

# **Enrolment / Admissions Policy**

## **School Details:**

**School Name:** St. Vincent de Paul Infant School.

**Address:** Griffith Avenue, Dublin 9.

**Phone number:** (01) 8334538

**Fax Number:** (01) 8334538

**Principal:** Mrs Catherine Kennedy

**Denomination:** Roman Catholic

**Patron:** Archbishop Diarmuid Martin, represented by Rev. Fr Tom Noone. P.P.

## **Rationale:**

The Board of Management of St. Vincent de Paul Infant School is setting out this policy in accordance with the provisions of the Education Act, 1998.

The Board of Management trusts that by so doing parents will be assisted in relation to enrolment matters and that furthermore, the Chairperson of the Board of Management Mr Stuart Thompson, and the principal teacher Mrs Catherine Kennedy, St. Vincent de Paul Infant School, 01 8334538 will be happy to clarify any further matters arising from the policy.

## **Range of classes taught:**

This is an Infant School and classes are for boys and girls from Junior Infants to the end of First Class

### **Resources:**

This school depends on grants and teacher resources provided by the Department of Education and Skills and it operates within the regulations laid down, from time to time by the Department of Education and Skills. Our policy must have regard to the resources and funding available from the Department of Education and Skills at any given time. School policy has regard to the resources and funding available.

### **Curriculum:**

This school follows the curriculum programmes prescribed by the Department of Education and Skills which may be amended from time to time, in accordance with Section 9 and 30 of the Education Act 1998.

### **Eligibility:**

The Board of Management within the context and parameters of Department of Education and Skills regulations and programmes, the rights of the patron as set out in the Education Act, and the funding and resources available, supports the principles of:

**Inclusiveness** particularly with reference to the enrolment of children with a disability or other special educational need.

**Equality** of access and participation in the school.

**Parental** choice in relation to enrolment.

**Respect** for the diversity of values, traditions, languages and ways of life in society.

### **School Hours:**

The school opens at 9.00 a.m. Monday to Friday. Formal instruction begins at 9.20 a.m. We have staggered closing times to alleviate congestion:

Junior Infant Hometime is 1.50 p.m.

Senior Infant Hometime is 1.55p.m.

First Class Hometime is 2.00 p.m.

## **The Procedures:**

Parents/Guardians who wish to enrol pupils in Junior Infants will be required to come to the school in January of the year of commencement and fill out an application form.

A copy of the pupil's birth certificate is required and two documents stating residential address for those who reside in the parish. These documents should state the full name of parent/guardian and full address, and at least one of these documents should be a utility bill dated within three months prior to enrolment date.

Examples of other acceptable documents include (but are not limited to): Driver's licence, P60, P45, Tax certificates, voting cards, copies of electoral register records, Bank statements.

The Board of Management of the school reserves the right to request additional/alternative documents if it is not satisfied that the documentation presented provides evidence of residing within the geographical boundaries of Marino Parish.

Enrolment opening and closing dates are published in the parish bulletin and notices of same are posted in the school.

## **Information on the Enrolment Form may include:**

**Pupil's name**, age and address. Name and address of pupils parents/guardians

**Contact telephone** numbers

**Contact telephone** numbers in case of emergency.

**Details of any medical conditions** which the school should be aware of.

**Religion**

**Previous schools** attended if any and reasons for transfer (if applicable)

**Any other** relevant information (including any such further information as may be prescribed under the Education Welfare Act (2000) or Education for persons with Special Education Needs Act (2004)

## **Decision-making:**

Decisions in relation to applications for enrolment are made by the Board of Management of the school in accordance with school policy.

As a general principle and in so far as practicable, having regard to the school's enrolment policy, children will be enrolled upon application, provided that there is space available.

When applications for enrolment exceed/are expected to exceed the number of places available the Board of Management will make decisions on the following basis and inform parents of their decision within 21 days of receiving such information.

The Board will have regard to any relevant Department of Education and Skills guidelines in relation to class size or staffing provisions, and/or any other relevant requirements concerning accommodation such as physical space and health and welfare of children.

The Board of Management is bound by Department of Education and Skills rules for National Schools which provides that pupils may only be enrolled from the age of four years and upwards, though compulsory attendance does not apply until the age of six years.

