PROMOTING A CARING SCHOOL
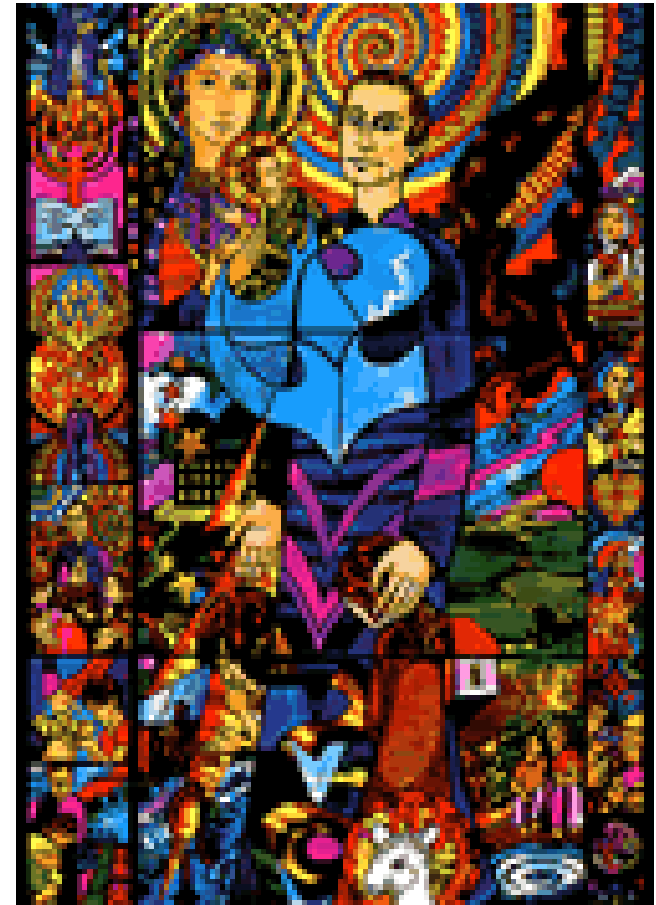
Leading An Edmund Rice School Session 4

COURSE OUTLINE

	Module	Charter Element	Interview Competency
Night 1	Leadership/ Management/Motivation	Inspiring Transformational Leadership	Self Awareness and Self Management
Night 2	Managing the School Year	Promoting Partnership	Management & Administration including Managing the Organisation
Night 3	Leading Learning	Excellence in Teaching and Learning	Strategic Management including school development Promotion of a holistic development culture including Leading Teaching and Learning
Night 4	Promoting a Caring School	Creating a Caring School Community	Interpersonal Relationships including Developing Leadership Capacity
Night 5	Leading School Ethos	Nurturing Faith and Gospel based Values	Leadership in a Faith school

IN THIS SESSION WE WILL EXPLORE:

Organisation or Community	A Caring School	Framing a positive Code of Behaviour	Child Protection
Relationships, Communication and Conflict	**Looking at Wellbeing**	**Charter: Creating a Caring School Community**	**Competency: Relationships and Interpersonal Skills**

