the door behind you.

### **D. Class Registers:**

- (a) If you are in possession of a class register, bring it with you to the Assembly point.
- (b) If you are passing the Register location point, collect the class registers and bring them to the Assembly Point, closing the door behind you.



# **FIRE ATTENDANCE REPORT**

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A. Class: \_\_\_\_\_

STUDENTS MISSING Yes \_\_\_ No \_\_\_

LIST OF STUDENTS MISSING AND POSSIBLE LOCATIONS:

Name	Possible Location

B. CLOAKROOMS - Cross out the appropriate word/words.

FIRST YEAR GIRLS	CHECKED / NOT CHECKED
SENIOR GIRLS	CHECKED / NOT CHECKED
BOYS - GROUND FLOOR	CHECKED / NOT CHECKED
STAFF - GROUND FLOOR(FEMALE)	CHECKED / NOT CHECKED
STAFF - GROUND FLOOR(MALE)	CHECKED / NOT CHECKED
STAFF - FIRST FLOOR	CHECKED / NOT CHECKED

Signature: \_\_\_\_\_

# ***FIRE DRILL - STUDENT PROCEDURE***

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## **1.A. FIRE DRILL (Attending Class):**

- (a) When the alarm is heard place school books etc. into your school bag and stand to attention, **in silence.**
- (b) Listen carefully to the Exit Route given by your Teacher.
- (c) Leave the classroom, in Single File, following the exit route on the Left Hand Side and proceed at a steady uniform pace to the Assembly Point in silence.
- (d) The last person to leave the classroom closes the classroom door.

## **B. FIRE DRILL (Outside Class):**

- (a) When the alarm is heard form a single file and go by the most direct route to the place of assembly on the left hand side, **in silence**
- (b) Do not leave the assembly point.

## **2. IMPORTANT NOTES**

- (a) No laughing or talking during the evacuation in order that instructions given at any time may be heard.
- (b) No overtaking during the evacuation.
- (c) Do not return to the building for anybody or anything until the re-call has been signalled by the Person-in-charge (Fire Drill) or by the Fire Officer (Fire).

## **ATHY COLLEGE**

### **CODE OF DISCIPLINE**

The school's educational policy states that education is the 'on-going development of the individual' and it sets out the academic and pastoral care programmes which seek to attain this aim. In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to provide a framework for reasonable and responsible behaviour by all concerned and to ensure that every reasonable effort is made to accommodate the individuality of each pupil, while acknowledging the right of each pupil to education in a relatively disruption-free environment. The school recognises the variety of differences that exists between pupils and the need to seek to accommodate these differences. Students are expected to be honest, courteous, respectful and helpful to one another, to staff and to the school authority at all times. Students are to conduct themselves in an appropriate manner and they must comply with the school rules.

The purpose of this code of discipline is to outline the school's system of dealing with any undisciplined behaviour. Please note that it is impossible to define that any particular act is punishable by any particular mode of sanction. The level of gravity of each case has to be assessed by the relevant school authority before a fair and just punishment is imposed.

The rules are being kept to a minimum and are positively stated in terms of what pupils should do. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. The overall responsibility for discipline within the school rests with the Principal subject to the authority of the school management. Each teacher has the responsibility for the maintenance of good discipline within his/her class while sharing a common responsibility for good order within the school premises.

### **CODE OF DISCIPLINE**

Within the school, the Code of Discipline is very closely aligned with the operation of the overall Pastoral Care system. The disciplinary steps which may be taken are outlined below. Again, it must be emphasised that the school authority will deem what degree of punishment is necessitated by assessing the gravity of any particular transgression. Therefore, the steps outlined are not presented in any hierarchical order.

1. Any individual teacher may use verbal reasoning and correction to reprimand any student
2. A teacher may prescribe assignments or work to punish a student.
3. A teacher may refer a student to his/her class tutor on the basis of a problem arising in class or in school
4. Students may be detained during their own free time, allowing sufficient time for a student to notify a parent/guardian of impending detention
5. A student may be referred to the Year Hear by the Tutor
6. A student may be placed 'On Report' for unsatisfactory progress or behaviour.
7. a letter may be sent to the student's parent(s)/guardian by the relevant school authority reporting a particular problem and the parents/guardians may be requested to visit the school to discuss the issues which arise.
8. A student may be referred to the Principal by the Year Head, if necessary.
9. A relevant outside agency, e.g. the school psychologist, may be referred to in the case of a pattern of deviant behaviour observed to be beyond the scope of the school's coping structures.
10. A student may be suspended, if necessary, for any transgression of good behaviour deemed to be sufficiently grave.
11. In extremely grave cases, the Principal may initiate the recognised proceedings for expulsion.
12. Legal proceedings may be initiated in the case of acts of a criminal nature within the school.

