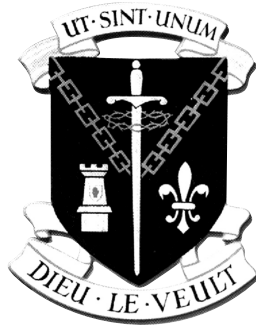


St. Louis Secondary School, Monaghan
Meánscoil Lughaidh, Muineachán

SCHOOL JOURNAL
2011-2012

ST. LOUIS SECONDARY SCHOOL, Glen Road, Monaghan.

Tel: 047 81422 • Fax: 047 81023 • Email: saintlouis@eircom.net • Web: www.stlouismonaghan.com



St. Louis Secondary School, Monaghan
Meánscoil Lughaidh, Muineachán

UT SINT UNUM: (That they may be one)

DIEU LE VEULT: (God wills it)

ORIGINS AND HISTORY OF ST. LOUIS SECONDARY SCHOOL

The Sisters of St. Louis were founded in France in 1844 by Fr. Louis Bautain in order to provide for the Christian education of the young.

He said

“Give the young all your care and affection, and try to touch their hearts by the interest you show in them. Keep them, as they were, under the shadow of your wing, but never push or constrain them morally. Scrupulously respect their freedom, so that they will learn to decide for themselves.”

The first St. Louis Sisters came to Ireland in 1859, when Sr. Genevieve Beale with two sisters arrived in Monaghan. A school was opened in Mill Street (opposite the Post Office).

Today the school is a vibrant Catholic Voluntary Secondary School for girls, run by a Board of Management under the trusteeship of the Sisters of St. Louis.

Student's Name:
Home Address:
Year:
Class:
PPS No.:

ABOUT THE SCHOOL JOURNAL

The school journal serves as a primary means of communication between school and home. It contains information about school, as well as space for teachers and parents/guardians to write and sign notes. The journal is not expected to serve as a personal/social diary. It is one of the most important documents each student has in school and the school will take a very serious view of any loss or damage to it.

TELEPHONE: 04781422

FAX: 04781023

EMAIL: saintlouis@eircom.net

WEBSITE: www.stlouisonaghan.com

Dear Parent / Guardian,

As our partners in education, we request your co-operation in ensuring the proper use of your daughter's school journal as outlined below.

- Each student must purchase a school journal at the start of the year.
- Students should carry the journal with them at all times.
- The journal must be kept in good condition. If defaced or damaged, it must be replaced.
- Tutors will check journals at daily Registration or Class Meeting.
- Students must present the journal to a teacher on request.
- Failure to present a journal will incur a sanction.
- Important notes e.g. absence, leave of absence should be entered in the journal.
- Parents are asked to sign the journal weekly.

A sample of a completed week is shown to act as a guideline for you.

Yours sincerely,

Vera O'Brien
Principal

I have read the above points and undertake to check the school journal every week.

Parent / Guardian signature 1 _____

Parent / Guardian signature 2 _____

ETHOS

Our school is a Christian community where all members grow to value their own worth as persons, their loving relationship with God, their links with their family and the interdependence of all people. As such the school strives to be a welcoming place to all irrespective of social, cultural or religious background.

MISSION STATEMENT

St. Louis Secondary School is a teaching and learning community committed to quality and excellence in education.

Our school recognises that each pupil who enrolls is unique and has different gifts as well as different needs.

We recognise that a pupil's development is closely linked to a good self image so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.

We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all.

We regard our school as an educational establishment within a Christian community characterised by care and justice.

It is our wish that our pupils leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives which may contribute to the betterment of society.

PRAYER FOR TODAY

*Lord help me
to remember that
nothing is going to happen today
that You and I
together
can't handle*

CODE OF BEHAVIOUR

Student Responsibilities

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. Students are expected to respect themselves, their teachers, all students, all members of school staff, as well as the rights and property of their fellow students. A St. Louis Secondary School student must understand that her conduct is a reflection of herself, her family and the entire school community

Excellent behaviour is therefore expected at all times, not only in the classrooms and corridors of the school, but also in the neighbourhood, on school buses and at all school functions and events on the premises or elsewhere.

School rules and procedures are adopted for the good of the entire school community and are intended to help create a positive learning atmosphere.

Student Code Of Positive Behaviour

As a student of St. Louis Secondary School I accept that I have responsibility to:

- Come to school on time, with homework done and suitably equipped for the lessons in the day ahead- books and school journal;
- Wear full school uniform and present myself in a clean , neat and tidy manner; display good manners , as an expression of respect for myself and others;
- Co-operate in class with the teacher and my peers;
- Accept ownership for my behaviour and learning, and develop the skill of working independently by adhering to the homework policy;
- Take pride in my appearance, my books, my class work and homework and my school environment;
- Respect the views, rights and property of others and behave safely in and out of class;
- Observe the school's Code of Behaviour while on school outings.
- Use the school journal for its intended purpose, that it reflects a positive image of me and my school and keep it clear of all graffiti.

I understand that the above responsibilities reflect the school's Code of Behaviour and I realise that school rules exist for the good of the entire school community.

Positive and effective discipline practices and procedures will:

- foster the Christian values of justice, love and respect;
- develop a good teacher-student relationship;
- encourage co-operation between home and school;
- encourage students to behave responsibly;
- promote self-esteem;
- develop socially acceptable behaviour by showing common courtesy and respect for the feelings of others.

ATTENDANCE

Guidelines:

1. Students are expected to attend school every day and to be punctual at all times.

“Tús maith leath na hoibre!”

These are the arrangements at the start of the school day:

TIME	REGULATION
9.00 am.	All students in base classroom for Registration with Class Tutor.
9.00 – 9.06	Tutor takes Roll, spot checks journals, absences from previous day, uniform, etc. Year Head available for Leave of Absence notes or any other business.
9.06 am.	Students move quickly to first class of the day. Class commences promptly. Class teacher takes attendance as normal.

2. Latecomers in the morning or after lunch must register at the **School Office**, where their journal is stamped, and receive a **late slip** to hand to teacher in class. A record is kept.
3. Explanatory notes, **written, dated and signed** by a parent/guardian and recorded in school journal are needed in the case of the following:
 - a) To explain a student’s absence from school on the day of her return, to fulfil the requirements of the National Education Welfare Board;
 - b) To obtain permission to leave school during the day;
 - c) To explain late arrival in school;
 - d) To be excused from P.E.
4. Notes will only be accepted when presented in School Journal.
5. Students should avoid making appointments during school hours.
6. In the event of a student being absent from school/not returning after lunch, the school must be contacted by parents / guardians in advance by phone and an explanatory note written in school journal must be shown to subject teachers the following day.
7. Requests for prolonged absence from school shall be made in writing to the Principal.
8. Absence before Christmas holidays or for summer tests should be avoided except in urgent circumstances.
9. Permission for such absence must be sought, in writing, from the Principal. It is the student’s responsibility to be present for all tests and make up any work covered during her absence.
10. Parents are requested not to make holiday arrangements during the school term.

Education Welfare Act

- In accordance with the Education (Welfare) Act 2000 a student's absence of 20 or more days must be notified to the National Education Welfare Board (NEWB).
- It is the intention of the NEWB to appoint a local welfare officer who will be responsible for promoting regular attendance and tackling problems of absenteeism and early school leaving.
- All absences of 20 or more days must be reported, irrespective of what reasons may have been notified by parents / guardians.