SCHOOL AS COMMUNITY

People connected not through contract but through commitment

Socially organised around relationship

Based on values, beliefs and shared ideals

Motivated by obligations and duties that people feel towards each other

SCHOOL AS A COMMUNITY

The quality of Relationships

Care /Compassion / Interest / Acknowledgement

Guidance and Counselling

Pastoral Structures

Promotion of Spiritual development

Wellbeing, Inclusion

Social awareness

Mentoring

Promoting and Distributing Leadership

Promoting positive mental health

Respecting Diversity

A CARING SCHOOL

A Physically Safe School

A Psychologically Safe School

CARING FOR STUDENTS

CARING FOR TEACHERS

CARING FOR PRINCIPAL/ DEPUTY/ MIDDLE MANAGEMENT
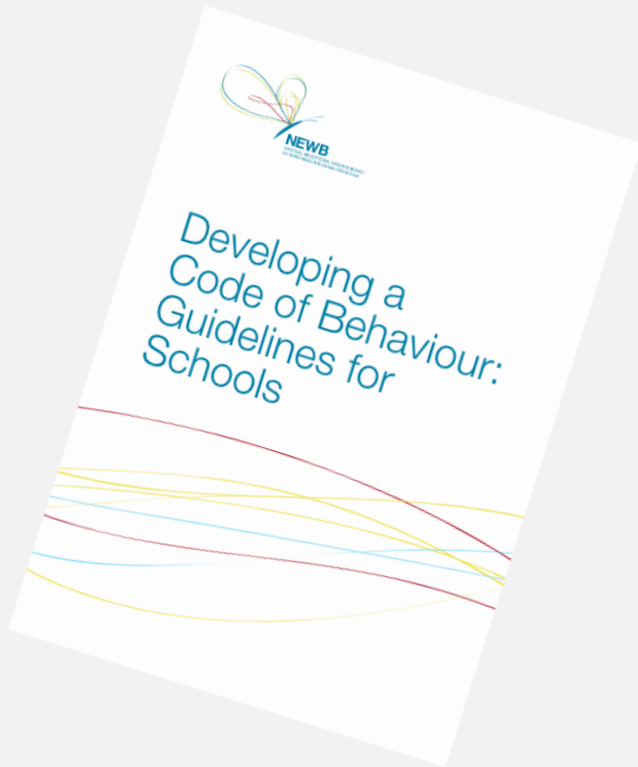
A CARING SOCIETY

STUDENT WELLBEING

SSE and wellbeing

In addition to the immediate need to use SSE to address the impact of COVID-19 in individual school contexts, there is the related requirement on schools to use SSE to initiate a wellbeing promotion review and development cycle. The original timeframe for the achievement of this goal, which is contained in the Department of Education Wellbeing Policy Statement and Framework for Practice was modified in Circular 0032/2021 and Circular 0033/2021 in light of the impact of COVID-19. The requirement now is that all schools will use the SSE process to initiate a wellbeing promotion review and development cycle by 2025.

DEVELOPING A CODE OF BEHAVIOUR: GUIDELINES..

Developing a
Code of Behaviour:
Guidelines for
Schools

NEWB

EDUCATIONAL WELFARE ACT 2000 SECTION 23(2)

A Code of Behaviour shall specify:

The standards of behaviour expected in the school.

The schools plan for promoting good behaviour.

How the school will respond to unacceptable behaviour.

Procedures to be followed before a student may be suspended or expelled.

Procedure to be followed in notification of a child's absence from school.

FAIR PROCEDURES BASED ON THE PRINCIPLES OF NATURAL JUSTICE

The right to be heard - Audi alteram partem (Hear the other side)

The right to impartiality- Nemo iudex in causa sua (Nobody is a judge in his / her own case)

WHAT SHOULD BE IN THE CODE OF BEHAVIOUR

- Reference to Mission Statement / Charter
- Expectations of Students, Staff, Parents
- How Students, Staff, Parents can promote a happy school
- Roles and Responsibilities of Staff members
- The purpose and content of the school rules
- Systems for acknowledging good behaviour
- Where parents and students can get help when problems arise
- Unacceptable behaviour – consequences and sanctions
- References to other school policies – anti bullying, school tour etc.
- Where and when
- Suspension and Exclusion
- Procedures for notifying school of absences
- Procedures for raising a concern or bringing a complaint
- Review

Section 29 Appeal

RESTORATIVE PRACTICE

Restorative Practice is an approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Hopkins, B. (2004) Just Schools *Just Schools*, London and New York Jessica Kingsley Publishers

RESTORATIVE PRACTICE

IT IS ABOUT ASKING THE FOLLOWING QUESTIONS;

- What happened?
- **What were you thinking at the time?**
- **What are you thinking now?**
- Who has been affected and how?
- **What do you need to move on?**
- **What needs to happen now so that the harm can be repaired?**

CONTRAST THIS WITH THE TRADITIONAL APPROACH

- What happened?
- Who is to blame?
- What is the appropriate punishment?

A RESTORATIVE TEACHER.....

Believes that relationships matter

works to create opportunities for everyone in the class to connect as much as possible

When things go wrong, ensures that re-connection happens as soon as possible

BREAKOUT 1
CASE STUDY

A student is sent to your office by his maths teacher for inappropriate and offensive comments in class to the teacher. The student says that he was blamed for saying a derogatory comment out of turn and has claimed that he did nothing wrong and it was not him.

As principal, outline the steps you would take.