## ***ATHY COLLEGE RULES***

1. Students are expected to be honest, courteous, respectful to one another and to the staff at all times.
2. Students must be on time for class. Late arrivals must be reported to the Class Tutor
3. All absences must be explained in writing by parents/guardians
4. Students must remain in the school in accordance with the school time-table each day, or as otherwise directed by the school authority. Unauthorised absence will be regarded as a serious offence
5. Authorisation to leave school during school hours must be given in writing by the parents/guardians.
6. All students are expected to remain in school during lunch-time except those whose parents/guardians have completed a lunchtime indemnity form.
7. Permission to leave school at lunchtime may be authorised by parents/guardians
8. All students' property, coats, bags books, etc. should carry his/her name. The Management of the school cannot accept any responsibility for lost or stolen property. Money and other valuables should be handed to the Class Tutor, Vice-Principal or Principal for safe custody.
9. Inside the school students should walk and never run. They must keep to the left whenever possible and at all times on the corridors and stairs.
10. Pupils must assemble quietly outside the classroom door until the teacher allows them to enter.
11. Rough or boisterous behaviour/play is strictly forbidden at all times. This is particularly applicable to toilets, assembly areas and corridors, workshops laboratories, classrooms and the school grounds.
12. Smoking is absolutely forbidden inside the school grounds or premises
13. Chewing gum is forbidden in the school.
14. Students are expected to show respect for school property. Students may not write on desks or walls. Property deliberately damaged or broken will have to be replaced by the person concerned.
15. It is forbidden to congregate outside the school gate.
16. Classrooms must be maintained and left in good order at all times. Chairs must be placed on desks at the end of last class and papers, etc. placed in the bin
17. All books and copies must be covered. School books should be kept in good order. A proper school bag should be used (a light plastic bag is not appropriate).
18. Students are expected to pick up litter and always keep the school and the school grounds clean and tidy.
19. Students should be so organised as to have their equipment ready for each class as they need it: books, pens instruments, cookery ingredients, etc.
20. Students are expected to comply with the directions of the teachers at all times.
21. Schoolwork and homework should be completed, as directed by each teacher. A written explanation from home is requested if homework is not done.
22. Offensive language is absolutely forbidden within the school.

**STUDENTS MUST COMPLY WITH THESE RULES AND THE SCHOOL'S CODE OF DISCIPLINE AT ALL TIMES. FAILURE TO DO SO COULD HAVE VERY SERIOUS CONSEQUENCES FOR THE STUDENT(S) CONCERNED.**

## ***SCHEMES OF WORK AND CLASS DIARIES***

Each staff member is required to keep up to date a Scheme of Work and Class Diary for each subject/class being taught. Each Scheme and Diary should be a separate document.

At the end of the year, staff will complete a folder outlining work covered during the year, depth in which topics were covered to be indicated, text books used, copies of exam papers, brief comments on individual students, etc.

## ***TRAVELLING EXPENSES***



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When claiming travelling expenses, it is essential that copies of your current driver's licence and insurance certificate are submitted to Co. Kildare V.E.C. with your claim form.

It is also necessary to have Co. Kildare V.E.C. indemnified against any claim which may arise through the use of your vehicle in the course of your duties. Such indemnity should be obtained from your Insurance Company, free of charge and evidence of this must be shown on the certificate.

## ***PUBLIC RELATIONS POLICY***

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### **AIM:**

To ensure the work of the school is known to:

- (a) the Staff
- (b) the Pupils
- (c) the Parents
- (d) the Community

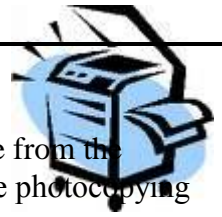
### **CONTENT:**

Public relations material emanates, primarily, from the curricular and extra-curricular work of the staff and students at the school.