RESPECT FOR OTHERS

Guidelines:

1. Students should show respect **for all members** of the school community. They should speak and behave in a respectful manner to staff and other students at all times.
2. Students are asked to walk on the right-hand side of corridors and to observe the one-way system on the stairs at all times.
3. Chewing gum is strictly forbidden.
4. Under the Public Health (Tobacco) Act 2002, smoking in school building on school grounds is illegal, as well as being a health and fire hazard. In addition to the school imposing sanctions according to the Code of behaviour, (see next section), the statutory authorities may also be informed.
5. The possession of or use of alcohol or drugs in school/on school grounds/on school trips/while in school uniform is strictly forbidden.
6. The possession of pornographic material on school premises is forbidden.
7. Bullying, physical assault, verbal abuse, sexual harassment, use of obscene language or any other form of disrespect to others is unacceptable.
8. Unruly and unseemly behaviour is unacceptable at any time, inside or outside school, on school trips and particularly at end of term
9. The school's Code of Behaviour applies to all students on school trips and at any time while wearing school uniform

Serious Offences

- Sustained absenteeism or coming late to school.
- Defiance i.e. / not carrying out the direct instruction of any member of staff
- Fighting
- Bullying
- Verbal abuse
- Misbehaviour at any time but particularly at end of term.
- Consumption of alcohol, drugs or smoking in school / on school grounds / on school trips / while in school uniform
- Possession of pornographic material
- Sexual harassment.

Offences of this nature are serious breaches of the school's Code of Behaviour. The school's Anti-Bullying policy (Updated for September 2009) clearly outlines procedures for dealing with reports of bullying as well measures for heightening awareness of broader bullying issues. In general a policy of positive discipline is actively promoted in the school, however in cases where disciplinary action has to be taken; the following procedures will be followed:

Summary Of Disciplinary Referral Procedures

MINOR OFFENCES	SERIOUS OFFENCES
After 3 offences Subject teacher reports student in writing using Disciplinary Referral form to Year Head / Copy to Deputy Principal	Subject teacher reports student in writing to Year Head, Deputy Principal or Principal using a Disciplinary Referral form.

Sanction 1: CONFISCATION

Confiscation applies to the following items that are clearly not allowed in school as per the Code of Behaviour

- Mobile phones that are turned on in classrooms or on corridors between 9.00am and 3.40pm other than break and lunch time.
- Scarves, other than uniform scarves.
- Non-uniform jackets or hoodies.

Sanctions: 2. DETENTION

Detention is supervised in Halla Ceoil Monday – Thursday 12.45 – 1.05. Written work is assigned to students on detention. Teacher on duty signs student journal which is signed later at home by parent(s) / guardians. Detention is used a sanction for the following:

- o Late at 1.15 – Automatic detention.
- o 3 times late for class at 9.00am or any other time – Year Head gives detention.
- o Chewing gum.
- o Not wearing correct uniform.
- o Disciplinary issues that are reported to YH, Principal or Deputy Principal
- o Truancy from class or school – one Detention for every class missed.
- o Uniform Co-ordinator, YH, DP or Principal applies detention.
- **Note: This list is not exhaustive and other disciplinary that arise may incur detention as considered appropriate by the Principal, DP or Year Head**

Sanctions 3: REPORT SHEETS

- In addition, students whose conduct during class is unsatisfactory may be put “on report” for a number of days.
- Subject teachers sign a report sheet at the end of every class if behaviour has been satisfactory.
- Report sheets are administered and monitored by the Year Head.
- Failure to improve behaviour will result in further disciplinary action.

Sanction 4: SUSPENSION

- Any serious or persistent breaches of the Code of Behaviour may lead to suspension.
- A pupil liable to suspension will be interviewed by the Principal / Deputy Principal, Year Head and given the right to reply.
- If necessary, interview may be suspended until parent(s) / guardian are present.
- A record will be kept of the meeting.
- The Principal will always be consulted if suspension is being considered.
- Principal will decide on the duration of any suspension.
- Where suspension is decided upon, the parents / guardians will be contacted by telephone and a follow-up letter outlining the details of the suspension will be sent.

Where the suspension is not less than 6 days, the Principal, in accordance with Section 21 of The Education (Welfare) Act, 2000, will notify the appropriate Educational Welfare Officer of the occurrence in writing.

Sanction 5: EXPULSION

While expulsion would be viewed as a rare and unusual occurrence, there are nevertheless circumstances where it might be deemed necessary. These would include

- Repeated breaches of the Code of Behaviour over a sustained period of time which threaten to undermine the learning environment of the school
- Actions that place the health and safety of any member of the school community at risk
- Behaviour that is threatening or intimidating or verbal abuse or acts of physical violence
- Consumption or sale of alcohol or illegal drugs on the school premises or at any event or trip organized by the school

The Board of Management will determine whether an expulsion is appropriate :

1. The Board of Management will organize a meeting with the parent(s)/guardians of the pupil concerned. The pupil may attend this meeting.
2. The pupil and her parent(s) / guardians have the right to speak on behalf of the pupil.
3. The Board, having considered all the issues involved and all the representations made, will make a decision on the matter.
4. If the Board decides to expel a pupil from the school, it shall, before expelling the pupil, notify the relevant Educational Welfare Officer in writing of its decision.
5. The expulsion shall not take effect before the passing of 20 school days following receipt of the written notification by the Educational Welfare Officer. The pupil may however, be suspended from school during this period of time.
6. A decision by the Board of Management to expel a pupil may, in accordance with Section 29 of the Education Act 1998, be appealed to the Secretary general of the DES.

ACADEMIC REFERRAL PROCEDURES

- Ongoing concerns about the **academic progress** of a student are reported in writing to the Year Head using an **Academic Referral form**.
- The Year Head may interview the student, and discuss/review the matter in conjunction with the subject teacher, parent/guardian and /or guidance teacher.

SCHOOL POLICY ON MOBILE PHONES / DIGITAL DEVICES

- All statements below in relation to mobile phones and digital devices include picture phones and any other types of phone on the market.
- Digital devices includes music players of all kinds e.g. MP3 players, Walkman(s), iPods and cameras.
- Any of the above used in the context of teaching and learning with the sanction of a teacher are excluded from this policy.
- All these **must be switched off at all times** between 9.00am and 3.40 pm except during morning and lunch break.
- A student who needs to contact home during school hours may use the main office. **Mobile phones must not be used during or between classes.**
- Mobile phones / digital devices must not be in evidence in classrooms, corridors, laboratories, school kitchens, changing rooms or anywhere that school activities are going on, as they can be a distraction even when turned off.
- Any breach of these guidelines will result in the confiscation of the phone / device. The phone / device will be lodged in the school office for one week, after which you may collect it.
- It is strictly forbidden to use a mobile phone to take photos, video or audio recordings while on school premises, or during a school-based activity. The school will take an extremely serious view of a breach of this rule, particularly if there is an invasion of the privacy of others, or could cause damage to their reputation. Parents will be contacted in such a case. It is worth noting that even with friends on social occasions you should have a person's permission before taking their photo.
- The school can accept no responsibility for any items that are lost or missing on the premises.

ANTI BULLYING POLICY

ST LOUIS SECONDARY SCHOOL, MONAGHAN

Rationale

In accordance with our mission statement St Louis Secondary School, Monaghan aims to create a safe environment where everyone is treated with consideration, dignity and respect, therefore bullying is unacceptable and will not be tolerated. Parents have a right to know their child is safe from bullying while in school. Everyone in the school community, staff, students and parents have a responsibility to ensure that the school's anti bullying ethos is upheld. In particular everyone has a responsibility to report bullying when they are aware of it. Bystanders have a particular responsibility not to support bullying and should also encourage others to report if they are being bullied.

Definition of Bullying

Bullying is repeated aggression, verbal, psychological, physical, racial, sexual or relational conducted by an individual or a group against others.

Examples of Bullying

These can occur in the following situations: student to student, teacher to student, student to teacher, parent to teacher, teacher to parent, staff to staff and to any other member of the school community

- Physical violence such as hitting, pushing or spitting at another person
- Interfering with another person's property, by stealing, hiding or damaging it e.g. clothing, schoolbag, locker
- Using offensive names when addressing another person
- Bullying by means of technology e.g. mobile phones and internet
- Taking and distributing unauthorised photographs
- Teasing or spreading rumours about another person or his/her family
- Belittling another person's abilities and achievements
- Writing offensive notes or graffiti about another person
- Excluding another person from a group activity
- Ridiculing another person's appearance, way of speaking, personal mannerisms or background
- Drawing attention to a person's sexual orientation and behaviour
- Drawing attention to a person's racial, ethnic or religious background

This list is not exhaustive.