Child Safeguarding Procedures

CHILDREN FIRST 2017

**CHILDREN FIRST ACT 2015
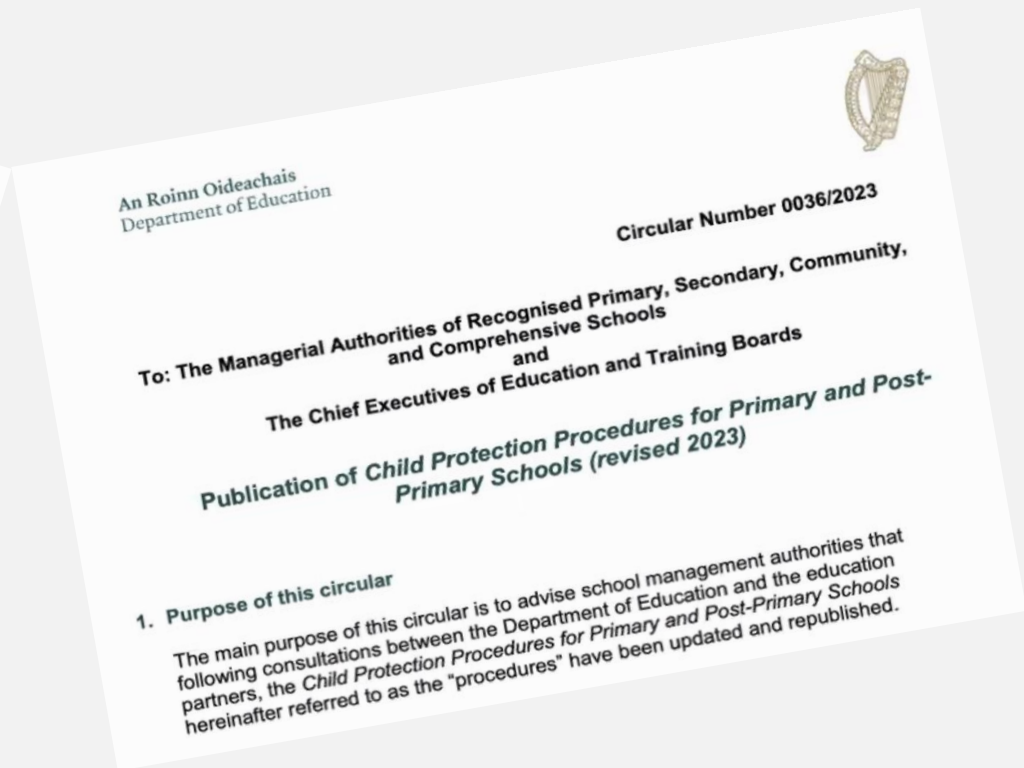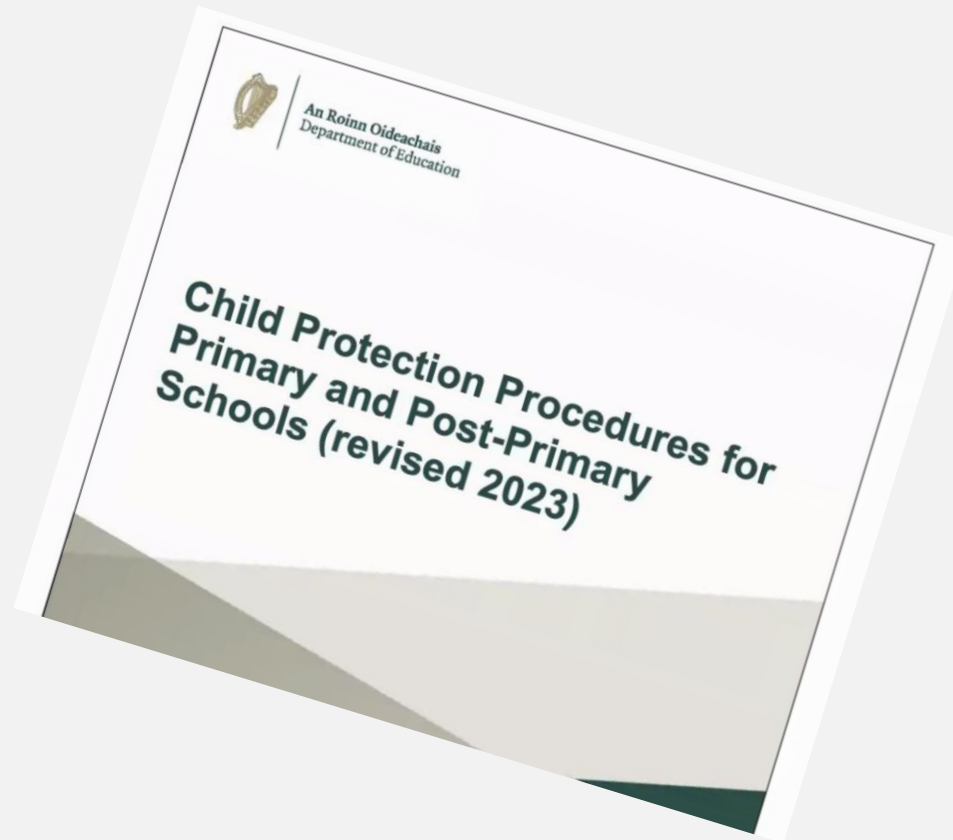AND
THE BOARD**

