



Killester Raheny Clontarf
Educate Together
National School

Communication Policy Killester Raheny Clontarf ETNS

Good communication is essential to the smooth running of an efficient, respectful and restorative school. In recognition of this, Killester Raheny Clontarf Educate Together National School (KRC ETNS) has produced a policy on communication. This policy was developed in consultation between staff, parents, guardians and the Board of Management (BoM). Its purpose is to provide information and guidelines to members of our school community on all aspects of school communication, both formal and informal. This document lays out the Communication Policy for KRC ETNS.

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Rationale

How we communicate with each other and the relationships we form feed into the living ethos of our school. Communicating respectfully and empathetically with each other will serve to nourish our connection to each other and strengthen our school community, which in turn will enhance the children's educational experiences.

KRC ETNS is guided by the philosophy of Restorative Practice (RP); and communication is central to building, maintaining and repairing relationships, which are at the core of RP. In KRC ETNS, we believe that it is important that we all have a clear vision of what is expected of everyone in our school community when it comes to communication. This clarity will help us to model best practice, cultivate a positive school culture and promote openness, co-operation, fairness, respect and empathy in our daily interactions with each other.

Behaviour as Communication

We want everyone who enters our school to feel respected and safe. Courteous, considerate and positive communication is highly valued in our school. This not only extends to the children but to all members of the school community. Examples of how we can achieve this include:

- Adults in the school community have a responsibility to ensure that their behaviour models the types of behaviour expected of children.
- All members of the school community are expected to speak to each other with respect while on the premises.
- Shouting or other aggressive tones are not acceptable. If an adult displays anger or aggression to another member of the school community, they may be asked to remove themselves from the premises. In extreme cases, the Gardaí may be called.
- All adults will treat our children with the utmost respect while on the school premises.
- When parents or guardians meet with staff members, the approximate length of the meeting will be agreed in advance, and this should be respected.

Staff Communicating with Each Other

As a developing school, clear and respectful communication has been one of our strengths as a staff. As we grow, it is important that we put structures and procedures in place that will nurture and support this culture of dignity, respect and encouragement.

In the coming year, the staff will formally adopt [*Working Together – Procedures and Policies for Positive Staff Relations*](#), and we will begin to research and write our *Dignity in the Workplace* policy. By adopting these policies, we are formally committing ourselves to maintaining and nurturing a peaceful, respectful and inclusive school work environment.

As well as the informal communication that takes place between the staff on a daily basis, we also have a number of formal fora for the communication of information between staff:

- Staff meetings take place once a month and focus on the school's development, policies and plans. An agenda to guide these meetings is drawn up in advance by the Principal in consultation with the teachers. Minutes are recorded and circulated to staff.
- Aladdin and email are used to circulate minutes of staff meetings, departmental circulars and other correspondence.
- Staff also have three other scheduled hours during each month that are allocated to planning, special educational needs (SEN) planning, and continued professional development (CPD).
- Staff operate a WhatsApp group for sharing general school updates, relevant events and social news.
- As the school premises grows and develops, a whiteboard in the staffroom will be used for information-sharing and general updates.

In addition to the more formal communication that takes place during staff meetings, the Principal is available to meet with any member of staff who wishes to discuss school matters with her. To ensure the smooth and orderly running of the school, the Principal needs to be made aware of any significant issues that arise in class, yard or are brought to the teacher's attention by a parent or guardian.

Preparation and materials for substitute teachers

If you know that you are going to be absent and are capable of putting current lesson plans together, please turn them into the office to give to the substitute teacher. Make sure that they are detailed enough, easy to follow, and state specifically what and when you want the substitute to do. Use the substitute lesson plan forms available in the office. If it is possible, write a personal note to the substitute making them feel welcome and giving them any additional information that you feel might help them.