The following is the Board of Management's criteria for decision making and the Board shall exercise its discretion in the application of the criteria in accordance with the order in which the criteria appear below:

1. Priority in enrolment shall be granted to children residing within the geographical boundaries of Marino Parish as of the enrolment dates.
2. Thereafter priority will be given to siblings of children who **have attended/are attending** this school or (in no particular order of preference) are **currently attending** St Vincent de Paul Girls School or Scoil Mhuire.
3. Thereafter priority shall be given to children of staff members including ancillary staff.
4. Thereafter priority shall be given to children based on the geographical proximity of their residence to Marino Parish.

In the event that there are more applicants within any category than there are available places, priority will be given to children within the particular category in order of age, starting with the oldest.

Admission to the school is, of course, subject to the resources available to the school including classroom accommodation, class size, teaching resources and financial resources and subject to the capacity of the school to provide for the needs of those who apply for admission. Where the school lacks the necessary resources to meet the needs of any applicant or student, it will make every effort to secure those resources-where the resources cannot be secured, the school reserves the unfettered right to refuse admission. It is the responsibility of parents/guardians of any child to inform the school of any such needs on the enrolment application form for the child's own welfare. In this context, the school authorities will have equal regard for the welfare of all the students and their right to an education in an atmosphere that is not detrimental to their physical, emotional, moral, social or intellectual development. Failure to fully complete the application form, failure to supply any relevant information requested by the school or failure to make reasonable arrangements to meet with the school authorities to discuss the application may result in a child being refused admission to the school.

At all times the school will ensure that any criteria used and/or applied by them will not unlawfully directly or indirectly discriminate against an individual applicant or any group of applicants on any of the grounds set out in the Equal Status Acts 2000 as amended.

### **Appeals**

The Board of Management of a school is also obliged under section 19(3) of the Educational Welfare Act 2000 to make a decision in writing in respect of an application for enrolment within 21 days and to inform the parents in writing of that decision.

Where a Board of Management refuses to enrol a student in a school, the parent of the student following the conclusion of any appeal procedures at school level, has a statutory entitlement under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007, to appeal that decision to the Secretary General of the Department of Education and Skills. A committee is established to hear the appeal with hearings conducted with a minimum of formality. In most cases, appeals must be dealt with within 30 days. Where appropriate, the Secretary-General may give whatever directions to the Board of Management that are considered necessary to remedy the matter complained of.

Details on appealing decisions on enrolment under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act, 2007), are available on the Department's website at [www.education.ie](http://www.education.ie).

The Board of Management will be available at all times to engage in whatever consultation and/or mediation as may be recommended by the SENO (Special Educational Needs Organiser) and in any event shall furnish such written and/or oral submissions to the Section 29 Committee as may be considered appropriate.

### **Enrolment of children with special needs:**

In relation to applications for enrolment of children with special needs the Board of Management will request a copy of the child's medical and/or psychological report or where such a report is not available, will request that the child is assessed immediately by an appropriate medical expert.

The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required and, if necessary, to determine whether it is suitable and/or appropriate for the application for enrolment to be accepted. Following the receipt of the report, the Board will assess how the school could meet the needs specified in the report. Where the Board deems that further resources are required, it will request the Special Needs Organiser to provide the resources required to meet the needs of the child as outlined in the psychological or medical report. These resources may include, for example, access to or the provision of any or a combination of the following:

- visiting teacher service
- resource teacher for special needs
- special needs assistant
- Specialised equipment, or furniture, transport services or other.

The school will meet with the parent/guardian of the child and with the SENO to discuss the child's needs and the school's suitability or capability in meeting those needs. If necessary, a full case conference involving all parties should be held, which may include parent/guardian, principal, class teacher, learning support teacher, resource teacher for special needs and SENO, as appropriate.

Having considered in full the reports, resources available to the school and the content of discussions with the parents/guardian of the child and the SENO, the Board will make a decision as to whether or not the application for enrolment should be accepted. At all times, the Board reserves the right to refuse the application if it forms the view that the school is not in a position to provide the resources and/or services which the child requires and/or in a manner that will not adversely affect the interest of other children enrolled in the school and/or that the school cannot provide the pupil with an appropriate education and/or in the opinion of the Board of Management, that the pupil poses an unacceptable risk to other pupils, school staff and/or school property.

