

St. Kilian's German Primary School Dublin



ST. KILIAN'S
DEUTSCHE SCHULE DUBLIN

Student Support Policy Document

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1. Rationale:

St. Kilian's School is first and foremost a European school with a European culture and spirit. It is named after the Irish saint, Kilian, who was known for his love of study and who travelled through Europe as a missionary and whose feast is celebrated on the 8th July.

St. Kilian's welcomes all peoples regardless of culture, tradition and religious denomination, to share in this community and educational experience.

We are committed to creating and nurturing a caring environment where everyone's individual dignity and integrity are affirmed and valued in an atmosphere of honesty, trust and compassion.

2. Policy Aims:

This policy will address the following areas:

- Student support roles: definitions and responsibilities
- Student support programmes
- Student support procedures
- Resources and professional development
- Monitoring and evaluation

3. Student Support roles: definitions and responsibilities

Every member of staff contributes to student support in our school. There are key roles, however, which carry significant support dimensions and responsibilities.

3.1 Class Teachers:

- A Class Teacher is a teacher who, on behalf of the school community undertakes the role of caring for a particular class group with responsibility in the pastoral, academic areas and disciplinary roles.
- The Class Teacher is involved in introducing new pupils to school and to facilitate their smooth integration into their class. The Class Teacher also builds up the home/school relationship.
- Class Teachers promote class spirit and cohesion
- Class Teachers encourage each pupil to value their own qualities and respect and honour the qualities of others.
- Class Teachers encourage class involvement in all activities.
- Class Teachers have access to information on all pupils in their class groups. They monitor both behavioural and academic progress.
- Class Teachers attempt to mentor all pupils in their classes and meet any students in difficulty individually.
- The role of the Class Teacher in relation to behavioural matters is outlined in the Code of Behaviour.
- Class Teachers meet with subject teachers informally on a regular basis to discuss students, organise activities and events specific to their class.
- Class Teachers meet with the Head of Primary School on a weekly basis and discuss any relevant issues which may have arisen.
- Class Teachers will inform The Head of Primary School and subject teachers of major disciplinary sanctions against students in their classes.
- Class Teachers are available to meet with parents.
- Class Teachers may be given opportunities to engage in professional development programmes.

3.2 Learning Support Teacher:

The Learning Support Teacher, in the light of the results of assessment tests, offers support to the pupils in various subjects. This tuition is carried out in small groups or with individual students. The Learning Support Teacher works with The Head of Primary School and the Class Teachers.

3.3 Parents' Association

The Parents' Association meets regularly and provides on-going support to the school in educational and pastoral matters. The Association hosts occasional seminars for parents on children's wellbeing.

3.4 Ancillary Staff

Due to the intimate size of our school the ancillary staff play a vital role in the support of students and in identifying and reporting issues which come to their attention in the normal day to day performance of their function.

4. Student Support Programmes

Social, Personal and Health Education (SPHE) is a vital area of school life and its link to pastoral care is clear. This school has a commitment to SPHE and demonstrates this in its provision on the Primary School Curriculum.

5. Student Support Procedures

This school has a number of policies which outline procedures to support students. Please refer to Code of Behaviour, Anti Bullying Policy, Child Protection Policy and Guidelines, Critical Incident Management Policy, Internet User Policy, Substance Use Policy, SPHE Policy, Special Educational Needs Policy.

6. Outside Support

It is acknowledged that there are times when the support structures offered by the school are not sufficient to meet the needs of pupils in certain situations. In such circumstances, it is necessary to call on the expertise of outside agencies following discussions with parents and after gaining the parent's agreement excepting Child Protection cases.

7. Resources and Professional Development

The school is committed to providing the necessary resources to underpin this Student Support policy.

8. Monitoring and Evaluation of Policy

At the end of every second academic year, the management team will lead an evaluation of the policy by surveying staff, students as to its effectiveness. The results will influence future phases of the policy.