All teachers create a substitute pack, which may need to be updated over the course of the year. This pack is stored in the office, and should include the following items:

- three days of emergency lesson plans
- a single copy of a number of worksheets, which can be copied for the substitute
- class timetable
- class procedures – toilet, lunch, yard, assembly, P.E., etc.
- SET timetable for your class
- contact teacher information
- miscellaneous information

Staff Communicating with Parents and Guardians

In our school, we are committed to developing close, effective links with parents and guardians, because we believe that when children's families and school staff work together in positive, mutually supportive and respectful ways, the children's school experiences and learning are enhanced. We are also committed to encouraging and facilitating the participation of parents and guardians in school policy development and decision making. Consequently, it is imperative that all of the adults in a child's life communicate with each other in a positive and respectful manner.

It is expected that all KRC ETNS staff members will always participate in any meetings with parents and guardians in a positive and respectful manner.

In line with Article 42 of the *Constitution of Ireland*, we acknowledge the central and fundamental role of parents and guardians as the primary educators of their children. As the family and home are central to nurturing the social, intellectual and ethical development of children, parents and guardians play an important role in how we maintain the ethos, values and distinctive character of KRC ETNS.

In line with our commitment to environmental care, communication sent from the school will be paperless. Emails sent from the school will be sent to the email addresses provided at enrolment, unless otherwise requested by parents and guardians. All paper communication sent from the school will be sent to the child's home address as given on the enrolment form, unless otherwise requested by parents and guardians. Ensuring efficient communication demands that the school is informed of changes to home addresses, email addresses or telephone numbers.

How the school communicates with parents and guardians

- Aladdin Connect app: We encourage all parents and guardians to utilise this app. Through this app contact details can be updated, consent can be sought, absences can be explained, school reports can be viewed, and payments can be made.
- Class Dojo
- Dojo School Story
- Over the course of the academic year 2023/24, we plan to establish a system whereby regular news bulletins are produced to keep parents and guardians up to date with school events and activities. These will be circulated through Aladdin and shared on the school website: www.krcetns.com
- Text-a-parent/guardian is used for general reminders and for emergency updates, such as unanticipated school closures.
- Some pupils with additional needs may have a home-school communication diary.
 - The School Calendar is circulated to parents and guardians in September, and is also available to view on our school website.
 - Teachers may contact parents and guardians regarding events, activities and trips that are pertinent to their class.
 - The school will phone a parent or guardian if their child has an accident or an emergency.

Formal communication between staff and parents or guardians

- Parents and guardians of children who are new to the school receive a copy of the [School Information Booklet](#)
- Parent or guardian/teacher meetings take place in the second term each year.
- Class teachers and the relevant special education teacher meet with parents and guardians of children who have additional educational needs to jointly decide on the child's priorities for the coming year.
- A Welcome Day for new Junior Infants and their parents and guardians is held each year in term three.
- School reports for individual pupils are shared with parents and guardians via Aladdin at the end of each school year.

Communicating with parents and guardians with little or no English

While it can be challenging for school staff to communicate effectively with parents and guardians who have little or no English, there are things that we can do to ensure that these parents and guardians feel equally welcome and part of our school community:

- Ensure that we introduce ourselves, preferably using a greeting in their language, and that we touch base with them at drop-off and collection times, so that they feel part of the school community.
- Where possible, meetings with parents and guardians who have little or no English should be conducted face-to-face.
- Use non-verbal cues and pictures when possible.
- Be mindful of facial expressions and body language as these forms of communication become even more important in the absence of spoken communication.
- Listen patiently and with an open mind to what they want to communicate.
- Use non-verbal communication to help them feel at ease and welcome.
- Plan what we want to say and how we are going to say it in advance of the meeting.
- Get to the point with as little language as possible.
- Ensure that we speak clearly, using the easiest words to understand for the point we want to make.
- Always avoid using acronyms, jargon and colloquialisms.
- Slow down our speech.
- Pause after every sentence or point and check that they understand what we are saying.
- Sometimes it may be necessary to pause a little between words, because it can be difficult to distinguish where one word ends and another begins.
- Ask what language they would prefer to communicate through, don't just presume that you know this based on the country they have moved from.
- If the child is bilingual and comfortable doing so, you could ask them to translate for you.
- Use a translation app if you are unable to communicate what you are trying to say or to understand what a parent or guardian is saying to you.