Guidelines

For Pupils

- **Do** report to a member of staff if you are being bullied. You may get a parent or friend to tell on your behalf.
- **Do** report to a member of staff if you witness someone being bullied.
- **Do not** become involved with any kind of bullying under any circumstances.
- **Do not suffer in silence, let someone know.**

For Parents

In spite of preventative measures teachers are aware that bullying can occur and we would encourage parents to:

- Ensure that channels of communication with your daughter are kept open by listening to her and supporting her at all times.
- Watch for signs of distress in your daughter, for example, an unwillingness to attend school, a pattern of headaches or stomach aches, missing personal belongings, request for extra pocket money, damaged clothing or bruising.
- Be aware of your daughter's friends.
- Inform the school immediately i.e. Principal, Deputy Principal, Class Tutor, Year Head, Teacher or Guidance Counsellor if you think your daughter is being bullied
- Be aware of the influence of texting and internet use in the area of bullying.
- Discourage your daughter from retaliating.
- Familiarise yourself with the school's Anti-Bullying Policy. (School web site www.stlouisonaghan.com .In Student Journal, also written into School's Code of Behaviour)

Preventative measures

St Louis Anti Bullying Awareness Programme.

- An Anti Bullying month is held in the school every year during which the 'Cool School' lessons are taught.
- The Cool School Relational Lessons are also taught throughout the year to various class groups.
- A regular and confidential questionnaire is administered to all students once a term and will be followed up.
- Where issues of bullying type behaviour are suspected, a Class Observation Sheet is used. Subject teachers observe the behaviour of a class over a two-week period and record any incidents observed.
- In certain circumstances, a Class Sociogram may be used. The aim is to establish the dynamics of relationships and friendships within a class.

- Regular reminders of The Anti Bullying Policy and its procedures are given at assemblies.
- Parents are informed about the Anti Bullying policy at the 1st year information night
- Staff, students and parents are made aware of the policy by having it included in the school journal.
- Coiste members are on alert for incidents of unacceptable behaviour.
- There is ongoing teacher training on the issue.
- Anti Bullying awareness is an important element in certain areas of the curriculum e.g. Religious Education, CSPE and SPHE. It is also highlighted by:
 1. Poster and poetry competitions
 2. Drama
 3. Visual displays throughout the school
 4. Students are asked to sign the Code of Behaviour which includes the Anti Bullying Policy.
 5. A peer mentoring group of 4th Years is linked with 1st Years to help in this regard.
- An Anti Bullying committee is in place in the school. Its functions are:
 1. Prevention of Bullying in School
 2. Continuous monitoring of the issue of bullying
 3. Promotion of awareness of the issue of bullying and our Anti Bullying Policy amongst students, staff and parents.
 4. Organisation of staff training in the management of bullying.
 5. Continuous development and updating of the School Anti Bullying Policy

Agreed Procedures for dealing with bullying.

1. Reporting

All members of the school community have an obligation to report incidents of bullying. Reporting may be done in the following ways:

- Direct approach to any Teacher or to The Principal, Deputy Principal, Year Head, Guidance Counsellor, Class Tutor, Coiste members or Cairde.
- A note handed to a teacher e.g. with homework
- A phone call by a parent or student to the school
- A note can be put into the Incident Report Box at the Deputy Principal's office.

2. Recording

- All reported incidents are recorded on an Incident Report Form by the person to whom the report is made. This is signed by this person and the student making the report.
- Every stage of the procedure is recorded in writing. Records are kept in a filing cabinet in the Deputy Principal's office. These will be destroyed 7 years after all concerned have left school
- All incidents will be dealt with confidentially and every effort will be made to ensure the safety of an individual reporting an incident.

3. Investigating an incident.

- The initial report will be passed on to the Year Head, Guidance Counsellor, Deputy Principal or Principal for investigation.
- Students involved will be interviewed separately.
- Witnesses will also be interviewed.
- Class observation and sociograms will be used to gather evidence of the extent and nature of the unacceptable behaviour.
- A restorative approach will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour.
- The identities of all involved will be kept confidential during each step of the procedure.

4. Resolution

- A restorative approach will be used and every effort will be made to resolve the matter amicably. All involved will be listened to and no student will be subjected to humiliation.
- The emphasis will be on seeking a change in unacceptable behaviour.
- Where necessary, support will be offered, e.g. counselling, pastoral care, referral to outside services for help.
- When the investigation is complete and a student is found to have used bullying behaviour they may be asked to sign an agreement and this will be kept on file until 7 years after all concerned in the incident have left school. Records will then be shredded.
- Sanctions as per the school's Code of Behaviour will be applied where bullying has occurred.

5. Review

After the bullying matter is resolved regular contact is kept with all involved in the incident to ensure that the issue does not recur.

Agreed Procedures for Reported Incident(s)

Student to student

- All students involved will be interviewed separately by the Year Head, Deputy Principal, Principal or Guidance counsellor and may be asked to write an account.
- Witnesses may also be interviewed and may be asked to write an account.
- Parents will be kept informed where incidents are considered to be serious.
- A restorative approach will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour.
- The identities of all involved will be kept confidential during each step of the procedure.

- If a further offence occurs a written warning will be given.
- A further offence will be dealt with by the Board of Management.
- Where there is disagreement about whether bullying occurred, the Principal may engage the services of a trained mediator to mediate between those involved. This will only happen with the permission of both parties and their parents. Records will be kept for 7 years after all students concerned have left the school. They will then be shredded.

Teacher to student

- For the safety of all concerned, the complaining student and/or her parents will be interviewed by two staff members (Principal and one other) and may be asked to give a written account. Witnesses may be interviewed.
- The teacher concerned will be interviewed by the Principal, unless the Principal is the named person. If the Principal is the named person then the teacher will be interviewed by the Deputy Principal. The teacher concerned may request the presence of a third party.
- He/she may be asked for a written account of the incident.
- A restorative approach will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour.
- The identities of all involved will be kept confidential during each step of the procedure.
- If a further offence occurs a written warning will be given.
- A further offence will be dealt with by the Board of Management.
- Where there is disagreement about whether bullying occurred, the Principal may engage the services of a trained mediator to mediate between the student and parent(s) and the teacher. This will only happen with the permission of both parties. Records will be kept for 7 years after those concerned have left the school. They will then be shredded.

Student to teacher

- For the safety of all concerned, the complaining teacher will be interviewed by two staff members (Principal and one other) and may be asked to give a written account. Witnesses may be interviewed.
- The student concerned will be interviewed by the Principal, unless the Principal is the named person. If the Principal is the named person then the teacher will be interviewed by the Deputy Principal. The student concerned may request the presence of a third party.
- She may be asked for a written account of the incident.
- A restorative approach will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour.
- The identities of all involved will be kept confidential during each step of the procedure.

- If a further offence occurs a written warning will be given.
- A further offence will be dealt with by the Board of Management.
- Where there is disagreement about whether bullying occurred, the Principal may engage the services of a trained mediator to mediate between the student and parent(s) and the teacher. This will only happen with the permission of both parties. Records will be kept for 7 years after the student has left the school. They will then be shredded.

Teacher to parent

- For the safety of all concerned, the complaining parent will be interviewed by two staff members (Principal and one other) and may be asked to give a written account. Witnesses may be interviewed.
- The teacher concerned will be interviewed by the Principal, unless the Principal is the named person. If the Principal is the named person then the teacher will be interviewed by the Deputy Principal. The teacher concerned may request the presence of a third party.
- He/she may be asked for a written account of the incident.
- A restorative approach will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour.
- The identities of all involved will be kept confidential during each step of the procedure.
- If a further offence occurs a written warning will be given.
- A further offence will be dealt with by the Board of Management.
- Where there is disagreement about whether bullying occurred, the Principal may engage the services of a trained mediator to mediate between the parent(s) and the teacher. This will only happen with the permission of both parties. Records will be kept for 7 years after the teacher concerned has left the school. They will then be shredded.