### **Pupils Transferring:**

The Board of Management permits pupils to transfer to the school at any time, subject to school policy, available space and in some cases the approval of the Department of Education and Skills.

### **Code of Behaviour:**

The school Code of Behaviour is appended to this policy and adherence with this Code of Behaviour by the children and their parents is a requirement of enrolment in the school.

### **Review:**

The policy will be monitored by the Board of Management and will be reviewed on a regular basis and at a minimum, every four years.

### **Reference Section**

- Guidelines from CPSMA/Church of Ireland Board of Education and INTO

- Circulars 0038/2007, 07/07, 02/05, 22/02 – available on Dept of Education & Science website, [www.education.ie](http://www.education.ie)
- Management Board Member's Handbook, CPSMA
- Education Act, 1998, Sections 9, 15 (2), 29, 30
- Education (Welfare) Act, 2000, Sections 19, 20, 23, 24, 28
- Education for Persons with Special Educational Needs Act, 2004
- Data Protection Act, 1988, 2003
- Equal Status Act 2000, Section 7
- Questions and Answers on The Education Act 1998 and The Education Welfare Act 2000, INTO
- Equality and Education. The Equality Authority 2001
- An introduction to The Equal Status Act 2000. The Equality Authority – Educational Establishments

### **Websites:**

<b>DES</b>	<a href="http://www.education.ie">www.education.ie</a>
<b>INTO</b>	<a href="http://www.into.ie">www.into.ie</a>
<b>IPPN</b>	<a href="http://www.ippn.ie">www.ippn.ie</a>
<b>The Equality Authority</b>	<a href="http://www.equality.ie">www.equality.ie</a>
<b>CPSMA</b>	<a href="http://www.cpsma.ie">www.cpsma.ie</a>
<b>National Council for Special Education</b>	<a href="http://www.ncse.ie">www.ncse.ie</a>



## 1. Extracts:

### Education Act, 1998

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#### Section 9

*A recognised school shall provide education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available resources to –*

- (a) ensure that the education needs of all students, including those with a disability or other special education needs, are identified and provided for,*
- (b) ensure that the education provided for meets the requirements of education policy as determined from time to time by the Minister including requirements as to the provision of a curriculum as prescribed by the Minister in accordance with section 30,*
- (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices,*
- (d) promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school,*
- (e) promote equality of opportunity for both male and female students and staff of the school,*
- (f) promote the development of the Irish language and traditions, Irish literature, the arts and other cultural matters,*
- (g) ensure that parents of a student, or in the case of a student who has reached the age of 18 years, the student, have access in the prescribed manner to records kept by that school relating to the progress of that student in his or her education,*
- (h) in the case of schools located in a Gaeltacht area, contribute to the maintenance of Irish as the primary community language,*
- (i) conduct its activities in compliance with any regulations made from time to time by the Minister under section 33,*
- (j) ensure that the needs of personnel involved in management functions and staff development needs generally in the school are identified and provided for,*
- (k) establish and maintain systems whereby the efficiency and effectiveness of its operations can be assessed, including the quality and effectiveness of teaching in the school and the attainment levels and the academic standards of the students,*
- (l) establish or maintain contacts with other schools and at other appropriate levels throughout the community served by the school, and*
- (m) subject to this Act and in particular section 15(2)(d), establish and maintain an admissions policy which provides for maximum accessibility to the school*



## **Section 29**

(1) *Where a board or a person acting on behalf of the board —*

- (a) permanently excludes a student from a school, or*
- (b) suspends a student from attendance at a school for a period to be prescribed for the purpose of this paragraph, or*
- (c) refuses to enrol a student in a school, or*
- (d) makes a decision of a class which the Minister, following consultation with patrons, national associations of parents, recognised school management organisations, recognised trade unions and staff associations representing teachers, may from time to time determine may be appealed in accordance with this section,*

*the parent of the student, or in the case of a student who has reached the age of 18 years, the student, may, within a reasonable time from the date that the parent or student was informed of the decision and following the conclusion of any appeal procedures provided by the school or the patron, in accordance with section 28, appeal that decision to the Secretary General of the Department of Education and Science and that appeal shall be heard by a committee appointed under subsection (2).*