Parent or Guardian/Teacher Meetings

Organisation of the meeting

Formal parent or guardian/teacher meetings will be held once a year for all classes, and will take place in the second term, usually towards the end of January or the beginning of February. If a parent or guardian wishes to arrange an additional meeting at any stage during the year to discuss their child, they may do so by contacting school secretary at: info.krcetns@gmail.com or contacting the relevant teacher through Aladdin or Dojo.

KRC ETNS uses prepared guidelines to give structure to the parent or guardian/teacher meetings. These can vary from teacher to teacher but must include feedback on attendance, behaviour, punctuality, standardised test results (where applicable) and an overview of progress across the curriculum. Parent or guardian/teacher meetings may take place in classrooms, offices, support rooms or through on-line platforms when necessary. Each meeting is allocated a 10-minute time slot which parents and guardians can book through the Aladdin Connect app. If a longer meeting is required these should be scheduled for another day.

Times of meetings are agreed beforehand. In order to facilitate the smooth operation of the meetings schedule and out of respect for the needs of other parents and guardians, it is important that we all adhere to the allocated time as much as possible.

In the case of separated or divorced parents or guardians, KRC ETNS will facilitate requests made by parents or guardians to meet their child(ren)'s teacher(s) individually for these meetings.

Student Support File planning meetings

For children with designated additional educational needs, formal scheduled parent or guardian/teacher meetings relating to the child's *Student Support File* will take place in October and reviewed in February. However, if a parent or guardian wishes to arrange a meeting at any stage during the school year to discuss their child, they may do so by prior appointment.

Purpose of the meetings

The purpose of parent or guardian/teacher meetings is to:

- establish and maintain good communication between the school and the parents and guardians
- help staff, parents and guardians to get to know the children better as individuals
- learn more about the child from the parents' and guardians' perspectives
- gain insight into the child's experiences at school from the perspective of the parents and guardians
- let parents and guardians know how their child is progressing at school
- share difficulties the child may be experiencing in school
- identify ways in which parents and guardians can help their child
- help children realise that their homes and school are working together

Meetings with parents and guardians whose children have additional needs take place as arranged between the class teacher, the support teacher and the relevant parent(s) or guardian(s).

Before the meetings

We encourage parents and guardians to ask their children in advance of this meeting if there are any things that the child would like them to raise on their behalf. This gives children a sense of voice and involvement in their learning experience, and a sense of personal responsibility towards their education and their relationship with their teacher. You can find more information in the National Parents' Council booklet [*Supporting Your Child's Learning at Home*](#).

Meetings with parents and guardians with little or no English

When planning parent or guardian/teacher meetings for those with little or no English, teachers can have some basic things in place before the meeting to help communicate better.

Learning how to greet the parent(s) or guardian(s) in their own language and adopting a friendly and open expression are simple ways of communicating a desire to engage in a positive way. Tell the parents and guardians that you will write down the main points you wish to make, so that they can have something to refer to after the meeting. While translation apps are not always 100% reliable, they can be useful if you are really struggling to communicate something. You could also suggest that the parent(s) or guardian(s) could bring in a relative or close friend who is fluent in English to translate for them.

School Reports

Every June, the end of year pupil reports are issued. These reports document children's progress and achievement at school over the preceding academic year. The reports are issued through the Aladdin app in the week prior to the school's summer closure. This allows parents and guardians time to ask for clarification on anything contained in their child's report. KRC ETNS uses the report card templates provided by the [National Council of Curriculum and Assessment](#). The four key areas of the report card are:

- the child's learning and achievement across the curriculum
- the child's learning dispositions
- the child's social and personal development
- ways in which parents and guardians can support their child's learning

Reports for children in sixth class, their final year of primary school, will take the form of an *Education Passport*. These reports support the transfer of pupil information from primary to post-primary and follow a standard template.