Parent to teacher

- For the safety of all concerned, the complaining teacher will be interviewed by two staff members (Principal and one other) and may be asked to give a written account. Witnesses may be interviewed.
- The parent concerned will be interviewed by the Principal, unless the Principal is the named person. If the Principal is the named person then the teacher will be interviewed by the Deputy Principal. The teacher concerned may request the presence of a third party.
- He/she may be asked for a written account of the incident.
- A restorative approach will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour.
- The identities of all involved will be kept confidential during each step of the procedure.

- If a further offence occurs a written warning will be given.
- A further offence will be dealt with by the Board of Management.
- Where there is disagreement about whether bullying occurred, the Principal may engage the services of a trained mediator to mediate between parent(s) and the teacher. This will only happen with the permission of both parties. Records will be kept for 7 years after the teacher has left the school. They will then be shredded.

Staff to staff

- Issues of concern regarding staff to staff bullying will be dealt with under the Board of Management's Dignity in the Workplace Policy.

Policy Awareness.

All the school community will be made aware of the agreed policy in the following manner:

Students:

- At enrolment: each student will receive the Code of Behaviour and this will include the Anti Bullying Policy.
- Journal: Policy incorporated in the school journal.
- Classroom: Copy of the Policy on the notice board in each classroom.
- Assemblies/Class Meeting: Policy reinforcement throughout the school year.
- Anti Bullying Awareness Month.
- School web site.

Parents:

- Enrolment: at enrolment as above.
- Journal: Parents are asked to read and sign journal as above.
- Parents Night.
- School web site

Staff:

- Teaching Staff: A copy of Dignity in the Workplace Policy is available to all teaching staff in the staffroom.
- Non-teaching staff: are supplied with individual copies of the Policy.

Evaluation of Policy.

This policy will be evaluated every three years by questionnaire to all stakeholders in the school- students, parents, staff, and Board of Management.

Policy Agreement.

This policy was drawn up in accordance with the DES Guidelines and in partnership with, Staff, Students, Parents Association and Board of Management and the 'Cool School' Team who assist schools in dealing with bullying.

RESPECT FOR PROPERTY

Guidelines:

1. Students must take their turn in maintaining cleanliness in their classroom.
2. Base class cleans the room at lunch-time according to rota. Rota is posted in classroom.
3. At the end of the day the class using the room does a quick tidy-up.
4. All personal belonging e.g. uniform, books etc. **must be clearly marked with owner's name**. Students **must use the locked accommodation to ensure the safety of their belongings**. The provision of locks is the student's responsibility.
5. All lost property should be handed into Deputy Principal's Office.
6. Students should be particularly careful with school equipment, desks and other furnishings, as well as property belonging to other students.
7. Tippex is not to be taken into school.

Sanctions:

1. Stealing, vandalism, graffiti or damaging school property are serious offences, Parent(s)/guardians will be informed.
2. Tippex will be confiscated.

SCHOOL UNIFORM

The school operates a strict uniform policy. Students are expected to be in full uniform while on the school premises and coming to and from school

The school uniform consists of:

- **SKIRT:** Permanent pleated kilt, machine washable, mid-calf length
- **SHIRT:** White
- **SWEATER:** Navy v-neck, plain knit with crest, with white and red stripe
- **TIE:** Red (Juniors) Navy (Seniors)
- **SHOES:** Black flat leather-type. No canvas. Navy "Dubes" are allowed.
- **SOCKS/TIGHTS:** Plain black
- **JACKET/FLEECE:** Plain black, only school crest or logo optional
- **SCARF (optional):** Navy school scarf with red white and green stripes
- **P.E:** Tracksuit or T-shirt and shorts.

Guidelines:

1. The uniform must be clean, neat and correctly worn at all times.
2. Students are discouraged from mixing items of uniform with non-uniform coming to and from school or in the evening.
3. Shirts should be buttoned at the neck.
4. Ties must be neatly fastened and not worn loosely.
5. Non-uniform jackets / fleeces are not to be worn.
6. “ Hoodies, with or without zips are not part of the school uniform. They are not acceptable as an outdoor jacket and may not be worn at any time with the school uniform.
7. Jewellery should be kept to a minimum. Facial piercing is not allowed. Make-up is discouraged during school hours.
8. P.E gear should not be worn to and from school or in class at any time in the interests of hygiene
9. Runners are not part of the school uniform and are not to be worn to class.
10. School jackets / scarves should not be worn in class.
11. All items of uniform should be clearly marked with your name.
12. Transition year students may, on occasion be allowed to wear T-shirt and tracksuits specifically during Musical rehearsals and modules. Denims are not allowed at these times. This will be for strictly limited periods only.

Procedure to be followed if you are not wearing full uniform:

1. You must produce a note from home.
2. Sign the Uniform Register outside the Staffroom.
3. Complete a Uniform Slip and leave it and the note from home, on the notice-board. This note is valid for one day only.
4. This note will be signed and **must be collected by you** by 11am.
5. Any teacher may ask you to produce the signed slip throughout the day.
6. This information will be recorded as part of your school record.

Sanctions:

1. Non-uniform items e.g. scarves may be confiscated by any member of staff.
2. Failure to comply with the above procedures will incur an automatic detention 12.45 – 1.05 in Halla Ceoil.
3. Students who are missing part or all of their uniform are not permitted to go out town at lunch-time.

HOMEWORK

The school recognises that homework is an essential part of the learning process and that students who regularly do homework gain immeasurably from the experience.

The school believes that the purpose of homework can be summed up as follows. It will allow students to:

- Revise and reinforce what they have learnt at school.
- Work independently.
- Develop a responsible attitude and take more responsibility for a part of their learning.
- Practise self-discipline and organisational skills.
- Prepare for future class work.
- Extend work done in school.

Students

- 1) All students must have a school journal.
- 2) Homework is to be noted by students each day in the school journal.
- 3) A homework timetable should be drawn up at the beginning of the school year by the student and recorded in journal
- 4) Students should prepare for their school day by taking all their requirements to school for the day e.g. books, P.E gear, Art, H.E.
- 5) The excuse of “forgetting” to bring books or work to class is unacceptable
- 6) Homework, both written and oral, must be done to the best of one’s ability and presented on the prescribed day
- 7) If, in exceptional circumstances, the homework or any part of it cannot be completed, a note from parent/guardian must be presented to the teacher in the school journal. The homework must then be completed for the following day.
- 8) Students absent from class through illness / trips / sporting activities / school based activities must make every reasonable effort to catch up on all class work and homework missed. .
- 9) These are the suggested times for homework and study:

Year Group	Mon - Thurs	Weekends
1st years	1.5 hrs	2 hrs
2nd yrs	2 hrs	2 hrs
3rd yrs	2.5 hrs	3 hrs
4th yrs	2 hrs	3 hrs
5th yr	2.5 hrs	4 hrs
6th yr	2.5 - 3 hrs	5 hrs

The school would stress the following responsibilities concerning homework.

What Students Can Do

ORGANISE

- Record all types of homework in their school journal including tasks involving reading and research.
- Allocate sufficient time to complete homework to a high standard.
- Attend all classes but if work is unavoidably missed through absence, be responsible for updating that work.
- Be methodical in the approach to homework and use deadlines sensibly to spread out the workload.
- Act on comments made by teachers in order to learn from their homework and improve future homework.

BEST EFFORT

- Do their best to produce high quality homework, in terms of content and presentation, of which they can feel proud.
- Make the best use of resources available at home, in school and in the community.

