Cód Iompair

Réamhráiteas

Chuir Bord Bainistíochta Ghaelscoil Mhica Aodha i gcomhairle le Príomhoide, múinteoirí, agus tuismitheoirí an cód seo le chéile le linn na scoilbhliana 2013/2014.

Réasúnaíocht:

- Chun timpeallacht ordúil le haghaidh na foghlama a chinntiú sa scoil.
- Is ceanglas é faoin Acht Oideachais (Leas), 2000, Alt 23 (1) a dhéanann tagairt don cheanglas ar scoileanna cód iompair a ullmhú i leith na mac léinn atá cláraithe sa scoil. In Alt 23 (2) sonraíonn sé go saineoidh an cód iompair:

(a) Na caighdeáin iompair a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil.
(b) Na bearta a fhéadfar a dhéanamh nuair a mhainneoidh nó nuair a dhiúltóidh mac léinn na caighdeain sin a urramú.
(c) Na nósanna imeachta a bheidh le leanúint sula bhféadfar mac léinn a chur ar fionraí nó a dhíbirt as an scoil lena mbaineann.
(d) Na forais chun deireadh a chur le fionraí a forchuireadh i ndáil le mac léinn agus
(e) Na nósanna imeachta a bheidh le leanúint i ndáil le fógra maidir le leanbh a bheith as láthair ón scoil.
(f) A chinntiú go bhfuil an cód iompar ag comhlíonadh na gceanglas dlíthiúil agus an dea-chleachtas arna leagan amach sa Chód Iompair a Fhorbairt: Treoirlínte i gcomhair scoileanna, BNLO, 2008.

Gaol le Spiorad Sainiúil na Scoile

- Maraon le fealsúnacht na scoile táimid ag iarraidh go mbeadh na páistí sona agus sábháilte le linn am spraoi agus am foghlama an lae.
- Sí aidhm an oideachas bunscoile ná a chur ar chumas an pháiste saol iomlán mar is dual do pháiste a chaitheamh agus an páiste a ullmhú d'oideachas breise agus d'fhoghlaim feadh saoil le go mbeidh sé ar chumas an pháiste teacht chun cinn mar neach sóisialta trí chónaí agus chomhoibriú le daoine eile agus sa tslí sin a c(h)ion a dhéanamh ar mhaithe leis an tsochaí. Táimid ag iarraidh timpeallacht shábháilte foghlamtha a chothú do ghasúir na scoile ionas go mbeidh siad in ann a gcumas iomláin féin a shroichint.
- Mar gheall ar seo ní ghlacfar le hiompar nach bhfuil ag dul leis an bhfealsúnacht atá luaite agus a chuireann isteach ar oideachais agus shábháilteacht daoine eile.

Prionsabail

- Aithníonn an scoil go bhfuil a lán difríochtaí idir leanaí agus go bhfuil sé tábhachtach na difríochtaí seo a aithint.
- Aontaítear go bhfuil tuiscint láidir pobail sa scoil, agus leibhéal ard comhoibriú fóirne, idir an fhoireann, tuismitheoirí agus daltaí, an-tábhachtach chun ard-chaighdeáin iompair a chothú.
- Déanfar gach iarracht an Cód Iompair a chur i bhfeidhm i slí atá réasúnta, cóir agus seasmhach.

Ábhar an Pholasaí

Tá an polasaí eagraithe faoi na ceannteidil seo a leanas:

1. **Treoirlínte faoi iompar sa scoil**
   - Rialacha ginearálta scoile
   - Seomraí ranga

2. **Cur chuige na scoile uile maidir le hiompar dearfach a chur chun cinn.**
- An Fhoireann
- An Bord Bainistíochta
- Tuismitheoirí
- Daltaí

3. **Straitéisí dearfacha chun iompar a bhainistiú.**
- An Seomra Ranga
- An Clós Súgartha
- Laethanta fliucha
- Limistéir eile sa scoil
- Gníomhaíochtaí atá bainteach leis an scoil.

4. **Duaiseanna agus smachtbhannaí.**
- Duaiseanna agus aitheantas tugtha do dheá-iompar.
- Straitéisí chun freagairt d'iompar mí-chuí
- An córas Ceartiúcháin/smachtbhannaí
- Tuismitheoirí a bheith rannpháirteach i mbainistiú an drochiompair.
- Iompar ionsaitheach nó foréigneach a bhainistiú.