Parents and Guardians Communicating with School Staff

Underpinning all communication between parents, guardians and staff should be the acknowledgement of the professionalism of the staff and that, here in KRC ETNS, we approach the education of the children from the perspective that we are all coming from a place where the best interest of the children is central to everything we do.

In all matters pertaining to the wellbeing and education of pupils, only the parents or legal guardians named on the enrolment form will be consulted by staff. It is essential that all parents and legal guardians are named on the enrolment form, and that the school is immediately informed of any changes to this.

In KRC ETNS, we respect the right to privacy of all children, parents and guardians. Staff should not be asked to speak about another person's child. The staff of the school will respect your child's right to privacy and we request that you respect other children's rights to privacy.

Parents are encouraged to communicate with teachers through Class Dojo with queries or updates on late arrivals and early collections.

While teachers and parents often communicate informally at drop-off and pick-up times, we discourage meetings with the class teacher at the classroom door or in the yard when the children are assembling. Discussing a child's progress, raising a concern you may have, or discussing sensitive information of any kind in this way is discouraged for a number of reasons:

- It is difficult to be discrete when so many parents, guardians and children are standing close by.
- The teacher cannot give the subject the attention and consideration it deserves if they are simultaneously trying to listen to a parent or guardian and supervise their class.
- The teacher cannot adequately supervise their class while at the same time speaking to a parent or guardian.
- It takes from teaching and learning time, which is not fair on the children.

Teachers are available to speak to parents and guardians by appointment, which can be made by sending an email through Aladdin or the Class Dojo.

Things that the school needs to know to keep your child safe and healthy

- The school should be made aware of any allergies or chronic illnesses that your child has.
- The school should always know who is collecting your child; and the school secretary should have contact numbers for the people you have authorised to collect your child. Should this change, the school secretary needs to be informed immediately, which can be done by emailing her at info.krcetns@gmail.com
- With the child's safety in mind, there are no circumstances where a child will be released to anyone who is not authorized to collect them. If, at any time, a parent or guardian alters the pick-up arrangements for their child, the school should be given written authorization by the parent or guardian immediately. In an emergency situation, they must speak with the secretary, Principal or class teacher, or leave a message on the answering service.
- Parents and guardians are encouraged to immediately inform the school of family events or situations that may be a source of anxiety for the child and could impact on their education. Your first point of contact should always be your child's class teacher. Any information shared with the class teacher will be treated with confidentiality and only shared with the Principal.

Contact details

During the first term of each school year, parents and guardians will be asked to update their contact details as held by the school. These contact details are only used for the purpose of communicating with parents and guardians on issues relating to their child(ren).

It is vital that the school has up-to-date contact details for parents and guardians, including emergency contact details. It is the responsibility of parents and guardians to ensure that the school is informed of any changes of address, phone number, email or emergency contact.

Absences

All absences should be recorded on Aladdin by the parents in a timely manner.

Urgent communication with the school

In an emergency situation, a parent or guardian may need to speak to a member of staff urgently. Sometimes these meetings may need to take place without prior notice. The Principal will aim to facilitate such meetings and make every effort to ensure that the children in the class do not lose out on any teaching and learning time.

Expected response time for communication by email

- Response times to emails from the school secretary can vary depending on the demands in the office at any given time. It is considered reasonable that 3-5 school days are allowed for a response (with the exception of holiday periods during which email is only checked intermittently).
- Response times to emails to the Principal can also vary greatly depending on the demands at any given time. Priority must be given to the pupils, staff and the overall running of the school. A response time of 5-7 school days is considered to be reasonable.
- Teachers are in class during the school day and will not have time to access emails. They may be engaged in planning, meetings or personal matters after school hours and so again 3-5 school days is considered to be a reasonable response time.
- There may be occasions where a parent or guardian is trying to contact the school by phone or email and are not receiving a response. Office hours are limited and the secretary is not always at her desk. We ask for patience during these times.

