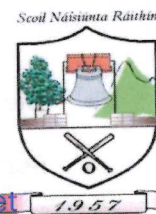


RAHEEN NATIONAL SCHOOL

Raheen, Clonroche, Enniscorthy, Co. Wexford. Y21 E129

Telephone: 051 428258

Email: contactus@raheennswexford.net



Personal Mobile Phone Policy for students

Aligned with Circular 0044/2025 and Raheen NS Digital Devices Policy

1. Rationale

This policy reflects our commitment to promoting positive learning, safeguarding pupil wellbeing, and minimising distractions during the school day. It is fully aligned with the Department of Education's **Circular 0044/2025** and supported by Raheen NS's **Digital Devices Policy**.

Mobile phones can present risks in terms of online safety, cyberbullying, social exclusion, and reduced face-to-face interaction. Our aim is to maintain a focused, inclusive, and respectful school environment.

2. Policy Statement

Pupils are not permitted to bring mobile phones onto the school premises or to any school-related activities, including transport to and from school such as the school bus.

This policy applies during:

- All school hours
- Breaks and lunchtime
- Before- and after-school supervision on the premises
- School tours, events, and external trips, including those involving transport

3. Exemptions

A very limited number of exemptions will be permitted on **strict medical or compassionate grounds**, including but not limited to:

- Blood glucose/insulin monitoring
- Medical alert devices
- Assistive technology required by SEN support plans

All exemptions must be pre-approved in writing by the school principal, with relevant documentation provided by parents/guardians and/or medical professionals.

4. Enforcement

- Pupils found with mobile phones will be required to hand them in immediately.

- The phone will be held securely by school staff and returned only to a parent/guardian.
- Repeated breaches will be addressed under the **Code of Behaviour**.

If a phone is brought to school *without an approved exemption*, the following will occur:

1. **First instance** – Warning and phone confiscated for the day. Parent/guardian contacted; phone held until collected.
2. **Subsequent breaches** – Further disciplinary action as per the Code of Behaviour.

5. Communication and Review

- This policy will be shared with all families through the Aladdin System and the school website. It will be shared and discussed with pupils in class.
- A reminder will be issued in September and mid-year.
- It will be included in the school's digital enrolment materials.
- Reviewed annually by school leadership and the Board of Management.

6. Supporting Policies

This policy is designed to complement:


- **Digital Devices Policy**
- **Acceptable Use Policy (AUP)**
- **Code of Behaviour**
- **Bí Cineálta (Anti-Bullying) Framework**
- **Wellbeing and SPHE Plans**

7. Final Note to Parents and Pupils

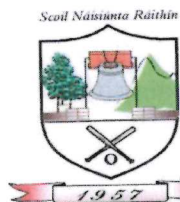
We appreciate your support in helping Raheen NS remain a safe, focused, and positive learning environment for all. If you believe your child may require a mobile phone for medical or exceptional reasons, please contact the school office in advance.

This policy is reviewed annually by the staff and Board of Management of Raheen NS.

Signed  (Chairperson) Date: 29/9/25

Signed  (Principal) Date: 29/09/25

Signed



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Emotionally Based School Avoidance (EBSA) Policy

Definition

Emotionally Based School Avoidance (EBSA) refers to a pattern of school non-attendance where emotional factors significantly influence a child's ability to attend.

"...when stress exceeds support, when risks are greater than resilience and when 'pull' factors that promote school non-attendance overcome the 'push' factors that encourage attendance."

— Thambirajah et al, 2008

Stage 1: Early Identification & Initial Response

Once a concern around school attendance arises, the following steps will be taken:

1. Parent and Child Consultation

- A discussion takes place with the child and their parents.
- Sorting games, playing cards and student checklists from the EBSA Resource Book (CYPSC) may be used to help identify concerns. These can be found in the resource room.
- The class teacher reviews the information gathered and meets the parents to discuss appropriate actions based on identified causes.

Key Priorities

- The primary aim is to support the child's return to school and their continued presence in the classroom.

2. Morning Drop-Off

- Parents are permitted to drop their child only to the main school door.
- In line with the school's Child Protection Policy, parents are not allowed access to the school corridors or classrooms.
- A staff member may receive and accompany the child to class. Teachers are **not expected** to collect children from parents' cars.