Children First Act 2015 –Commenced Dec 11, 2017

Statutory obligation to keep children safe from harm

Child Protection Procedures for Primary and Post-Primary Schools 2017

Children First National Guidance 2017

REVISED CHILD PROTECTION PROCEDURES(2023)

An Roinn Oideachais
Department of Education

Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)

An Roinn Oideachais
Department of Education

Circular Number 0036/2023

To: The Managerial Authorities of Recognised Primary, Secondary, Community, and Comprehensive Schools
and
The Chief Executives of Education and Training Boards

Publication of Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)

1. Purpose of this circular

The main purpose of this circular is to advise school management authorities that following consultations between the Department of Education and the education partners, the *Child Protection Procedures for Primary and Post-Primary Schools* hereinafter referred to as the "procedures" have been updated and republished.

Tusla (The Child and Family Agency) should always be informed when a person has reasonable grounds for concern that a child has been or is at risk of being abused.

MANDATED PERSONS

The statutory obligation to make a mandated report to TUSLA rests with the individual teacher.

Allegation, suspicion, concern   -   Report to DLP

At or above *"threshold of Harm"* – A mandated report. (can report jointly with DLP or make an individual teacher report).

Threshold of Harm: the point where the child's health, development or welfare have been or are being seriously affected or are likely to be seriously affected.

PRINCIPAL STATUTORY OBLIGATIONS

Ensure children are safe from **harm**

Risk assessment

Appoint a **"relevant person"**

Display Child Safeguarding Statement, distribute to school personnel, parents, the public and Tusla.

RESPONSIBILITIES

1. **Appointments – minute annually**

DLP - Designated Liaison Person – **Principal**

DLP name displayed prominently school entrance

DDLP Deputy Designated Liaison Person – **Deputy Principal**

2. **Records**

Ensure the DDLP can access records when required

RESPONSIBILITIES

3. Training

Ensure DLP and DDLP are trained

All school personnel & Board – PDST and TUSLA eLearning

4. Curriculum

Social Personal & Health Education

Relationships & Sexuality Education RSE

Well Being (September 2017)

RESPONSIBILITIES

5. Vetting

All school personnel - 'relevant work or activities'

6. Other

Written protocol for immediate action - Appendix 3

Allegation/concern against DLP - **report to the Chairperson**

CHILD SAFEGUARDING STATEMENT REVIEW

Annual review

Inform school personnel, Parents' Association, Patron

Report outcome/action plan

Records/outcome, on request to the Patron and DES

CHILD
PROTECTION **OVERSIGHT**
REPORT

The principal's report <u>must</u> include a Child Protection Oversight Report at each board of management meeting.

Emergency or special board - single item agenda - the CPOR report is not required.

CHILD
PROTECTION **OVERSIGHT**
REPORT

School personnel

Pupils in the school

Alleged bullying behaviour giving rise to CP concerns

Summary data in respect of reporting

BOARD MUST INFORM PATRON

Member of the Board that has been reported

Removal is a matter for the Patron

- **If the Board has not complied** with the procedures

- not reported an allegation of abuse where advised by Tusla to do so

THE BOARD AND ANTI-BULLYING PROCEDURES CIRCULAR 045/2013 BULLETIN 24 2021/22

Must have an anti-bullying policy which complies with procedures in the circular – Template 1

Positive school culture – relationships, inclusion, interventions

Once a term considers a report from Principal of number of bullying cases not resolved within 20 days

Do minutes show that this report is being made to the board?

ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

Use template 4

This review must be signed & dated

Policy available to BoM members, school staff, parents and pupils and how is it communicated – website or otherwise

antibullyingcentre.ie

COMMON QUERIES RE CHILD PROTECTION

Must all staff be vetted?

Does the school contact the National Vetting Bureau to have a person vetted?

Should the BOM members be vetted?