Afterschool club

The afterschool club is the responsibility of its organisers Finnegan Fox and, aside from accommodating the group on our premises, the school is a separate entity. Consequently, parents and guardians need to communicate directly with Finnegan Fox about afterschool issues. School staff do not communicate with Finnegan Fox, aside from providing the school calendar, notifying them of unexpected school closures, and granting them access to the children's homework.

The Voice of Parents and Guardians in our School Community

KRC ETNS has a School Community Association (SCA) in place, which fulfils the role of Parent/Guardian Association. We encourage parents and guardians to become actively involved in this association, as such involvement further deepens the relationship between school and home, which ultimately benefits the children.

The BoM and Principal are committed to supporting and facilitating the SCA. The role of the SCA is to work with the Principal, BoM and school staff to enhance school/home links and relationships. Members of the SCA can review policies and communicate their suggestions to the BoM.

There will be regular contact, both formal and informal, between the school, Board of Management and SCA. A specific communication process will be developed by the SCA with the Principal at the appointment of a new committee. See <https://www.npc.ie> for more details.

The SCA shares the responsibility of ensuring that the school remains true to its ethos, values and distinctive character. With this in mind, communication between members of the SCA is expected to be in line with our communication policy, which emphasises that all adults communicate with each other respectfully and fairly. Behaviour is expected to mirror that outlined in our forthcoming *Dignity in the Workplace* policy.

The SCA can suggest school events, for which they will take organisational responsibility if agreed by the other members of the school community. The SCA will furnish the school with a schedule of events for the year after their September meeting; and this will be posted on the school's website and circulated to parents and guardians at the end of September.

The Principal and the chairperson of the SCA meet monthly. The chairperson of the SCA will liaise with the Principal regarding all of its activities and events. The Principal will receive feedback from the meetings of the SCA about issues concerning the parent body. The parent representatives on the BoM will report back to the SCA following Board meetings, subject to the restraints of confidentiality imposed by the Board.

As far as possible, a teacher will attend part of the SCA monthly meetings on a rotational basis. This representative will bring items back to the Principal and other staff members for discussion.

Email communication between the school and the SCA is generally limited to:

- Principal to chairperson
- Treasurer to treasurer
- Only necessary contact made between one member of the SCA and the school secretary for things such as including photos on the website, etc.
- By agreement, there may occasionally be links with the Deputy Principal if a certain area falls under her remit.

Parents and guardians who would like to join the SCA, but may feel that they need support, can contact the [National Parents Council](#), who offer training.

Other processes and structures that aid home/school communication

- Parents and guardians are encouraged to discuss and contribute to the development and review of school policies, by providing feedback to the Board of Management. Once ratified by the BoM, the policy document is made available on the school website. A hard copy can be provided to a parent or guardian if requested.
- Parents and guardians are invited to events in the school throughout the year, e.g. the Winter Fair.
- Parents and guardians are invited to get involved in curricular areas and focus weeks when appropriate, such as STEM Week, Intercultural Week, World Book Day, Aistear, guided reading, reading groups; or to share their knowledge and experience in relation to a curricular topic.

Online and social media communication

Killester Raheny Clontarf ETNS has a website krcetns.com, Facebook page and Twitter account. Parents and guardians are encouraged to visit these sites regularly to keep up to date on school matters, comment and contribute to posts, and share information to help publicise the school and the achievements of our children.

The school name or anything that identifies the school should not be used on any other online or on social media platform by members of the public including parents and guardians without express written permission from the Principal or BoM. This includes, for example, a class Facebook page set up by parents or guardians. KRC ETNS will request the removal of any online or social media sites that are not approved by the school.

The Voice of the Child in our School Community

In KRC ETNS, we are committed to affirming the voice of the children in our school. We are committed to continuing to develop ways in which their voices are heard, for example, through the development of a Class Charter for each class and daily check-in circles. As the school grows and develops, we will provide further opportunities for children to have their voices heard, such as the establishment of a student council. Members of the student council will be offered opportunities to present ideas, concerns and questions to members of the Board at a BoM meeting at least once a year.