5. **Fionraí/Díbirt**
   - Fionraí
   - Díbirt
   - Achomhairc

6. **Nósanna imeachta maidir le teangmháil leis an scoil**

7. **Cúrsaí Tinreamh agus Poncúlacht**

8. **Cód Gléasadh na Scoile**

1. Treoirlínte faoi Iompar sa Scoil:

Luann an tAcht Oideachais (Leas), Alt 23 go sonróidh an Cód Iompair
"*Na caighdeain iompar a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil"*

Rialacha Ginearalta Scoile:

- Táthar ag súil go mbeidh cumarsáid iomlán á dheanamh ag gach páiste tré Ghaeilge seachas ag am an ábhair Béarla
- Táthar ag súil go mbeadh meas ag páistí orthu féin agus ar dhaoine eile.
- Táthar ag súil leis go léireoidh gach dalta meas ar mhaoin na scoile, maoin leanaí eile, maoin na múinteoirí agus a maoin féin.
- Táthar ag súil go mbeadh páistí béasach, macánta agus ionraic le pobal na scoile, foireann, páistí, tuismitheoirí agus cuairteoirí.
- Táthar ag súil leis go bhfreastalóidh gach dalta ar scoil ar bhonn rialta agus go mbeidh siad ann in am.
- Táthar ag súil le dea-iompar ó gach dalta agus go léireoidh gach dalta tuiscint ar leanaí eile agus ar dhaoine fásta.
- Táthar ag súil go mbeadh páistí cineálta lena gcomhleacaithe agus go mbeadh siad toilteanach cuidiú le daoine eile.
- Táthar ag súil leis go ndéanfaidh gach dalta a d(h)ícheall ar scoil agus san obair bhaile.
- Táthar ag súil go mbeadh páistí in ann bealaí urramacha a úsáid chun deacrachtaí agus coimhlintí a réiteach.
- Táthar ag súil go mbeadh dea-theanga ar a mbéal acu.
- Táthar ag súil nach mbeadh páistí ag rith nó ag scréadáil in áit ar bith.
- Níl cead ag páistí Fón Póca a bheith acu ar scoil.

Rialacha ar leith i bhfeidhm sna seomraí Ranga:

Tá rialacha ar leith i bhfeidhm sna seomraí ranga. Seo sampla de na rialacha ranga:

- Taispéain cineáltas, roinn le daoine, tabhair cúnamh agus tóg seal.
- Éist le páistí/múinteoirí nuair atá siad ag caint.
- Bí béasach, suigh síos, abair gabh mo leithscéal agus go raibh maith agat.
- Meas ort fhéin, meas ar dhaoine eile, meas ar mhaoin.
- Cuir suas do lámh nuair atá rud le rá agat leis an rang nó an múinteoir.
- Coinnigh d'áit glan, taispeáin meas do mhaoin agus timpeallacht na scoile.
- Bí sábháilte, siúil taobh istigh den scoil ag gach am.
- Déan do dhícheall le do chuid obair scoile agus obair bhaile.

2. Cur chuige na scoile uile maidir le h-iompar dearfach a chur chun cinn:

An Fhoireann:

- Cuirtear béim faoi leith ar atmaisféar/timpeallacht dearfach a chruthú sa rang agus sa scoil a thacóidh agus a chothóidh le dea-iompar m.sh dea-iompar a mholadh agus a chur chun cinn le go mbeadh gach páiste sásta agus sábháilte ina dtimpeallacht scoile .
- Déanann an fhoireann cinnte de go dtugann siad dea-shampla i gcónaí, go bhfuilimid mar rólchuspaí maithe.
- Tugtar moladh do dheá-iompar trí mheascán de na straitéisí thíos a úsáid:

❖ Focal ciúin chun dea-mheas nó do shásamh a chur in iúl m.sh Is maith liom an chaoi a ndúirt tú/a ndearna tú & rl.
❖ Léirmheas a scríobh i gcóipleabhar an pháiste.
❖ Cuairt a thabhairt ar mhúinteoirí eile nó ar an bPríomhoide i gcóir moladh.
❖ Focal molta os comhair grúpa nó rang.
❖ Ag tabhairt freagracht speisialta nó príbhléid m.sh Am Órga
❖ Focal molta le tuismitheoir – scríofa nó labhartha
❖ Aitheantas difriúil a fháil m.sh suaitheantas, teastas,
❖ Dalta na Seachtaine ó gach rang ag am tionóil.

