

**Cloontuskert N.S.
Cloontuskert,
Lanesborough,
Co. Roscommon.
N39 AT80.
Roll No. 18116S**



Communication Policy

Reviewed: January 2025

Effective Communication Policy

Introductory Statement

This policy was developed by the Board of Management and staff of Cloontuskert N.S., in conjunction with parents during the school year 2024/2025.

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

Parents are encouraged to:

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

Structures in place to facilitate open communication & consultation with Parents

- Parent/teacher meetings are held in November for all classes.
- Parents receive a school report for their child at the end of each school year.
- Open Day for new Junior Infants and their parents.
- Coffee Morning for new Junior Infants parents in September
- Meetings with parents whose children have special needs.
- Ongoing consultation throughout the year as deemed necessary.
- Written communication via written messages in homework diary/copy, emails, Aladdin Connect App, newsletters.
- Through the Parents' Association, parents are invited to discuss concerns and to contribute to initiatives and projects in the school.
- Decisions taken to change current policies and procedures or to introduce new ones will be made known to all parents in written format via the school newsletter or through Aladdin Connect. Input from parents will be welcomed.
- Regular newsletters to keep parents up to date with school events, holidays and school concerns
- Parents are invited to events throughout the year e.g. School concerts etc.
- Participation in curricular lessons from time to time e.g. paired reading, art lessons, music lessons, school choir etc.

Parent / Teacher Communication

Informal Parent/Teacher Meetings

The School encourages communication between parents and staff. The class teacher, who has the most contact time with a child, other than their parents, is the FIRST and most important point of contact for every parent. If a parent has a concern about any issue, they are advised to contact the class teacher to arrange a meeting, (face to face/phone/online) at a mutually suitable time. Parents should give a brief description of the issue involved when making an appointment so that both parties can be prepared for the requested meeting. The teacher will endeavor to deal with the matter promptly.

Meetings with the classroom teachers at collection time to discuss a child's concern/progress are discouraged on a number of grounds:

1. Staff members cannot adequately supervise their classes while at the same time speaking to a parent.
2. It is difficult to be discreet when so many children are standing close by.
3. It can be embarrassing for a child when his/her parent is talking to staff in such a public way.

If the Principal is contacted directly about an issue of concern to a parent, she will refer the matter back to the class teacher to be dealt with. Where the issues raised with the teacher have not been satisfactorily resolved, the Principal will then get involved in helping to find a resolution.

The exception to this is where child protection issues of any sort arise and the principal's involvement is required as Designated Liaison Person.

Formal Parent/Teacher Meetings

Formal Parent/Teacher meetings will be held once a year as per Circular 14/04. They will take place towards the end of November. Parents will be given the option of attending in person and if this is not possible for the parent, receiving a meeting via a phone call. They will receive an invitation, via Aladdin Connect, to select a suitable time from the available slots. The Special Education Teacher will also be available for formal parent/teacher meetings. In the case of separated parents, requests can be made, by both parents, for an individual meeting with their child's teacher(s).

The purpose of the Parent/Teacher meeting is:

- To establish and maintain good communication between the school and parents.
- To let parents know how their child/children is/are progressing in school.
- To help teachers/parents get to know the children better as individuals
- To help children realise that home and school are working together.
- To share the problems and difficulties the child may have in school
- To review with the parent the child's experience of schooling
- To learn more about the child from the parent's perspective

- To learn more about parental opinions on what the school is doing.
- To identify areas of tension and disagreement.
- To identify ways in which parents can help their child/children.
- To negotiate jointly, decisions about the child's education.

Meetings will be scheduled for ten minutes per child. If a follow-up meeting is required, the school will endeavour to facilitate the same.

Formal Meetings - I.E.P.s / Support Plans /Review Meetings

Formal timetabled meetings to discuss and draw up a School Support Plus Plan will be held in October each year. The Class Teacher and Special Education Teacher, in consultation with the parents will draw up the I.E.P./Support Plan. Recommendations from outside professionals, such as psychologists, occupational therapists etc., will be reflected in the support plan.

Where a need arises, support planning meetings and review meetings will be arranged with parents at other times throughout the year. These meetings can be attended by the Principal, Class Teacher, Special Education Teacher and the parents.

Following the meeting, a report on the meeting will be uploaded to the student's support file.

If a parent wishes to arrange a meeting with the Special Education Teacher at any stage during the year to discuss their child's progress, they may do so by prior appointment.

Updating of Information

The school should be informed immediately if a situation arises that could potentially cause anxiety for a child and adversely affect his/her education. In all matters pertaining to the wellbeing and education of pupils, only the parents/legal guardians named on the enrolment form will be consulted by staff. In this regard, it is vital that the child's and parent/ guardian's contact details are fully up to date. This can be done through the Aladdin Connect app or by contacting the school office. It is imperative that there is an up-to-date emergency contact detail on every child's file.

End of Year Report Cards

The NCCA report card templates were developed through a process of consultation with schools and parents and take account of research commissioned by the NCCA. Cloontuskert National School has adapted one of these templates for use.

The report cards provide for reporting in four key areas:

1. The child's learning and achievement across the curriculum

2. The child's learning dispositions
3. The child's social and personal development
4. Ways in which parents can support their child's learning

Emails and Phone Calls to Staff

A teachers' primary responsibility is to the teaching and learning in their classroom and the supervision of the children in their care. With this in mind, parents are reminded that messages and e-mails sent to teachers and S.N.A.s during the school day, **will not** receive an immediate reply. Staff will undertake to reply to all messages received, at their earliest convenience.