Children communicating with staff members

Children are taught that different relationships demand different communication styles, and that how they communicate with their peers and their parents is not necessarily how they should communicate with their teacher.

When communicating with staff members, there is an expectation that children will use respectful language, tone and register. Offensive or derogatory language leads to the development of an disrespectful school environment which is not in line with the ethos of our school.

Teachers can help children to develop the ability to communicate respectfully with adults through mini-lessons and daily practices outlined above, and by:

- Using practice conversations to regularly model respectful communication.
- Reminding children to maintain focus and stay on topic when communicating, to answer the question asked, to nod and engage in other forms of non-verbal communication, including respecting other people's personal space.
- Children are encouraged to use all encounters with adults during the school day as opportunities to practice appropriate and respectful communication.

Children communicating with other children

Children communicate with each other throughout the school day. In line with Restorative Practice values, teachers proactively teach children that the words they use to express their disagreement with each other need to be respectful.

Children are proactively taught active listening and nonverbal cues, such as eye contact, body position, nodding and facial reactions in regular mini-lessons. These lessons include role-play of both good and poor communication in different scenarios, and engaging in class-based discussions regarding what children consider to be good communication.

Children are given regular opportunities to allow others to speak, for example, using a talking object during check-in circles. Teachers can also elicit a list of sentence starters that can help children respond empathetically and respectfully during conversations, and these can be displayed in the classroom. Other mini-lessons could concentrate on teaching children:

- how to paraphrase what has been said to them in order to gain correct understanding
- how to form, express, defend and allow for altering their opinions during class-based discussions across the curriculum
- the need to sometimes check that they have correctly understood what has been said, by asking people to explain again or to clarify what they mean
- how to disagree with someone's opinion respectfully
- how to show the person that they are communicating with that they understand them or empathize with them

All school staff model positive and pro-social behaviour and language for the children through their communication with each other and the children. Children are offered multiple opportunities during the day to practice their communication skills during whole class, small group and pair work activities.

In recognition of the fact that not all children communicate verbally, the whole school will learn a new Lámh sign a week, and will be encouraged to incorporate it into their communication where possible in order to imbed it into our culture.

Communication between children regarding out of school activities, such as celebration of festivals, birthday parties, outings, trips, etc. should take place before or after school time. This also includes the exchange of cards and presents between children. This is to ensure that no child feels left out while they are at school.

Staff Communicating with Children

School staff are constantly communicating with children throughout the school day. Staff will use clear and specific language that is age appropriate and understandable to the children they are working with or supervising on yard. Under no circumstances will a staff member ever use derogatory words. In line with our commitment to being a restorative school, we will model the language we want the children to use by using kind, respectful and positive language when we communicate with them.

All students are treated with fairness and respect. In KRC ETNS, we are committed to giving all children equal opportunities regardless of socio-economic background, race, colour, gender, sexuality, religion, disability, family status, or membership of the Traveller community.

Here in KRC ETNS, teachers have an open-door policy when it comes to communicating with our children. We regularly let them know that they can trust us through our words and actions. Teachers allow children the opportunity to talk to us, ask us questions, and voice their concerns and opinions.

We recognise that some children may have difficulty communicating their needs. We need to be patient and allow these children the time to communicate at their own pace. Teachers can also find alternative ways of communicating for children who are shy or struggle to speak in front of a group.