*(2) For the purposes of the hearing and determination of an appeal under this section, the Minister shall appoint one or more than one committee (in this section referred to as an “appeals committee”) each of which shall include in its membership an Inspector and such other persons as the Minister considers appropriate.*

*(3) Where a committee is appointed under subsection (2) the Minister shall appoint one of its number to be the chairperson of that committee and who, in the case of an equal division of votes, shall have a second or casting vote.*

*(4) In hearing and determining an appeal under this section an appeals committee shall act in accordance with such procedures as may be determined from time to time by the Minister following consultation with patrons, national associations of parents, recognized school management organisations and recognised trade unions and staff associations representing teachers and such procedures shall ensure that—*

- (a) the parties to the appeal are assisted to reach agreement on the matters the subject of the appeal where the appeals committee is of the opinion that reaching such agreement is practicable in the circumstances,*
- (b) hearings are conducted with the minimum of formality consistent with giving all parties a fair hearing, and (c) appeals are dealt with within a period of 30 days from the date of the receipt of the appeal by the Secretary General, except where, on the application in writing of the appeals committee stating the reasons for a delay in*

*determining the appeal, the Secretary General consents in writing to extend the period by not more than 14 days.*

*(5) On the determination of an appeal made under this section, the appeals committee shall send notice in writing of its determination of the appeal and the reasons for that determination to the Secretary General.*

*(6) Where—*

*(a) an appeals committee upholds a complaint in whole or in part, and*

*(b) it appears to the appeals committee that any matter which was the subject of the complaint (so far as upheld) should be remedied, the appeals committee shall make recommendations to the Secretary General as to the action to be taken.*

*(7) As soon as practicable after the receipt by the Secretary General of the notice referred to in subsection (5), the Secretary General—*

*(a) shall, by notice in writing, inform the person who made the appeal and the board of the determination of the appeals committee and the reasons therefor, and*

*(b) in a case to which subsection (6) applies, may in such notice give such directions to the board as appear to the Secretary General (having regard to any recommendations made by the appeals committee) to be expedient for the purpose of remedying the matter which was the subject of the appeal and the board shall act in accordance with such directions.*

*(8) The Minister, in consultation with patrons of schools, national associations of parents, recognised school management organizations and recognised trade unions and staff associations representing teachers, shall from time to time review the operation of this section and section 28 and the first such review shall take place not more than two years from the commencement of this section.*

*(9) In the case of a school which is established or maintained by a vocational education committee an appeal against a decision of the board of such school shall lie, in the first instance, to the vocational education committee and thereafter to the Secretary General in accordance with subsection (1).*

*(10) The Minister shall, from time to time, following consultation with vocational education committees, national associations of parents and recognised trade unions and staff associations representing teachers, prescribe—*

*(a) the procedures for appeals under this section to vocational education committees, and*

*(b) which appeals shall inquire into whether the procedure adopted by a board in reaching a decision or conducting an appeal was fair*

*and reasonable and which appeals shall be by way of a full re-hearing.*

*(11) The Secretary General may, in accordance with sections 4 (1) (i) and 9 of the Public Service Management Act, 1997, assign the responsibility for the performance of the functions for which the Secretary General is responsible under this section to another officer of the Department of Education and Science.*

*(12) For the purposes of subsection (1)(c), “student” means a person who applies for enrolment at a school and that person or his or her parents may appeal against a refusal to enrol him or her in the same manner as a student or his or her parents may appeal a decision under this section.*

**Section 15(2)(d)** of the Education Act states that:

*"A board shall... publish, in such a manner as the board with the agreement of the patron considers appropriate, the policy of the school concerning admission to and participation in the school, including the policy of the school relating to the expulsion and suspension of students and admission to and participation by students with disabilities or who have other special educational needs... and ensure ...that ...the right of parents to send their children to a school of the parents' choice are respected..."*

The guidelines are subject to any specific directions of the patron of the school and to **15(2)(d)** *"such directions as may be made from time to time by the Minister"*

### **Section 30 (1)**

*The Minister may, from time to time, following such consultation with patrons of schools, national associations of parents, recognised school management organisations and recognised trade unions and staff associations representing teachers, as the Minister considers appropriate, prescribe the curriculum for recognised schools, namely –*