3. Supportive Measures (implemented at the discretion of the class teacher):

body

- **Reward System:** A practical, non-disruptive reward system developed with the teacher and parent. (No electronic rewards).
- **Sensory Breaks:** May be granted if necessary. An SNA will supervise.
- **Use of SEN Room:** For sensory regulation, only if required.
- **Pupil Voice Activities:** 'Things I Like/Dislike About School' activities to gather insights.
- **Gratitude journal:** An option to try and focus the child on the positive aspects of school and school life, rather than any negatives.

4. **Review:** A progress review will take place after **two weeks** (ten school days).

Stage 2: Individualised Intervention Plan

If progress is limited after two weeks:

- A formal plan will be created collaboratively by the **class teacher, SEN team, and parents.**
 - The plan will be tailored to the child's specific needs and may include:
 - Temporary reduced school day
 - Anxiety management activities
 - Increased movement or sensory breaks
 - Social groups or peer-supported activities (e.g. board games)
 - The main focus remains supporting the child's reintegration into the **classroom setting.**
 - This plan will be reviewed after **2–3 weeks.**
-

Stage 3: Involvement of Outside Agencies

If previous stages have not led to significant improvement:

- The school will recommend involving external supports such as:
 - **NEPS**
 - **GP or Clinical Services**
 - **Play Therapist or Counsellor**

- Parents may choose to seek these supports earlier if they wish.

Important Notes:

- The school will collaborate on external recommendations where feasible.
 - Any part of a suggested plan may be adapted or omitted by the school if deemed impractical or if it disrupts the education of other pupils.
 - The **Board of Management** will be notified of any ongoing cases at this stage.
-

Monitoring and Review

- Teachers supporting pupils with EBSA are encouraged to document observations, progress, and any challenges encountered during the six-week period.
-

Ratification and Review

This policy was ratified by the Board of Management of Raheen NS on:

Date: 29/09/25
Chairperson: Al O'Leary Smith
Principal: Barah Browne

This policy will be reviewed in **May 2027**.

Child Safeguarding Statement and Risk Assessment

Child Safeguarding Statement

Raheen National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of **Raheen NS** has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Sarah Browne**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Róisín Quigley**
- 4 The Relevant Person is **Sarah Browne**
(*The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. This person can also be the DLP*)
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 6 The following procedures/measures are in place:
 - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.

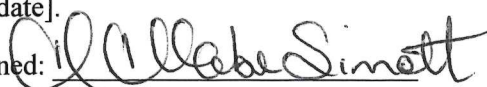
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the [National Vetting Bureau \(Children and Vulnerable Persons\)](#) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

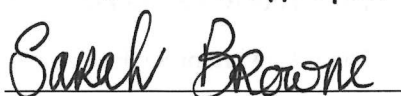
This Child Safeguarding Statement was adopted by the Board of Management on 27/09/23 [date].

This Child Safeguarding Statement was reviewed by the Board of Management on 29/09/25 [most recent review date].

Signed: 

Chairperson of Board of Management

Date: 29/9/25

Signed: 

Principal/Secretary to the Board of Management

Date: 29/09/25

Child Safeguarding Risk Assessment

Written Assessment of Risk of Raheen National School:

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of **Raheen National School.**

1. List of school activities

- Daily arrival and dismissal of pupils
- Bus Line
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one learning support
- One-to-one counselling
- Outdoor teaching activities
- Sporting Activities
- School outings
- Annual Sports Day
- Use of toilet areas in schools
- Fundraising events involving pupils, including shows/concerts
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/needs such as:
 - Pupils of ethnic minorities
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT
 - Pupils of minority religious faiths
 - Children in care
 - Children on Tusla's Child Protection Notification System (CPNS)
 - Children with medical needs
- Recruitment of school personnel including -
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners

- Sports coaches
- External Tutors/Guest Speakers
- Volunteers/Parents in school activities
- Visitors/contractors present in school during school hours
- Visitors/contractors present during after school activities
- Community-based activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events

2. The school has identified the following risk of harm in respect of its activities -

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel.
- Risk of child being harmed by a member of school personnel.
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult.
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities including medical vulnerabilities.
- Risk of harm to a child while a child is receiving intimate care.
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, support, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