Communicating with children with hearing impairments or language difficulties

When a child with a hearing impairment or language difficulties is enrolled in the school, an initial meeting will take place between relevant staff members and the child's parent(s) or guardian(s) to work out how the school can best support their learning. The relevant teacher will make a referral to the National Council for Special Education (NCSE) and seek support from the visiting teacher for children with hearing impairments, or National Educational Psychological Service (NEPS) for children with language difficulties. When necessary, assistive technology will be installed in the child's class. If it is deemed beneficial, the child will be pre-taught the new vocabulary for upcoming lessons one-to-one or in a small group. Simple strategies that can help children with hearing impairments or language difficulties include:

- Face the child when speaking, as some children with hearing impairments may lip-read.
- Ensure that where the child is sitting offers them the best opportunity for learning.
- Speak slowly, using clear language and a volume that is comfortable for the child.

Communicating with children with little or no English

Children who do not speak (a lot of) English will be facilitated in our school. Children will be encouraged to communicate with other children using their first language. If there is no one in their class who speaks their first language, they will be introduced to children in other classes who speak their language, so that they do not feel isolated or left out on yard. Children who speak little or no English will be given language support. When choosing where to seat them, teachers will choose children who have good language skills and can act as role-models for their language development. Use of clear, simple language and visual aids can increase children's ability to understand the concepts being taught and allow them to engage better with their learning. Children will be offered language support, where they will be given opportunities to practice their English in small groups and encouraging environments. Library books in the child's first language will be made available in the class or school library. Effective teaching strategies and supports can be found on the National Council for Curriculum and Assessment (NCCA) [website](#). Teachers will encourage parents and guardians to continue speaking to their children and reading to them in their first language; this allows children to continue developing cognitively in their own language before they have developed competency in English.

Communication and the Board of Management

The Board of Management (BoM) holds regular meetings. The agenda is set in advance and notice of the meeting is sent to each board member before the meeting. Minutes are recorded. Communication to the Board is kept by the Secretary and dealt with at every meeting. The Secretary also keeps a list of DE circulars.

The board of management issues an agreed report after each meeting which is circulated to staff, parents and guardians via Aladdin. Look up other websites if agreed are on them

The Principal and staff representative are members of the BoM, and liaise between staff and the BoM. The parent nominees on the BoM may occasionally attend SCA meetings. Representatives of the BoM and the SCA meet annually.

Where appropriate, parents and guardians can communicate with the BoM by letter and this correspondence will generally be considered at the next scheduled board meeting. It should be noted that the [Parental Complaints Procedure](#) should be followed if a complaint is being made, and the BoM only becomes involved when resolution with the teacher and the Principal have been exhausted.

Parents' Representatives on the BoM represent matters concerning the parent body. Should a parent or guardian have a concern regarding their child, they should, in the first instance, speak with their child's teacher or the Principal. Occasionally, parents may wish to have a matter discussed at BoM level. For this to happen, the matter should be forwarded, in writing, to the Chairperson of the Board at least ten days before the next planned BoM meeting. Parents will be informed of upcoming Board meetings.

Policies and procedures

School policies and procedures are published on the school website following their ratification by the BoM.

Communication with External Agencies

Since opening our doors in 2019, KRC ETNS has enjoyed and benefited from regular two-way communication with external agencies, including National Educational Psychological Service, National Council for Special Education, Special Education Support Service, the Special Educational Needs Organiser for schools, the Health Service Executive, Tusla, and the Educational Welfare Officer. Killester Raheny Clontarf ETNS aims to establish links with other members of the local community through:

- Linking in with local schools through Principal meetings and pupil events
- Linking in with the community Gardaí
- Engaging in local events
- Renting the school hall

Educate Together National Office

The Educate Together Newsletter is emailed to each member of the BoM and school staff.

Department of Education

Generally speaking, communication from the Department of Education (DE) to the school is addressed to the Chairperson of the BoM, the Principal or both. Circulars from the DE are made available to all teachers. Relevant circulars may also be brought to the attention of the SCA.

The Inspectorate

Communication with the Inspectorate is undertaken by the Principal or Chairperson of the BoM by phone call, email or in writing.

Ratification

This policy was ratified by the BoM on 13th September 2023

Signed: _____

Carmel Mulcahy
Chairperson

Signed: _____

Níamh O'Toole
Principal

Review Date: September 2024.