What Parents Can Do

MONITOR

- Show an interest in their daughter's work and give support when it is appropriate.
- Sign School Journal at the end of the week.
- Encourage high quality homework, being aware of standards required.
- Take time to monitor homework by noting teachers' comments and checking that corrections are carried out.
- Provide feedback comments to teachers through the School Journal
- Attend parents' meetings.

ENVIRONMENT

- Provide an appropriate environment for your daughter to do her homework.
- Help your daughter plan her school activities to avoid last minute overload.
- Set a routine which can be adhered to throughout the term e.g. avoid part-time jobs during weekdays and family holidays during term time.

THE COISTE

The Coiste is the link between students and teachers and members of Coiste na Scoile, St. Louis Secondary School, Monaghan are seen as leaders of the student body. As leaders they are expected to set the tone and maintain the standards of the school by their behaviour, punctuality, correct uniform and by adherence to the Code of Behaviour set out by the school authorities.

Any Coiste member in breach of school discipline may be requested to forfeit her position. The Principal and school authorities reserve the right to decide in such matters.

1. They are representatives of their fellow students at any function where student representation is deemed desirable and on specific occasions where student representatives are invited.
2. They are expected to show initiative and act responsibly as the occasion demands it, even to the extent of alerting someone in authority of blatant misconduct and potential hazards.
3. They may represent student requests and needs to the school authorities and have the freedom to organise activities, games, societies, clubs etc. for students.
4. It is hoped that being a Coiste member will be a worthwhile and meaningful role for a student. The school authorities must recognize the value of the work they do and show them the appreciation that is their due by supporting them and co-operating with them.

LUNCH ARRANGEMENTS

Students may choose between

- (a) Taking lunch in the school canteen;
- (b) Bringing a lunch to school;

1st and 2nd Years are not allowed out to town at lunch-time.

EMAIL / INTERNET USER POLICY

Acceptable Use Policy

Educational Purpose

The computer system in this school has been established for educational purposes. The term 'educational purpose' includes classroom activities, career development, and limited high-quality self-discovery activities such as project work and research.

The computer system has not been established as a public access service or a public forum. The school has the right to place reasonable restrictions on the material you access or post through the system. The school is part of NCTE Schools Network and NCTE filters content for schools. This web filtering helps to protect users from accessing inappropriate content. Users are expected to follow the rules set forth in the Code of Behaviour and the law in your use of the school computer system.

You may not use the computer system for commercial purposes. This means you may not offer, provide, or purchase products or services through the computer system.

This AUP will be amended from time to time as is deemed necessary by the school.

A copy will be made available to all new students / teachers. The current policy will be available to all in the school. It is the student's responsibility to ensure familiarity with the current AUP.

Unacceptable Uses

The following uses of the school computer system are considered unacceptable:

Personal Safety

You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone school address, etc.

You will not agree to meet with someone you have met online without your parent's / guardians' approval. Your parent(s) / guardian should accompany you to this meeting.

You will not sign a 'guest book' on a web page on behalf of St. Louis Secondary School, Monaghan.

You will promptly disclose to your teacher or other teacher, or the Principal or the Deputy Principal, any message you receive that is inappropriate or makes you feel uncomfortable.

Illegal Activities

You will not attempt to gain unauthorized access to the computer system or to any other computer system through the school computer or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of 'browsing'.

You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

System Security

You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.

Inappropriate Language

Restrictions in the use of inappropriate language apply to public messages, private messages, and material posted on Web pages.

You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.

You will not post information that could cause damage or a danger of disruption.

You will not engage in personal attacks, including prejudicial or discriminatory attacks.

You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.

You will not knowingly or recklessly post false or defamatory information about a person or organisation.

Respect for Privacy.

You will not repost a message that was sent to you privately without permission of the person who sent you the message.

You will not post private information about another person.

Respecting Resource Limits

You will use the system only for educational and career development activities.

You will not download large files unless you receive permission from the System Administration Team.

You will not post chain letters or engage in 'spamming'. Spamming is sending an annoying or unnecessary message to a large number of people.

Plagiarism and Copyright Infringement

You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writing of others and presenting them as if they were yours.

You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask a teacher.

Inappropriate Access to Material

You will not use the computer system to access material that is profane or obscene (pornography) or that advocates illegal acts, or that advocates violence or discrimination towards other people.

If you mistakenly access inappropriate information, you should immediately tell your teacher (or disclose this access in the manner specified by your school). This will protect you against a claim that you have intentionally violated this policy.

Your parents/guardians should instruct you if there is additional material that they think it would be inappropriate for you to access. The school fully expects that you will follow your parent(s)/guardians' instructions in this matter.

Acceptable Use Policy, St. Louis Secondary School, Monaghan

All students of the school and their parent/ guardians are asked to sign up to the school's Internet Acceptable use Policy.

The aim of this **Acceptable Use Policy** is to ensure that students will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to, this privilege will be withdrawn and appropriate sanctions – as outlined in the AUP – will be imposed. It is envisaged that school and parent representatives will revise the AUP annually. Before signing, the AUP should be read carefully to indicate that the conditions of use are accepted and understood.

As part of the school's education programme we offer students supervised access to the Internet.

This will allow students vast educational opportunities by helping them, for example, to locate material that meets their educational needs, communicate with subject experts and participate in school projects with students in similar circumstances or from different cultures. In addition to the educational aspects of the Internet, students will learn valuable skills for participation in the information age which may be useful for their chosen career.

The Internet is a global computer network which is not controlled by any organisation. This means that information may change, disappear, and be controversial or potentially harmful. Although the school actively seeks to promote safe use of the Internet, it recognises the possibility that students may accidentally or deliberately access objectionable material.

Usage of the Internet therefore requires responsibility on the part of the user and the school. These responsibilities are outlined in the school **Acceptable Use Policy**. For the reasons stated above, it is important that the enclosed policy is read carefully and signed by a parent or guardian.

We appreciate that parents and guardians are responsible for setting and conveying the standards that your daughter should follow when using media and information sources. To that end, the school supports and respects each family's right to decide whether or not to allow access to the Internet as defined by the school's **Acceptable Use Policy**.

School's Strategy

The school will employ a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

General

- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material.
- The school will monitor students' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal data/memory sticks or CD-ROMs in school requires a teacher's permission.
- Students will observe good "netiquette" (i.e., etiquette on the Internet) at all times and will not undertake any actions that may bring the school into disrepute.

World Wide Web

- Students will not visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will use the Internet for educational purposes only.
- Students will be familiar with copyright issues relating to online learning.
- Students will never disclose or publicise personal information.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Email

- Students will use approved class email accounts under supervision by or permission from a teacher.
- Students will not send or receive any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone.
- Students will note that sending and receiving email attachments is subject to permission from their teacher.

Internet Chat

In as far as possible, Students will not have access to chat rooms, discussion forums or other electronic communication forums that have not been approved by NCTE and the school.

School Website (www.stlouisonaghan.com)

On Friday, 8th February 2008, our new school website became operational. This website contains information on the various curricular and extra-curricular activities on offer in St. Louis. This content will be continually monitored to the highest international standards.

Following are the conditions which all parents/guardians were invited to sign up to at the time of the launch of the website and which now on forms part of the school's Code of Behaviour.

- Pupils will be given the opportunity to publish projects, art work or school work on the website in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- The website will be regularly checked to ensure that there is no content that compromises the safety of pupils or staff.
- The website will be checked frequently to ensure that it does not contain personal details.
- The publication of pupils' work will be co-ordinated by a teacher.
- Pupils' work will appear in an educational context on Web pages with a copyright notice prohibiting the copying of such work without express written permission from the school.
- The school will endeavour to use digital photographs, audio or video clips focusing on group activities. Content focusing on individual pupils will not be published on the school website without parental permission. Video clips may be password protected.
- Personal pupil information, including home address and contact details, will be omitted from school web pages.
- The school website will avoid publishing the names of individuals in a photograph. The school will ensure that the image files are appropriately named – will not use pupils' names in image file names or ALT tags if published on the web.
- Pupils will continue to own the copyright on any work published.