## ***PHOTOCOPIER***

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A Photocopier is provided in the Staff Room for staff use. Photocopying paper is available from the Secretary's office. Every effort should be made to be economical in its use and observe the photocopying licensing agreement which is posted on the wall beside it

### **Ordering of Goods and Services**

Please note that the following are the V.E.C. required procedures when ordering goods and services. **All forms of expenditure from all school budgets are included (hire of buses, food club, contractors etc.)**

- **An order form must be written for all items of expenditure prior to ordering. The school will not be responsible for goods/services ordered without order form.**
- **Cost of order (incl. v.a.t. and delivery) must be produced when order is being issued. This is required for accrual statement to V.E.C.**
- **3 quotations must be obtained for ordering goods over €1,000 and quotation summary sheet completed.**
- **All suppliers must be tax compliant. VAT registered no. and phone number required on all invoices. Tax clearance certificate required for all specialist budgets.**
- **Delivery docket, checked, to be handed into office a.s.a.p. Otherwise please notify Secretary when goods are delivered.**
- **C2 and C46 must be completed in respect of construction work, before work commences and forwarded to Co. Office immediately.**
- **Form RCT1 must be completed in respect of all contractors and forwarded to Co. Office immediately.**

*A CODE  
OF PRACTICE  
FOR  
CO. KILDARE  
VEC STAFF  
IN THEIR  
RELATIONSHIPS  
WITH THE  
SCHEME'S  
STUDENTS*

TO ALL STAFF

**County Kildare V.E.C. is committed to providing a quality educational service to all its students within a safe and secure environment. The Committee endeavors to support and promote an environment in which the human integrity and dignity of all staff and students, men and women, is respected.**

**This Code of Practice for staff concerning relationships with the scheme's students is being introduced to create a further awareness among staff as to their responsibilities within staff / student relationships. The Code of Practice also seeks to remind staff to be prudent in their contacts with students so as to avoid allegations of improper behaviour. In this context staff should adhere to the protective measures contained within in this Code of Practice so as to avoid situations which could lead to allegations of unprofessional / inappropriate behaviour. Such allegations or breaches of this Code of Practice may constitute grounds for an investigation in accordance with existing procedures, which could result in disciplinary sanctions up to and including dismissal.**

**County Kildare V.E.C. staff have a *duty of care* to all students in the Scheme. This duty of care requires a certain standard of conduct for the protection of students against unreasonable risks. Each staff member has a duty to act as an ordinary, prudent, and reasonable person in his or her relationship with students. This Code of Practice is intended to promote a healthy and safe working and study environment and is not intended to stifle normal, healthy professional relationships among staff and students of the organisation.**

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*PROFESSIONALISM*

Professionalism is characterised by behaviour that shows respect for the interests and welfare of students, subject to the requirements of the law. It implies competence, responsibility, integrity, and impartiality.

Consequently, members of staff should not publicly engage in demeaning descriptions of either students or colleagues, including remarks based on, for example, race, religion, gender, sexual orientation, age, disability, economic status, marital status, family status or other remarks which reflect adversely on the dignity of others.

County Kildare V.E.C. aims to promote self-respect and a positive self-image in its students. Specifically, it seeks (a) to acknowledge and support the rights, capacities, and worth of all individuals, and (b) to encourage self-discipline and a sense of responsibility in students. Staff, by example, should promote positive attitudes to the worth of all persons, to social justice, and to equal opportunity. This is best realised through a 'professional approach' that ensures a quality educational experience conducted in a friendly, co-operative climate of respect and a team approach to problem-solving. The principle of justice should pervade all relationships. In this context, the student has the following expectations:

- ◆ To express himself/herself, to share ideas, and to ask questions;
- ◆ To respect from others, and to be treated fairly and equally.  
Ridicule, sarcasm, and remarks likely to undermine the dignity of the student should never be used. Corporal punishment or any physical contact that could be construed as corporal punishment is forbidden.
- ◆ To be free from intimidation and bullying. Staff should refrain from any misuse of power that diminishes the integrity of the person.
- ◆ To a rational settlement of problems, and to an opportunity to tell his 1 her own side of a story in a dispute.
- ◆ To learn without interference, at his / her own pace, in a reasonable working environment.