If a parent/guardian wants to contact the teacher or leave an urgent message for their child, they should phone the main office and leave a message.

All staff members and parents/guardians have a right to their discrete free time. With this in mind, communications to the school and from the school should take place during normal working hours. Contact at night, at weekends, on days off and during holidays should not take place unless deemed absolutely necessary. When emailing staff, parents are asked to schedule all emails that are being sent outside of the normal working day. We ask you strongly to respect this and we undertake to do likewise.

Staff members' private mobile phone numbers, email addresses or social media accounts, including WhatsApp, should never be used to contact staff in relation to school business. All contact with staff should be via

- the main school email address : office@cloontuskertns.ie.
- the staff member's professional email address which will be given to parents annually
- phone 043 3321817

Communication between Staff:

The school encourages openness in internal communication and the sharing of relevant and appropriate information through a variety of mechanisms.

- Staff Email: Each staff member is assigned a school email address. This is for teacher's professional use and is used for school/professional work only. Teachers may use this email address for liaising with parents and/or the wider school community.
- Google Drive - School documents are shared between teachers on Google Drive.
- Aladdin - Staff can also communicate important school related messages via Aladdin.
- Whats App groups are used to communicate school related news and arrange meetings.
- A Croke Park hour is used for weekly meetings.
- Staff meetings are held termly.
- Teachers meet informally on a regular basis to collaboratively plan.

Ancillary Staff

Our secretary and cleaner play an important role in ensuring that the school operates in an effective and efficient manner. All requests for support from our ancillary staff should be conducted in a courteous and respectful manner at all times. Classrooms and learning support rooms should be left tidy and orderly at the end of each day, to communicate respect to the cleaner working in our school.

Special Needs Assistants (SNA)

Effective communication between SNA, class teacher and parents is of paramount importance. SNAs play an important role in ensuring that the students with additional needs can participate to the best of their ability in school life.

All communication regarding the progress of all children should be relayed by the class teacher to the parent. It is not the role of the SNA to deliver such information to parents, unless requested to do so by the class teacher.

Communication among Students

To assist in creating and maintaining a safe and comfortable environment for learning, all students are expected to treat one another, school staff, parents and school community in a loving and respectful manner. Learning good social and interpersonal skills with one's peers is an important part of school life. Everybody in our school community is required to treat all students with consideration and respect and to have regard for the rights and feelings of others. Our students are afforded the opportunity to communicate their ideas to each other and the staff through class discussions, debates, Student Council, assemblies etc..

Communication with Others

Communication with External Agencies

NEPS

The Principal liaises with National Educational Psychological Services with regard to making referrals where necessary. One-to-one meetings with Parents/Guardians to discuss assessments are organised by the Principal/Deputy Principal. The necessary paperwork in relation to an assessment is undertaken by the Principal/SENCO in consultation with the class teacher of the child in question. All communication with external agencies is done through the school.

Tüsla

The Designated Liaison Person (DLP), which is currently the Principal, liaises with the services of Tüsla with regard to child welfare. This includes the National Education and Welfare Officer regarding child attendance at school and social services regarding child protection.

Health Care Professionals

Meetings with healthcare professionals are attended by the Principal, Special Education Teacher, the class teacher, the SNA and in some cases, the child's parent/s. A record of the meeting will be uploaded to the

relevant student's file.

Newly Appointed Teachers/Substitute Teachers

All new teachers and substitute teachers are given relevant information with regards to our Child Safeguarding Statement along with timetables, class lists etc..

Newly appointed teachers are mentored by the Principal/Deputy Principal. Support is provided if required. On-going evaluation and support is provided by the Principal in the form of observation of classes, team teaching with newly appointed teachers and constructive feedback given periodically.

Students on Placement

All student teachers on placement will be given relevant information such as a copy of our Child Safeguarding Statement along with timetables, class lists etc. The teacher, to whom they have been assigned, will be responsible for mentoring them and communicating all relevant information. Support is provided if required. On-going evaluation and support is provided by the class teacher in the form of observation of classes, support with planning and constructive feedback given periodically.

Behaviour of all Stakeholders in the School

Ensuring a courteous and respectful environment is central to the creating and maintaining of a positive culture among the stakeholders. 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. Our school strives to be a place where both adults and children feel safe, secure and respected. 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.

Social Media Comments

The school uses *Facebook* to relay news and to celebrate or notify people of events taking place in the school. We would ask that social media platforms, as well as personal social media accounts (including WhatsApp,) are NEVER used for commenting in a negative way on school matters or members of the school community.

The school's *Parental Complaints Procedure* (available on the school website) outlines a mechanism for dealing with an issue of concern or a complaint as speedily as possible and at the simplest level.

Safety, Health and Welfare at Work

The Safety, Health and Welfare at Work Act 2005 recognises 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.

Personal and Confidential Information

All personal data collected is protected in accordance with the Data Protection Act 2018. The privacy of personal communications is preserved in accordance with the Human Rights Act. All staff are bound to take care with the handling and transmission of confidential information, with regard to how and to whom the information is transmitted. Internal communications using electronic media must be conducted under the Acceptable Usage Policy of the school.

Implementation, Review & Communication

This policy will be presented for ratification at the next Board of Management meeting and will be reviewed annually and amended if necessary.

Signed: _____

Principal

Signed: _____

Chairperson of the Board of Management

Date: _____