- (a) the subjects to be offered in recognised schools,*
- (b) the syllabus for each subject,*
- (c) the amount of instruction time to be allocated to each subject, and*
- (d) the guidance and counselling provision to be offered in schools.*

## **Education Welfare Act, 2000**

### **Section 19**

*(1) The board of management of a recognised school shall not refuse to admit as a student in such school a child, in respect of whom an application to be admitted has been made, except where such refusal is in accordance with the policy of the recognised school concerned published under section 15(2)(d) of the Act of 1998 (i.e. Education Act)*

*(2) The parent of a child who has made an application referred to in subsection (1) shall provide the recognised school concerned with such information as may be prescribed by the Minister.*

*(3) As soon as practicable, but not later than 21 days, after a parent has provided, in accordance with subsection (2), such information as may be prescribed by the Minister thereunder, the board of management of the school concerned shall make a decision in respect of the application concerned and inform the parent in writing thereof.*

### **Section 20**

The Education Welfare Act (2000) contains some specific new provisions in relation to the transfer of pupils including the requirement that information concerning attendance and the child's educational progress, should be communicated between schools.

- (1) The principal of a recognised school shall, as soon as may be after the commencement of this section, cause to be established and maintained a register of all students attending the school.*
- (2) The principal of a recognised school shall, on the day the child first attends the school, enter the child's name, the date of his or her first so attending and any such particulars as may be prescribed by the Minister, in the register maintained under this section in respect of that school, and the child concerned shall, for the purposes of this Act, be deemed, as on and from that date, to be registered in that school.*
- (3) The principal of a recognised school shall, as soon as may be after entering in the register maintained under this section in respect of that school the name of that child who is registered in another recognised school, so inform by notification in writing the principal of the second- mentioned school.*
- (4) The principal of the second- mentioned school referred to in subsection (3) shall, on receipt of a notification under that subsection, remove the name of the child concerned from the register maintained under this section in respect of the said second- mentioned school except where the child continues to receive part of his or her education at that school.*
- (5) The principal of a recognised school shall, on receiving a notification under subsection(3) in relation to a child, notify the principal first-mentioned in that subsection of-*
  - (a) any problems relating to school attendance that the child concerned had while attending the second-mentioned school referred to therein, and*
  - (b) such other matters relating to the child's educational progress as he or she considers appropriate*
- (6) The principal of a recognised school shall not remove a child's name form the register other than-*
  - (a) in accordance with subsection (4), or*

*(b) where he or she has received a notification in writing from the Board that the child concerned is registered in \*the register maintained under section 14 (i.e. \*The Register – NWEB shall establish a register of all children in receipt of education in a place other than a recognised school)*

## **Section 23 and 24**

Sections 23 and 24 relate to the school's Code of Behaviour and Expulsion. The school should append its Code of Behaviour to the school's enrolment policy (pending the implementation of the Education Welfare Act 2000 and the issue of appropriate guidelines - section 23(3) by the National Education Welfare Board).

## **Section 28**

- (1) The data controller of a prescribed body may supply personal data kept by him or her, or information extracted from such data to the data controller of another prescribed body if he or she is satisfied that it will be used for a relevant purpose only.*
- (2) The data controller of a prescribed body may, for a relevant purpose only, keep and use personal data supplied to him or her under this section.*
- (3) In this section... "relevant purpose" means the purpose of—
  - (a) recording a person's educational or training history or monitoring his or her educational or training progress in order to ascertain how best he or she may be assisted in availing of educational or training opportunities or in developing his or her full educational potential,**



## **Equal Status Act, 2000**

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### **Section 7**

*(1) In this section “educational establishment” means a pre-school service within the meaning of Part VII of the Child Care Act, 1991, a primary or post-primary school, ...*

*(2) An educational establishment shall not discriminate in relation to –*

- (a) the admission or the terms or conditions of admission of a person as a student to the establishment,*
- (b) the access of a student to any course, facility or benefit provided by the establishment,*
- (c) any other term or condition of participation in the establishment by a student, or*
- (d) the expulsion of a student from the establishment or any other sanction against the student.*