ALLEGATION AGAINST A STAFF MEMBER

. . . as a precautionary measure in order to protect the children in the school and in accordance with the principles of natural justice and the presumption of innocence, the school Principal is authorised by the school management authority to direct an employee to immediately absent himself/herself from the school without loss of pay until the matter has been considered by the Employer.

The employee will be invited to a meeting with the Chairperson, the purpose of which is to inform the employee of the allegation and the action being taken. The employee may be accompanied by an appropriate person of his or her choice and will be so advised.

COMMUNICATION SKILLS

Effective Listening

Recognising Non Verbal Communication

Negotiation

EAR

EYES

UNDIVIDED ATTENTION

HEART

"MOST PEOPLE DO NOT LISTEN WITH THE INTENT TO UNDERSTAND; THEY LISTEN WITH THE INTENT TO REPLY. THEY'RE FILTERING EVERYTHING THROUGH THEIR OWN PARADIGMS, READING THEIR AUTOBIOGRAPHY INTO OTHER PEOPLE'S LIVES."

STEPHEN COVEY

MANAGING CONFLICT IN SCHOOL

THE VALUE OF CONFLICT

Ensures that different possibilities are considered

The chosen course of action is tested at an early stage

Absence of conflict may indicate abdication of responsibility, lack of interest or lazy thinking

SCHOOL CONFLICT BETWEEN

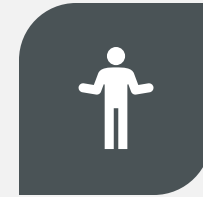|		
Student/ Student	Student/ Teacher	Teacher/Parent
Teacher/Teacher	Principal/Teacher	Principal/Parent

RESOLVING CONFLICT

COMMUNICATE

LISTEN – UNDERSTAND OTHER POINT OF VIEW

BE FAIR

LOOK FOR TRADE OFFS

DON'T PERSONALISE – CONCENTRATE ON FACTS AND ISSUES

PLAN CLEAR ACTIONS TO FOLLOW DISCUSSIONS.

The ability to confront / The ability to say "no"