TRAVELLING TO AND FROM SCHOOL – HEALTH AND SAFETY

Health and Safety Issues

We would like to bring the following issues to your attention to ensure your daughter's personal safety and welfare.

1. **We wish to emphasise the importance of students wearing seat belts at all times on buses travelling to and from school and on school trips. Any student who travels to school by bus should also be acutely aware of the possible dangers from other road users when alighting and exiting the bus and to exercise extreme caution in this regard.**
2. **Students should only cross the road at the pedestrian crossings provided throughout the town, exercising due caution, especially at Dunnes Stores, where a filter system is in operation.**
3. Any student who requests permission to go home during the day must be collected from the school office by a parent, guardian or designated person.
4. Parents collecting or leaving students by car should only enter the school premises by the Glen Road. (leading to the lake side of the school)

The Broad Road entrance (beside Dunnes Stores) is the private access to St. Louis Convent. Only students walking to school may use this entrance. There is no access from the Secondary school to the infant or primary school.

5. We are unable to offer parking facilities to students and request that students do not drive onto school premises.
6. Students may only avail of school facilities during term time.

SPHE POLICY (Draft)

1. Rationale:

St. Louis Secondary School Monaghan is an all-girls Catholic voluntary secondary school, founded by the Sisters of St. Louis and under the trusteeship of Le Chéile Catholic Schools Trust.

St. Louis Secondary School is a teaching and learning community committed to quality and excellence in education. Our school recognises that each student is unique and has different gifts as well as different needs. We recognise that a student's development is closely linked to a good self-image, so we strive to present the school's total curriculum in such a manner as to allow all our students to realise their full potential. We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment within a Christian community characterised by care and justice. It is our wish that our students leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives which may contribute to the betterment of society.

Our school is a Christian Community where all members grow to value their own worth as persons, their loving relationship with God, their links with their family and the interdependence of all people. As such the school strives to be a welcoming place to all irrespective of social, cultural or religious background.

Social, Personal and Health Education (SPHE) is a programme that supports the personal development, health and well-being of our students and helps them to create and maintain supportive relationships. As part of the school's total curriculum SPHE contributes to our vision of developing students who can leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives which may contribute to the betterment of society. The SPHE programme in this school takes place within a Christian understanding of human development and relationships. The topics are dealt with at a level appropriate to the age of students and within a framework in keeping with the characteristic spirit of the school.

2. Aims

The SPHE programme builds on the aims of SPHE in the primary school. At post-primary level the aims are:

- To enable students to develop skills for self-fulfillment and living in communities.
- To promote self-esteem and self-confidence.
- To enable the students to develop a framework for responsible decision-making.
- To provide opportunities for reflection and discussion.
- To promote physical, mental and emotional health and well-being

3. Objectives

SPHE provides students with a unique opportunity to develop the skills and competencies to:

- Learn about themselves
- Care for themselves and others
- Make responsible decisions about their health, personal development and social lives.

4. Class Organisation and Timetabling

SPHE is allocated one class period per week for all Junior Cycle students.

Classes are organized in base groups which are mixed ability.

In Senior Cycle Relationships and Sexuality Education will be covered as part of the Religious Education programme.

In organising the learning environment the teacher will be careful to create an environment that is safe for everyone, including themselves, and which respects the privacy of each individual student and which treats each student with sensitivity and care. Appropriate boundaries should be negotiated with students at the beginning of each academic year. (See appendix 1)

Active learning methods should be used to ensure that students actively participate in their own learning.

5. Students with Special Needs

When planning the SPHE programme the teacher or group of teachers should ensure that the aims and objectives of the curriculum are met, that the content outlined in the curriculum is covered and that the methodologies used are appropriate to the needs and ability level of students.

Links are made with resource staff, concerning students with special needs at the discretion of the SPHE teacher.

6. Content

Through the SPHE programme students will encounter a range of issues and topics. These issues will be addressed in the ten modules each of which appears in each year of the junior cycle programme. Each of the ten modules has very clear and concise content with gradual progression through from 1st to 3rd year (see appendix 2). In addition Relationships and Sexuality Education continues into senior cycle.

The ten SPHE modules are:

- Belonging and Integrating
- Self-Management
- Communication Skills
- Physical Health
- Friendship
- Relationships and Sexuality
- Emotional Health
- Influences and Decisions
- Substance Use
- Personal Safety.

The Department of Education and Skills recognise that each school has flexibility within this framework to plan the SPHE programme most suitable for students and the school.

Teaching Methodologies

Within SPHE the emphasis is on building life skills, understanding, developing attitudes and values in relation to the areas explored. As a primarily skills based programme, teaching methods in SPHE should be experiential in nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be student centred and appropriate to the age and stage of development of the student.

Suitable Methodologies include:

- Group Work
- Brainstorming
- Role play
- Artwork
- Games/icebreakers
- Discussion
- Visualisation
- Video
- Projects
- Debates

In light of advice contained in Circular 0023/2010, the following approaches will be avoided when teaching SPHE:

- Scare tactics
- Sensationalist approaches
- Testimonials
- Information only interventions
- Information that is not age appropriate
- Once off/short term interventions
- Normalising young people's risky behavior
- Didactic approaches

First year students will have a SPHE file in which all classwork and homework will be kept. Second and third year students will complete classwork and homework in individual student copies.

7. Cross Curricular Links

Links are made with the following departments:

- Home Economics re healthy living
- Religion re RSE, Bullying
- Biology re RSE
- Physical Education
- CSPE re Bullying

8. Resources and Accommodation

A range of resources can be found in Staffroom II. Appropriate storage facilities do need to be provided by management.

Resources Include:

- North Western Health Board Series: Healthy Living; Healthy Times; Healthy Choices.
- ‘On My Own Two Feet’ substance abuse programme
- RSE: Junior and Senior Cycle
- Healthy Lifestyles 1, 2, 3.
- Student Textbook: Grow Up
- Teacher Book: Minding Me
- SPHE 1, 2 Anne Potts
- Cancer Awareness Programme
- Mental Health Matters
- SPHE handbook.

9. Staff Development and Subject Development

Staff development is an essential part of the SPHE Programme. In-service training ensures that teachers are familiar and comfortable with the SPHE curriculum, resources and teaching methodologies. Management is responsible for responding to the relevant expressed and perceived training needs of SPHE teachers and whole staff.

A record of in-service training attended can be found in the SPHE department folder.

Teachers are consulted before they are assigned a SPHE class. Where it is possible teachers are assigned to a SPHE class for a three year cycle.

10. Participation

SPHE is a core subject on the Junior Cycle curriculum. RSE is one module within the programme. Parents/guardians have the right to withdraw their daughter from some or all RSE classes.

- Parents are informed in writing before the RSE module is due to be taught. This letter will be followed up with a text message.
- If parents/guardians wish to withdraw their daughter they make an appointment with the Principal to discuss the nature of the concern/s and to establish if withdrawal is from the entire RSE module or for certain aspects of the module and if appropriate attempts to reassure parents/guardians and to resolve any misunderstandings they may have.
- If a parent/guardian wishes to withdraw their daughter management will make alternative arrangements for the supervision of the student when the RSE module is being taught.
- Where students are withdrawn from RSE the school cannot take responsibility for any versions of content passed on to them by other students.

11. Confidentiality/Sensitive Issues/Referrals.

Confidentiality

While an atmosphere of trust and openness is important, students should be made aware that there are limits to confidentiality and that teachers do not give unconditional guarantees of confidentiality, as set out by Child Protection Guidelines.

SPHE teachers should inform students of the limits to confidentiality at the beginning of the year, at the beginning of the RSE module and where possible before a student makes a disclosure.

Sensitive Issues

The teacher has a responsibility to create a climate/environment within the SPHE classroom so that it is a safe place for everyone, including themselves. Class discussion will be of a general nature and will not be personally directed, in accordance with the previously negotiated boundaries.