*(3) An educational establishment does not discriminate under sub-section (2) by reason that-*

*(a) where the establishment is not a third-level institution and admits students of one*

*gender only, it refuses to admit as a student a person who is not of that gender,*

*(c) where the establishment is a school providing primary or post-primary education to students and the objective of the school is to provide education in an environment which promotes certain religious values, it admits persons of a particular religious denomination in preference to others or it refuses to admit as a student a person who is not of that denomination and, in the case of a refusal, it is proved that the refusal is essential to maintain the ethos of the school*

## **Education for Persons with Special Educational Needs Act, 2004**

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**2.—**A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with -

- (a)** the best interests of the child as determined in accordance with any assessment carried out under this Act, or
- (b)** the effective provision of education for children with whom the child is to be educated.

## **The Data Protection Act 1988 and the Data Protection (Amendment) Act, 2003**

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The Data Protection Act 1988 was introduced in response to privacy issues raised by the maintenance of data on computers and to specify the responsibilities of those who keep personal data on computers (data controllers). The Act relates to data held on computers in a format in which it can be processed automatically. "Personal Data" in this context means ***"data relating to a living individual who can be identified either from the data or from the data in conjunction with other information in the possession of the data controller."***

Unlike the Freedom of Information Act, the Data Protection Act applies to all organisations. Schools that retain data on staff or students on computers are subject to its provisions.

The Data Protection Act specifies certain key responsibilities that data controllers must exercise:

- Fair obtaining and processing of data - the identity of the person collecting the data, the use to which it will be put and to whom it will be released should be set out for the person providing the information or should outline any secondary or future uses to which the data might be put.
- Data may only be held on computers about people if it is held for a specific, lawful and clearly stated purpose.
- The data must be accurate and kept up to date.
- The data must be used only in ways that are consistent with the purpose/purposes for which it is kept.
- Security measures must be put in place to prevent unauthorised access, alteration, disclosure or destruction of the data and against accidental loss or destruction.
- The data held must be adequate, relevant and not excessive in relation to the purpose/purposes for which it is held.
- The data must not be kept longer than is necessary. Data controllers should be clear on how long data is to be kept and why it is being retained. Unless the school has a system for managing electronic records, the ever-increasing number of electronic records should be dealt with in the same way as paper records, i.e. using the same retention and disposal periods, etc. It is advisable to print off copies of important e-mail correspondence or documents for the file.
- Right of Access - an individual about whom data is held and who applies in writing specifying the information requested is entitled to a copy of the data held about him or her. Along with the right of access to personal data, the Data Protection Act also gives employees the

right to ascertain the existence of personal data and the right to rectify or erase data.

### **The Data Protection (Amendment) Act, 2003**

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The Data Protection (Amendment) Act, enacted in July 2003, amends the Data Protection Act, 1988 in a number of significant ways:

- it extends data protection rules to include certain manual data (paper-based filing systems) relating to living individuals, which is recorded as part of a filing system;
- it sets out conditions for processing personal data, including more stringent controls in relation to sensitive personal data, e.g. religious beliefs, racial or ethnic origin, etc.;
- it strengthens individuals' rights, in particular, the right to be informed about the processing of data relating to them;
- it gives the new powers to the Data Protection Commissioner to carry out investigations in order to ensure that data protection rules are being complied with.
- it includes a re-statement of basic data protection principles, with additional safeguards in relation to direct marketing (using data collected for a particular legitimate purpose to contact individuals to sell products or services);
- it specifies additional conditions relating to the processing of personal data, e.g. a new category of sensitive personal data is to be created which will benefit from stronger protection;
- it introduces a right for individuals to object to automated decision-making (decision-making which is processed by electronic means without human input).

### **The Freedom of Information Act**

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Primary schools are not yet subject to the Freedom of Information Act but can expect to be included in a future expansion of those areas of the public service that come under the scope of the Freedom of Information legislation. Some agencies with whom a school may interact in relation to pupils (e.g. Health Boards, DES) are subject to the act.

This policy was adopted by the Board of Management on

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This policy has been made available to school personnel, published on the school website and provided to the Parents' Association . A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association . A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Principal)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Chairperson of Board of Management)

Date of next review: \_\_\_\_\_