Reason / Logical discussion

Put our ideas clearly, concisely, calmly

Good Listening skills

Evaluate all aspects of the problem

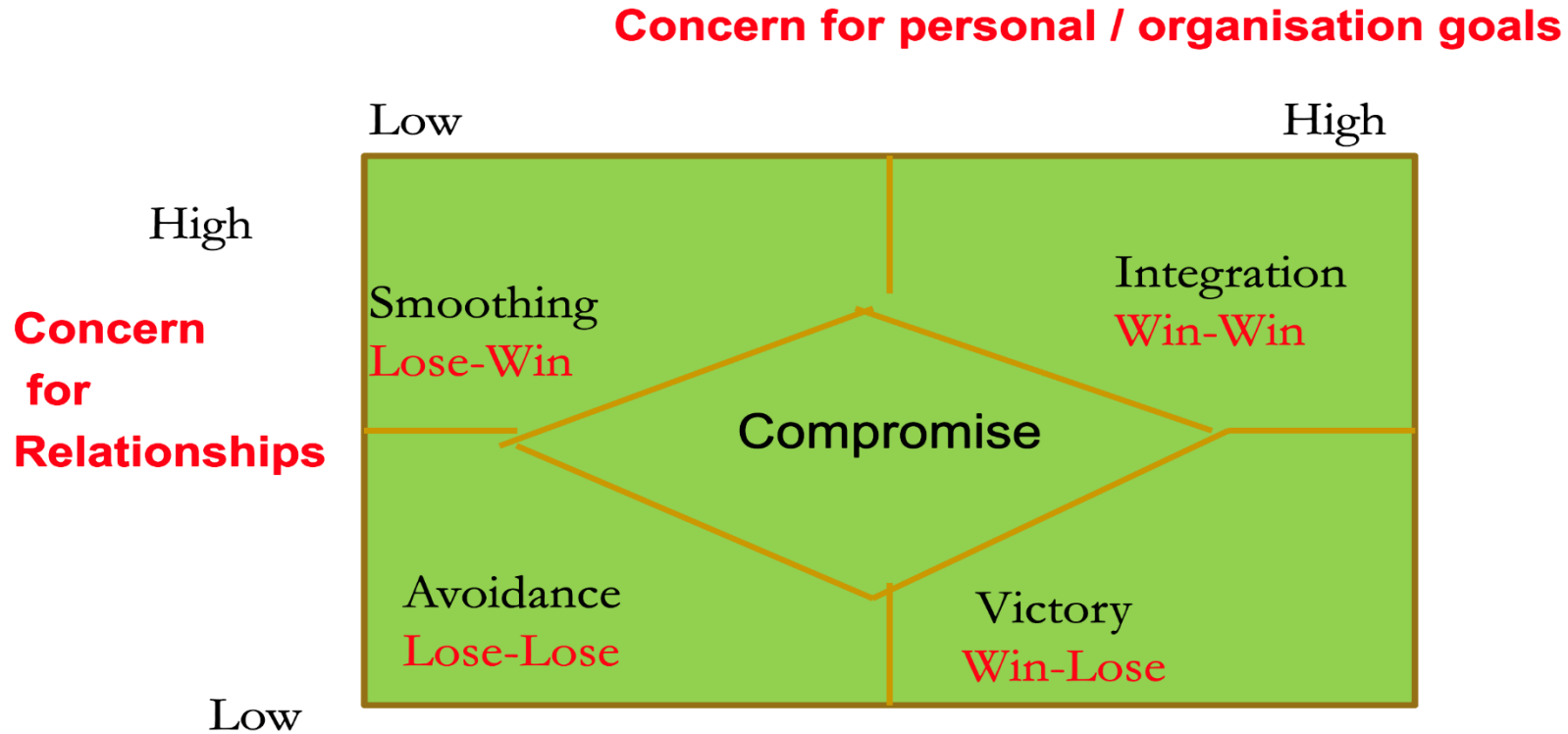Articulate common goals

CONFLICT MANAGEMENT SKILLS

PROBLEM SOLVING

Substantive issues

- **Identify the issue**

- **Analyse it**

- **Generate alternatives**

- **Evaluate alternatives**

- **Choose best alternative**

- **Implement it for resolution**

Model of Resolution Tactics

What is my style of conflict management?

The Turtle

- The turtle…. Withdraws into their shells and avoids conflict. They give up their personal goals and relationships.

- They stay away from the issues over which the conflict is taking place and the people they are in conflict with.

- Turtles believe it is easier to withdraw physically and psychologically from conflict rather than face it

The Shark

- The shark...... Sharks try to overpower opponents by forcing them to accept their solution to the conflict.

- Their goals are highly important to them and their relationships is or minor importance.

- Sharks seek to achieve their own goals at all costs. They are not concerned about the needs of other people. They do not care if other people like or accept them.

- Sharks assume that one person winning and the other person losing settles conflict.

- They try to win by attacking, overpowering, overwhelming and intimidating others.

The Teddy Bear

The teddy bear...... To teddy bears the relationship is of great importance while their own goals are of little importance.

- Teddy bears want to be accepted and liked by other people.

- They think that conflict should be avoided in favour of harmony and believe that if the conflict continues, someone will get hurt and that would ruin the relationship.

The Fox

- The fox...... Foxes are moderately concerned for their own goals and about the relationship with other people.

- Foxes seek compromise. They give up a part of their goals and persuade the other person in the conflict to give up part of his or her goals.

- Foxes seek solutions to conflict where both sides gain something.

The Owl

- The owl...... Owls highly value their own goals and relationships. They view conflict as problems to be solved and seek a solution that achieves both their goals and the goals of the other person.

- Owls see conflict as an opportunity for improving relationships by reducing tension between people.

- They try to begin a discussion that identifies the conflict as a problem to be solved.

- By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship.

BREAKOUT 2

A very upset teacher comes to see you as Principal. He tells you that he has reported a student to the Deputy Principal for being constantly disruptive and badly behaved in class. The teacher feels that the Deputy Principal has not taken the complaint seriously. He tells you that the student was let off without any sanction and has come back to class without even an apology. The Deputy Principal remarked to the teacher that he should be able to manage this issue within the class. The teacher feels undermined by the Deputy Principal's rebuke and lack of action and wants you to do something about it.

You know the Deputy Principal has a very good relationship with all the students in the class and maintains order through respect, rapport and friendship.

How might you manage this conflict situation?

ADDITIONAL EDUCATIONAL NEEDS

■ **Education Act 1998   Section 9**

- *A recognised school shall provide education to students which is appropriate to their abilities and needs … it shall as far as resources permit:*

➢ *ensure that the educational needs of all students, including those with special needs, are identified and provided for.*

➢ *Establish and maintain an admissions policy which provides for maximum accessibility*

- *The BOM shall publish… the policy of the school concerning admission to and participation in the school and ensure that… principles of equality and the right of parents to send their children to a school of the parents' choice are respected*

INTEGRATION →	INCLUSION

- Supporting the child so that s/he can take part in the unchanged programmes and environment

- A willingness to restructure their programmes and environments in response to the diverse needs of the pupils who attend

- Student adapts to suit the school:

- School adapts to suit the student

(McCauley '04)

INCLUSION: WHAT IS IT?