Inappropriate questions will not be answered in class by the teacher. Only questions relating to the lesson content will be addressed in class. The SPHE teacher may exercise their own professional discretion on whether or not to answer the question at a later stage. Teachers should not answer questions of an explicit nature privately after the class has finished.

Referral

If individual issues emerge, the teacher may refer students to the supportive links within the school. However, if a student discloses information about abuse or if a teacher becomes aware that a child is at risk the teacher must follow Child Protection Guidelines and report to the Designated Liaison Person.

12. Visitors

The school is informed in this regard by Circular 0023/2010, Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) Best Practice Guidelines for Post-Primary Schools.

The SPHE programme is best discussed openly with teachers who are known and trusted by the students. Visitors/outside facilitators can play a valuable role in supplementing, complementing and supporting our SPHE/RSE programme. Visitors or visiting groups should adhere to the following guidelines of good practice:

- Visitors to the classroom or school will be made aware of the school's child protection policy, RSE policy and substance misuse policy.
- Talks/programmes delivered by outside agencies or speakers must be consistent with the ethos of St. Louis Secondary school and the SPHE/RSE programme. Visits should be planned in partnership with school personnel.
- Parents/guardians should be made aware of visiting people or agencies to the classroom/school.
- Classroom teachers must remain with the students.

- All programmes and events delivered by visitors and external agencies must use appropriate, evidence based methodologies with clear educational outcomes. Such programmes are best delivered by those specially qualified to work with the young people for whom the programmes are designed.
- All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

While visitors to the classroom can be a useful addition to SPHE, the delivery of the programme remains the responsibility of the SPHE teacher.

13. Parents

St. Louis acknowledges the role of parents as our partners in education. Parents have the primary responsibility for the Social, Personal and Health development of their children. The SPHE programme seeks to support parents in this task.

Parents are introduced and familiarised with the SPHE/RSE programme and methodologies at the annual Parent Teacher meetings. Parents are given an overview of the syllabus and questions can be clarified. A copy of this policy will be included in the school journal for parents/guardians to view. There is space for a comment from the SPHE teacher on the school report which is sent out twice a year to parents. In the case of RSE, parents are informed by letter before the RSE module begins. This letter will be followed up with a text message.

14. Whole Staff

The SPHE policy is available for all staff to view by its inclusion within school policy documents and in the SPHE department folder. Copies are also given to each SPHE teacher.

15. Assessment, Record Keeping and Reporting

First year classwork and homework will be kept in individual student files. Second and third year work will be kept in individual student copies. Written work and general class participation is used by the teacher to assess student engagement with the programme.

A comment on student work and participation in SPHE Class is given on Junior Cycle reports twice yearly. SPHE teachers also report on pupil progress at parent/teacher meetings.

16. Whole school support for SPHE

St. Louis provides the following activities and support structures for the general well-being of students:

- a. After School Study
- b. Anti-Bullying Committee
- c. Anti-Bullying Month
- d. Awards Ceremony
- e. Cairde

- f. Chaplains
- g. Choir
- h. Class Tutor System
- i. Coiste
- j. Cookery Competitions e.g Taste of Monaghan
- k. Cool School Anti-Bullying programme
- l. Critical Incident Team
- m. Cross-curricular links including: Religion, Home Economics, Science, CSPE, Physical Education.
- n. Debating
- o. ECDL
- p. First Year Induction programme
- q. Fundraising
- r. Gaisce
- s. Guidance Department
- t. Homework Club
- u. John Paul II Awards
- v. Learning Support/Resource
- w. Outside Speakers
- x. Parents Association
- y. Public Speaking
- z. Rainbows.
- aa. Retreats
- bb. Sacred Space
- cc. School Policies including: Anti-Bullying; Code of Behaviour; RSE
- dd. School Masses and liturgy including: Opening School Mass, First Year Mass of Welcome, Sixth year Graduation Mass, Weekly Mass, November Service, Advent Service, Lenten Service etc.
- ee. School Musical
- ff. School Newsletter
- gg. School Website
- hh. Sports e.g Football, Basketball
- ii. Study Skills
- jj. Work Experience
- kk. Year Heads

17. Review and Evaluated

The SPHE policy will be reviewed and evaluated each year.

Ongoing review and evaluation should take into account changing information, guidelines, legislation, and feedback from parents/guardians, students, teachers and the wider school community.

To review and evaluate this policy, it will be necessary to gauge the impact and effectiveness of the policy by examining the extent to which:

- SPHE is being successfully taught in the Junior Cycle
- SPHE resource material is available to teachers of SPHE
- Appropriate in-service is available and that relevant teachers are availing of it
- Students are aware of this policy
- Parent/guardians and other partners i.e. Board of Management are aware of the policy
- Feedback from Junior Cycle students, using module review, on completion of each SPHE module
- Feedback from parents/guardians at parent/teacher meetings.

Board of Management Approval:

ALCOHOL AND YOUNG PEOPLE

....Alcohol can make you sick and do things you may feel bad about afterwards!

Remember: Alcohol is a drug just like cigarettes, cannabis and ecstasy and as a result should be treated with caution and respect.

Effects of Alcohol:

Alcohol enters the bloodstream within minutes of drinking it and is carried to all parts of the body including the brain. The first effect of alcohol is to change a person's mood. It is a depressant – it depresses (or slows down) the way the body works. It switches off the part of the brain that controls judgement, making people do things they may not normally do.

Young people need to be especially careful because their bodies may not be able to deal with alcohol in the same way as an adult, due to lack of body tolerance and smaller body size.

Accidents are more likely to happen because of the effect alcohol has on the body, particularly as alcohol affects co-ordination, causing some people to lose control; others may want to fight and argue, while still others may become sleepy. Serious harm to yourself and others may then follow.

SHORT TERM EFFECTS	LONG TERM EFFECTS
• Vomiting	• Damage to the liver, stomach, heart and/or brain
• Headache	• Memory loss
• Dehydration	• Weight gain
• Accidents	• Changes in personality
• Getting into fights	• Alcohol dependency
• Losing control of one's actions	• Inability to digest food properly
• Death through alcohol poisoning	• Breast cancer
• Attempting suicide	• Infertility
• Family arguments	• Diabetes

Strength of Alcohol

1 Unit of Alcohol	}	= 1 Glass Of Table Wine
		= 1 Glass Of Sherry Or Port
		= 1 Single Whisky, Gin Or Brandy
		= Half Pint Of Beer Or Cider
		= Quarter Pint Of Superstrength Beer /cider

Guidelines that state that women should not exceed 2-3 units a day apply to adults whose bodies react differently and who have a larger liver than young people.

WATCH OUT! Alco-pops often contain more alcohol than many beers, lagers or ciders, although they taste like soft drinks. Although they taste fruity and are easier to drink, they have the same effect as other alcoholic drinks.

Advice to young people!

- Know what your parents think.
- Ask their advice.
- Discuss the decision to drink with parents in a mature way.
- Know that you can have a good time without alcohol and that you don't need alcohol to make you look important.
- If you decide to sometimes drink alcohol in the future, it is important to be sensible about drinking – drink slowly, limit the number of drinks, eat whilst drinking, do not drink to impress others or because everyone else is drinking, or to cope with problems.
- Respect those who do not want to drink.