## *BOUNDARIES*

### 1. Professional Distance

**While encouraging and fostering a positive relationship with students, all County Kildare V.E.C. staff must retain a sense of themselves as 'professionals', and, thus maintain a professional distance with students in both the workplace and in social situations.**

**Staff members should ensure that they do not place themselves in situations where students have undue expectations of a staff member's ability to resolve conflicts or personal issues.**

**Students themselves have a responsibility to recognise the 'professional' nature of their relationship with a staff member and hence not hold undue expectations of how staff should relate to them in the workplace.**

### 2. Referral

**Each County Kildare V.E.C. staff member should cultivate awareness of the limits of his/ her competence to deal effectively with a student's personal issues. He/she should take immediate steps to obtain consultation or to refer a student to the tutor/guidance counsellor/psychologist/management person, within the school/centre or college, if it becomes apparent that the student's problems are beyond his/her competence. Competence also implies acceding to a student's request for referral even where the staff member perceives the student's problem to be less severe than the student him/herself.**

### 3. Confidentiality

**Serious concerns about the health and well-being of a student or such information about a student as might affect the health and well-being of other students in the school/ college, should normally be discussed with the Principal/ Head of centre.**

**Staff should always respect the confidential nature of personal information shared with them by students. They should disclose such information, where appropriate, only in the context of referral to a professional or management person, and usually with the consent of the student or, where obliged by law, to the designated authority only. Disclosure of information to an appropriate third party should be made where it is deemed necessary (a) to protect the interests of the student, (b) to protect the interests of society, (c) to safeguard the welfare of another individual or student. Consent of the student should be obtained, where possible.**

**Staff should always show respect for the interests and welfare of student's and, therefore, a student's personal circumstance should never become the subject of gossip.**

*PRUDENT BEHAVIOUR*

1. One to One Meetings

**In one to one contact with students, staff must be aware of their vulnerability to all sorts of allegation that can arise in such situations. Where possible, doors should be left open while the staff member is engaged in discussion with the student. For those staff whose job it is to see students in one to one situations (counsellors, psychologists, management personnel, tutors, etc.), reasonable and sensible precautions should be taken to avoid the possibility of misinterpretation or allegation. A record should be kept of dates, times and the content of meetings and interviews with students. Such meetings/interviews should take place within the school/centre premises.**

2. Physical Contact

**Staff should avoid physical contact with students of a nature that could be misconstrued. Casual, well-intentioned gestures, if repeated frequently with a student could be misinterpreted.**

3. Sexual Harassment

**The attention of staff is drawn to County Kildare V.E.C.'s Policy Statement on Sexual Harassment (1995). Sexual Harassment is unlawful. It is defined as:**

*“Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of women and men at work “*

**The Policy Statement gives examples of physical, verbal, and non-verbal/visual behaviours, which may be considered inappropriate and / or unacceptable. The Policy Statement adds:**

*“It should also be noted that it is the impact of the conduct on the recipient and not the intent of the perpetrator that determines whether the behaviour is acceptable”.*

**Staff are reminded that they have obligations both in law and to County Kildare V.E.C. to refrain from behaviour likely to contravene the terms of the Employment Equality Act (1977) and County Kildare V.E.C. policy on Sexual Harassment.**

4. Out of School Activities

**This Code of Practice extends to trips and outings of any nature organised by the school/centre. Staff should maintain a 'professional distance' with students in all such school/centre-related activities. The conditions under which students go on school/centre-organised trips and outings should be clearly set down and agreed in advance. Staff, in consultation with management, should have contingency plans in anticipation of problems arising.**

## DISCIPLINARY INVESTIGATIONS & SANCTIONS

**As outlined in the introduction to these guidelines, unacceptable and inappropriate behaviour by students is a matter to be dealt with under the school/centre's Code of Behaviour and disciplinary procedures.**

**Staff are expected to adhere at all times to a professional approach in their dealings with students. The County Kildare V.E.C. expects that staff would comply with the enclosed code of practice and the County Kildare V.E.C. policy documents on sexual harassment and equal opportunities. It is primarily the responsibility of individual staff members to ensure that their behaviour is appropriate, professional and not open to the possibility of misinterpretation or allegations.**

**Receipt of a formal complaint or alleged breaches of these Guidelines by staff may constitute grounds for a disciplinary investigation in accordance with existing procedures.**

**Retaliation against an employee or student for making a complaint is a disciplinary offence. Equally a malicious complaint will be treated as misconduct under the disciplinary procedures.**

**Where disciplinary action is taken following a complaint and subsequent investigation, the staff member who has been disciplined may appeal the action under existing procedures.**

**Any staff member who wishes to seek further guidance or clarification in respect of issues raised in this Code of Practice, should discuss the matter with their Principal/ Head of Centre or Centre or alternatively they may contact the C.E.O.**

**September, 1998.**