- Inclusive education means all children and young people with and without disabilities or other special needs, learning together in ordinary mainstream schools, with appropriate networks of support.

INCLUSION

- Inclusion may take different forms:
- Full-time placement in mainstream class
- Placement in mainstream class with learning support/resource services
- Part-time placement in special class and part-time in mainstream
- Full-time placement in a special class in a mainstream school

(Profexcel, 2001)

CATEGORIES OF SPECIAL NEEDS 1

- Physical disability

- Hearing impairment

- Visual impairment

- Emotional or behaviour disorder e.g ADD/ ADHD

CATEGORIES OF SPECIAL NEEDS 2

- General Learning Disability

- (Average IQ = 100)

- Borderline Mild GLD   IQ 70-79

- Mild GLD   IQ 50-69

- Moderate GLD   IQ 35- 49

- Severe/profound GLD   IQ >35

- Specific Learning Disability

- IQ average but RA/MA/SA @ 2%

CATEGORIES OF SPECIAL NEEDS 3

- Autism/Autistic Spectrum Disorder
- Including Asperger Syndrome
- Assessed Syndromes
- Specific Speech /Language Disorder

LEGISLATIVE CONTEXT

Equal Status Act 2000

- Identifies the school as a service provider

- The school cannot discriminate on the grounds of disability (one of nine grounds)

- This refers not only to admission but also to access to any course, facility or benefit provided

EDUCATION OF PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT 2004
EPSEN ACT

Key Principles

- Special Needs students have same rights as their peers

- School should be an inclusive environment

- Greater involvement of parents

- National Council for Special Education

EDUCATION OF PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT 2004

The Bill lays down clear procedures for:

- Arrangements for the referral by the school of a student for assessment

- Involvement of the parents and the special needs organiser

- Preparation of an individual educational plan

- Provision of services to a child to enable him or her to participate in and benefit from education

EDUCATION ACT (ADMISSION TO SCHOOL) 2017

FROM THE CHARTER

CREATING A CARING SCHOOL COMMUNITY

- Develops a Sense of Community
- Identifies and serves the needs of students/ especially those who are weak or vulnerable in any way
- Promotes care and responsibility
- Works for Social Justice
- Fosters Care for the Environment
- Seeks to provide a safe and respectful working environment

A VOICE FOR JUSTICE

'To say that we believe that God loves the poor, judges on their behalf, wills their deliverance but do nothing ourselves to free the poor, to hear their pleas, to lift their burdens, to act in their behalf, is an empty faith indeed.'

Fr. Gustav Gutteriez

AN EDMUND RICE SCHOOL WORKS FOR SOCIAL JUSTICE

"The school partners seek to live by Christian values and are encouraged to stand in solidarity with those who are powerless or marginalised."

How would an Edmund Rice school engage in awareness and action around social justice?

FROM OUR CHARTER …

An awareness of social issues and action for social justice permeate the entire curriculum of the Edmund Rice School.

A concern for social justice cannot be divorced from a concern for ecological justice. Environmental and justice issues are intertwined in how humans are called to relate to God's creation.

Major challenges face humanity, including environmental degradation, limits to material resources, and threats to bio-diversity. The Edmund Rice School encourages the whole school community to work for social and ecological justice in the school and in society generally."

SOCIAL AWARENESS

Education around Social Justice

Immersion / Links with schools in Developing World

Charity / Advocacy

Edmund Rice Community Project

Care for the Environment

LAUDATO SÍ

What can we do together?