DATES FOR YOUR DIARY 2011-2012

School Holidays 2011-2012	CLOSING	RE-OPENING
Christmas	22nd Dec 2011 (3.40pm)	9th Jan 2012
Easter	30th March 2012 (3.40pm)	16th April 2012
Summer	1st June 2012 (3.40pm)	
MID-TERM BREAKS		
1st term – Oct Break	28th Oct 2011 (3.40pm)	7th Nov 2011
2nd term – Feb Break	10th Feb 2012 (3.40pm)	20th Feb 2012
OTHER CLOSINGS		
19th March 2012	In lieu St. Patrick's Day	

PARENT-TEACHER MEETINGS (PTMS) 2011-2012

YEAR GROUP	DATE	TIME
6th YEAR	To be decided	4.15 – 6.45pm
3rd YEAR	29th Nov 2011	4.15 – 6.45pm
5th YEAR	25th Jan 2012	4.15 – 6.45pm
1st YEAR	23rd Feb 2012	4.15 – 6.45pm
2nd YEAR	12th Mar 2012	4.15 – 6.45pm
4th YEAR	23rd May 2012	8pm

DETENTION

- Detention is a sanction for breaches of the school's Code of Behaviour: See previous section under "Summary of Disciplinary referral procedures".
- Supervised Detention takes place in Halla Ceoil from 12.45 – 1.05, Mon – Thurs.
- Written work is assigned to students while on Detention.
- Attendance at Detention is recorded in the student's School Journal by the Supervising teacher. Parents are asked to sign the Journal also to confirm that they are aware of the detention incurred and attended by their daughter

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 1st September	
		DUE	✓

		DÉ hAOINE / FRIDAY 2nd September	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 8th September	
		DUE	✓

		DÉ hAOINE / FRIDAY 9th September	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 12TH SEPTEMBER

Subject	Homework [W: Written O: Oral]	DÉ LUAIN / MONDAY 12th September	
		DUE	✓
		DÉ MÁIRT / TUESDAY 13th September	
		DÉ CÉADAOIN / WEDNESDAY 14th September	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 15th September	
		DUE	✓

		DÉ hAOINE / FRIDAY 16th September	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 19TH SEPTEMBER

Subject	Homework <small>[W: Written O: Oral]</small>	DÉ LUAIN / MONDAY 19th September	
		DUE	✓
		DÉ MÁIRT / TUESDAY 20th September	
		DÉ CÉADAOIN / WEDNESDAY 21st September	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 22nd September	
		DUE	✓

		DÉ hAOINE / FRIDAY 23rd September	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 29th September	
		DUE	✓

		DÉ hAOINE / FRIDAY 30th September	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 3RD OCTOBER			
Subject	Homework [W: Written O: Oral]	DÉ LUAIN / MONDAY 3rd October	
		DUE	✓
		DÉ MÁIRT / TUESDAY 4th October	
		DÉ CÉADAOIN / WEDNESDAY 5th October	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 6th October	
		DUE	✓

		DÉ hAOINE / FRIDAY 7th October	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 13th October	
		DUE	✓

		DÉ hAOINE / FRIDAY 14th October	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 20th October	
		DUE	✓

		DÉ hAOINE / FRIDAY 21st October	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 24TH OCTOBER

Subject	Homework <small>[W: Written O: Oral]</small>	DÉ LUAIN / MONDAY 24th October	
		DUE	✓
		DÉ MÁIRT / TUESDAY 25th October	
		DÉ Céadaoin / WEDNESDAY 26th October	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 27th October	
		DUE	✓

		DÉ hAOINE / FRIDAY 28th October	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 3rd November	
		DUE	✓

		DÉ hAOINE / FRIDAY 4th November	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 7TH NOVEMBER

Subject	Homework [W: Written O: Oral]	DÉ LUAIN / MONDAY 7th November	
		DUE	✓
		DÉ MÁIRT / TUESDAY 8th November	
		DÉ CÉADAOIN / WEDNESDAY 9th November	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 10th November	
		DUE	✓

		DÉ hAOINE / FRIDAY 11th November	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 17th November	
		DUE	✓

		DÉ hAOINE / FRIDAY 18th November	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 21ST NOVEMBER

Subject	Homework [W: Written O: Oral]	DÉ LUAIN / MONDAY 21st November	
		DUE	✓
		DÉ MÁIRT / TUESDAY 22nd November	
		DÉ CÉADAOIN / WEDNESDAY 23rd November	

Subject	Homework [W: Written O: Oral]	DÉARDAOIN / THURSDAY 24th November	
		DUE	✓

		DÉ hAOINE / FRIDAY 25th November	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 1st December	
		DUE	✓

		DÉ hAOINE / FRIDAY 2nd December	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 8th December	
		DUE	✓

		DÉ hAOINE / FRIDAY 9th December	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework [W: Written O: Oral]	DÉARDAOIN / THURSDAY 15th December	
		DUE	✓

		DÉ hAOINE / FRIDAY 16th December	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 22nd December	
		DUE	✓

		DÉ hAOINE / FRIDAY 23rd December	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 12th January	
		DUE	✓

		DÉ hAOINE / FRIDAY 13th January	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 19th January	
		DUE	✓

		DÉ hAOINE / FRIDAY 20th January	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 26th January	
		DUE	✓

		DÉ hAOINE / FRIDAY 27th January	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 30TH JANUARY

Subject	Homework [W: Written O: Oral]	DÉ LUAIN / MONDAY 30th January	
		DUE	✓
		DÉ MÁIRT / TUESDAY 31st January	
		DÉ CÉADAOIN / WEDNESDAY 1st February	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 2nd February	
		DUE	✓

		DÉ hAOINE / FRIDAY 3rd February	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

WEEK COMMENCING: MONDAY 6TH FEBRUARY

Subject	Homework [W: Written O: Oral]	DÉ LUAIN / MONDAY 6th February	
		DUE	✓
		DÉ MÁIRT / TUESDAY 7th February	
		DÉ CÉADAOIN / WEDNESDAY 8th February	

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 9th February	
		DUE	✓

		DÉ hAOINE / FRIDAY 10th February	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 16th February	
		DUE	✓

		DÉ hAOINE / FRIDAY 17th February	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 23rd February	
		DUE	✓

		DÉ hAOINE / FRIDAY 24th February	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework [W: Written O: Oral]	DÉARDAOIN / THURSDAY 1st March	
		DUE	✓

		DÉ hAOINE / FRIDAY 2nd March	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 8th March	
		DUE	✓

		DÉ hAOINE / FRIDAY 9th March	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 15th March	
		DUE	✓

		DÉ hAOINE / FRIDAY 16th March	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 22nd March	
		DUE	✓

		DÉ hAOINE / FRIDAY 23rd March	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 29th March	
		DUE	✓

		DÉ hAOINE / FRIDAY 30th March	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 5th April	
		DUE	✓

		DÉ hAOINE / FRIDAY 6th April	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 26th April	
		DUE	✓

		DÉ hAOINE / FRIDAY 27th April	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 3rd May	
		DUE	✓

		DÉ hAOINE / FRIDAY 4th May	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 10th May	
		DUE	✓

		DÉ hAOINE / FRIDAY 11th May	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 17th May	
		DUE	✓

		DÉ hAOINE / FRIDAY 18th May	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 24th May	
		DUE	✓

		DÉ hAOINE / FRIDAY 25th May	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

Subject	Homework <small>[W: Written O: Oral]</small>	DÉARDAOIN / THURSDAY 31st May	
		DUE	✓

		DÉ hAOINE / FRIDAY 1st June	

PARENT'S/TEACHER'S NOTES

I wish to acknowledge that I have checked and read my child's diary and comments for the week.

Parent's/Guardian's Signature: Date:

Tutor's Signature: Date:

ABSENCE NOTES

My daughter _____ was/ will be absent from
(date / time) _____ to (date / time) _____
for the following reason _____
Signed Parent/Guardian: _____

My daughter _____ was/ will be absent from
(date / time) _____ to (date / time) _____
for the following reason _____
Signed Parent/Guardian: _____

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Signed Parent/Guardian: _____

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Signed Parent/Guardian: _____

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(date / time) _____ to (date / time) _____
for the following reason _____
Signed Parent/Guardian: _____

My daughter _____ was/ will be absent from
(date / time) _____ to (date / time) _____
for the following reason _____
Signed Parent/Guardian: _____

My daughter _____ was/ will be absent from
(date / time) _____ to (date / time) _____
for the following reason _____
Signed Parent/Guardian: _____

ST. LOUIS SECONDARY SCHOOL, Glen Road, Monaghan.

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