3. The school has the following procedures in place to address the risks of harm identified in this assessment -

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* are made available to all school personnel (on shelving rack in staffroom)
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme (every 2nd year)
- The school implements in full the SPHE curriculum
- The school has its Bí Cineálta Policy (Anti-Bullying) which fully adheres to the requirements of the Department's *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* (June 2024)
- The school has a mindfulness policy which promotes the *Wellbeing Statement and Framework of Practice (2019)*, and this strongly underpins our school's anti-bullying policy.
- The school undertakes anti-racism awareness initiatives. (Bí Cineálta policy/Give Racism the Red Card)
- The school has a health and safety policy.
- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting.
- The school has a code of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff.
- The school has a Special Educational Needs policy.
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- In regarding children with physical complex needs all relevant staff are obliged to receive relevant training.
- The school –
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training.
 - Encourages board of management members to avail of relevant training.
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils.
- The school has an Acceptable Use Policy in place, to include provision for online teaching and learning remotely, and has communicated this policy to parents.
- The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018.
- The school has in place a Critical Incident Management Plan.
- The school has in place a Home/School policy and related procedures.

- The school has in place a policy and procedures for the use of external persons to supplement delivery of the curriculum.
- The school has in place a policy and procedures for the use of community volunteers to work closely with the students – e.g. gardening
- The school has in place a policy and procedures for the use of external sports coaches.
- The school has in place a policy and clear procedures for one-to-one teaching activities.
- The school ensures that all student teachers on placement are garda vetted and supervised while in the presence of the Raheen NS pupils.
- The school ensures that all secondary school pupils on work experience are garda vetted and supervised while in the presence of the Raheen NS pupils. To ensure this is possible, all secondary school students completing their work experience with Raheen NS, must be sixteen years or older.

Supervision of children on yard

- The school has in place a policy on yard supervision.
- Children with additional needs are monitored closely by all staff.

Daily arrival and dismissal of pupils

- BOM is aware that the teachers and SNAs are cognisant of the importance of supervision in this area on arrival and dismissal of school.
- 9.10am walk supervised by SEN and class teachers.
- SNA meets pupils arriving by bus and escorts them into school grounds.
- When dismissing Junior and Senior Infants the teachers always ensure that the pupil only leaves the school corridor when teacher sees parent or guardian at school gate.

Escorting the bus pupils to the bus.

- Two members of staff (usually SNA and SEN teacher) escort pupils to the bus and do not leave until the last child has boarded the bus. Roll call may be taken to ensure all pupils travelling by bus are present.

Collecting Pupils Early/Appointment

- When parents are collecting children early or for matches (such as Rackard League), they must sign out their child in office. This can be completed through Aladdin. They must clarify if the child will be returning after.

School Outings/Matches

- The school will ensure there is adequate supervision. A ratio of 1 to 10 will be adhered to in so far as is possible. Learning Support Teachers/ SNA's / Vetted Parents may be called upon on occasions.

Attending the Local Church:

- Pupils will walk along the footpath in an orderly line, supervised by the teacher and SNAs. They must remain on the footpath at all times.
- All classes will use the main entrance of the school to go to and from the church, following the main footpath through the village.
- No child or class will be led across the church car park when going to or from the church – the main entrance to the church grounds must be used.
- All students must wait with their teachers and return to school as they came, in supervised, orderly lines along the footpath.

- Children who do not attend the church will be supervised by a member of staff in the school. If it is on a one-to-one basis, further supervision, or alternative arrangements will be made.

Trips to Swimming Classes

- To ensure appropriate supervision, an SEN Teacher will also attend along with a class teacher and an SNA if required. Currently there are two sessions occurring from Raheen NS, so 2 teachers will travel to each swimming session.

School Sports Day

- All parents or visitor personnel who help on the day must be vetted by the school.

E-Learning

- E-Learning Policy and Acceptable Usage Policy is in place.
- The school has in place a policy and procedures, in so far as is possible, to eliminate the risk of any Cyber Bullying.
- The school has in place an ICT policy in respect of usage of ICT by pupils and further to Addendum to Children First (2019)
 - Each child will have passwords for Google Classroom.
 - The teacher must be the first and last person on live video calls.
 - The teacher must activate and deactivate the code for live video calls immediately before and after a session.
 - The teacher can adjust settings to control the use of the forum.
 - Commenting for parents must be switched off.
 - The school has in place a Remote Teaching and Learning Plan Policy

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Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