" We must regain the conviction that we need one another, that we have a shared responsibility for others and the world, and that being good and decent are worth it. "

Pope Francis
(Laudato si')

kc7s5269y7_ • 13d

Laudato Sí Unity Project

Background Information

Information Leaflet

PDF

Laudato Si Unity Information Leaflet

ERST Website

erst.ie

POPE FRANCIS MEETS EDMUND RICE EDUCATORS TO DISCUSS HOW SCHOOLS CAN HELP CREATE A MORE JUST, SUSTAINABLE AND PEACEFUL WORLD - Edmund Rice Schools

Laudato Si Encyclical

vatican.va

Laudato si' (24 May 2015) | Francis

Project Aims

Meetings

Dates of Meetings

PDF

Laudato Si Unity Project Dates

Meeting 1 12.09.23 - Slides

PDF

Laudato Si Unity Project Meeting 1 2023

Meeting 2 17/10/23

PDF

Strand 1 Meeting 2 17 10 23

News from Teams

Teams of schools

LAUDATO SI Unity Project

Primary Schools 2023/24

Team 1- Primary
Blarney Street
CBS Primary School Wexford
Colegio Cardenal Newman
Scoil Mhuire Marino

PDF

Laudato Si Unity Teams of Schools 23 24

Student Council Resources

A useful checklist for Student Councils

The Ideal School

DOCX

A useful checklist

Improving Student Voice

STUDENT COUNCIL

LISTENING TO ACTING ON YOUR

PPTX

Improving Pupil Voice Outsyanding Student Council

Pupil Voice

Policy: Developing a Pupil Voice

INDEX

PDF

pupilvoice

Teacher Activities

Teacher Activity 1

DOCX

Social Justice/ Advocacy Resources

UNICEF Youth Advocacy Guide

UNICEF YOUTH ADVOCACY GUIDE

#YouthAreLeading

PDF

ENG-Unicef-youth-advocacy-guide

UNICEF & Sustainable Development Goals

unicef.org

Advocacy & Social Justice Resources

Human Rights

edmundriceengland.org

Advocacy and Social Justice - Edmund Rice England

A Prayer For The Earth - Youtube

A Prayer for the Earth
by His Holiness Pope Francis I, from the 2015 encyclical

YouTube

A Prayer for the Earth

Malala

Possible Activities

Schools of Sanctuary

An Roinn Gnóthaí Eachtracha agus Trádála
Department of

schools-ireland.cityofsanct...

Home - Schools of Sanctuary Ireland

Climate and Nature Summit

issn.ie

Climate and Nature Summit - Irish Schools Sustainability Network

Partnerships

EREBB

EDMUND RICE EDUCATION
Beyond Borders

erebb.org

Schools Worldwide - Edmund Rice Education

Edmund Rice England

EVANGELISING THE MODERN WORLD

Edmund Rice Network England

edmundriceengland.org

Scholas Occurentes

scholasoccurrentes.org

Inicio - Scholas Ocurrentes

Pratyek, India

pratyek.org.in

Home

Add section

INTERPERSONAL RELATIONSHIPS INCLUDING DEVELOPING LEADERSHIP CAPACITY

*The Principal's skills involve **collaboratively** building and maintaining professional and respectful relationships with staff, parents and other support agencies. The Principal will use **appropriate communication skills** to establish teams which empower staff and build leadership capacity within the school. He/she appropriately anticipates, addresses and **manages the conflictual challenges** that inevitably accompany this role.*

- **Outline ONE SPECIFIC EXAMPLE of how and where you have displayed this competency.**

INCLUDED WITHIN THIS COMPETENCY IS THE EXPECTATION THAT THE SUCCESSFUL CANDIDATE WOULD:

- Develop and implement a system to promote professional responsibility and accountability

- Have the ability to manage challenging and complex situations in a manner that demonstrates equity, fairness and justice

- Promote a clear understanding of change processes and manage this change in a collaborative, flexible and sensitive manner.

- Empower teachers to take on leadership roles and to lead learning, through the effective use of distributed leadership models, encouraging teamwork in all aspects of school life.

- Create and motivate staff teams and working groups to lead developments in key areas, thus building leadership capacity.

YOUR EXAMPLE

- Outline the occasion/event

- What communication skills were involved? (Include listening)

- What partners were involved

- Were there any dissenting voices and if so how were they handled?

- What was the eventual outcome?

- What did you learn

- How did you apply it in other situations

Last year while I was year head for third year students, I dealt with many incidents that required good relationships management and communication skills. I drew up plans to promote the standard of homework, I initiated a study-skills programme and I improved punctuality, particularly in returning to school after lunch-break. I did all of this because of my belief that building up relationships and sustaining constructive communication skills are key to leadership an management of an effective school.

In relation to punctuality, I introduced a system whereby all students who arrived late after lunch were reported to me and I organised a detention system whereby such students had to report for detention after school. I consulted with all the staff concerned and they seemed happy with my proposal. Some of the staff agreed to lend assistance in supervising the detention period. In a relatively short time the results of the system were apparent as punctuality improved dramatically.