- Bíonn deiseanna ag an bhfoireann comhaontú ar pholasaithe agus ar chleachtas na scoile agus tacú le cuspóirí an chóid iompair.
- Déanfar athbhreithniú ar na stráitéisí molta go bhliantúil ag cruinniú foirne, áit a bpléifear agus a ndéanfar tobsmaointeoireacht ar na láidreachtaí nó laigeachtaí a bhaineas leo. Beidh deis ag gach múinteoir smaointe a roinnt.
- Bíonn an teagasc éifeachtach, an curaclam cuimsitheach spreagúil, an clár foghlama curtha in oiriúint do na páistí, na páistí rannpháirteach agus inspreagtha chun foghlama.
- Cothaítear scileanna agus nósanna imeachta maidir le bainistiú ranga, modhanna teagaisc éifeachtach a chruthaíonn teorainneacha comhréireacha.
- Freastalaíonn an cód iompair ar leanaí le deacrachtaí iompair mar thoradh ar na riachtanais speisialta oideachais trí IEP's, Plean Iompair (Behavioural Plans), grúpaí sóisialta, straitéisí soiléire leagtha amach i gcomhairle leis an bhfoireann tacaíochta foghlama/acmhainne, tuismitheoirí, múinteoirí ranga & cúntóir riachtanais speisialta.
- Úsáidtear curaclam OSPS na scoile chun tacaíocht a thabhairt don chód iompair. An aidhm atá aige ná cabhrú lenár bpáistí scileanna cumarsáide, bealaí cuí idirghníomhaíochta agus iompair agus scileanna um réiteach coimhlintí a fhorbairt. Déanann sé iarracht freisin féinmheas a chothú agus cabhrú le leanaí glacadh le difríochtaí agus saoránacht a fhorbairt.

An Bord Bainistíochta:

Is é ról foriomlán an Bhoird Bainistíochta a chinntiú go bhforbraítear cód iompair sa scoil agus go bhfuil an pobal scoile ar fad páirteach ina fhorbairt, ina chur i bhfeidhm ar an agus ina athbhreithniú. Tá freagracht ar leith ar an mBord as éiteas na scoile a chur chun cinn chomh maith le freagracht fhoriomláin as polasaithe scoile. Déanann an Bord Bainistíochta taifead foirmiúil ar ghlacadh agus ar dhaingniú an chóid iompair, chomh maith le dáta tosaithe agus cinntí athbhreithnithe maidir le cén uair a dhéanfar athbhreithniú ar an gcód. Tugann an Bord Bainistíochta tacaíocht don fhoireann agus an cód iompair á chur i bhfeidhm trí dheiseanna ar fhorbairt foirne a chur ar fáil, leabhair/acmhainní chun dea-iompair a chothú ar chur ar fáil. Tugann an Bord Bainistíochta tacaíocht don fhoireann agus do thuismitheoirí i gcur í bhfeidhm an chóid trí dheiseanna atá ag teastáil a chur ar fáil dóibh.

Tuismitheoirí:

Le go gcuirfear an cód i bhfeidhm go héifeachtach agus go tuisceanach tá géar ghá le comhoibriú iomlán ó na tuismitheoirí. Beidh dea-thoradh an chóid smachta bunaithe ar dheá-chumarsáid, dea-thoil agus dílseacht na dtuismitheoirí don scoil.

- Tá caidrimh an-oscailte idir an fhoireann agus tuismitheoirí ó thaobh gach gné de shaol na scoile. Spreagtar a gcomhoibriú le réimsí éagsúla imeachtaí agus tugtar an deis dóibh bheith rannpháirteach in obair na scoile an oiread agus is féidir.
- Nuair a bhí an polasaí dréachtaithe tugadh cuireadh do thuismitheoirí moltaí a dhéanamh bunaithe ar an dréachtpholasaí sin. Tar éis na moltaí sin ar fad ba ag an mBord Bainistíochta a bhí an t-údarás deiridh maidir le glacadh le leasaithe nó diúltú dóibh.
- Sula dtosaíonn páistí ar an scoil bíonn oíche eolais do na tuismitheoirí sa scoil, áit a mínítear rialacha na scoile dóibh.
- I Mí Mheán Fómhair/Dheireadh Fómhair bíonn oíche eolais ag múinteoirí ranganna le tuismitheoirí an ranga le chéile ina dtéann siad thríd obair na bliana agus inandéantar rialacha an seomra ranga a phlé leo.
- Tá siad ar an eolas faoi rialacha, faoi chóras duaiseanna agus smachtbhannaí na scoile agus comhoibríonn siad leo.
- Freastalaíonn siad ar chruinnithe ag an scoil má iarrtar orthu.
- Oibrímid go comhoibritheach le coiste na dtuismitheoirí agus éistímid lena smaointe.
- Eagrófar oícheanta eolais amach anseo maidir le gnéithe ar leith den chód iompair chun cúnamh a thabhairt do thuismitheoirí ó thaobh smacht de m.sh. cyberbullying, sábhailteacht idirlíon, bí sábháilte, réiteach coinbhleachtaí.
- Tuistí ar an mBord Bainistíochta - Bíonn ionchur acu i ngach gné de pholasaí na scoile.
- De réir Alt 23 (4) den Acht, cuirfidh an Príomhoide cóip den chód iompair ar fáil do thuismitheoirí linbh atá á chlárú sa scoil agus féadfaidh an Príomhoide (mar choinníoll a ghabhann leis an leanbh sin a chlárú amhlaidh), a cheangail ar a thuismitheoirí a dhaingniú i scríbhinn go bhfuil an Cód Iompair a chuirtear ar fáil amhlaidh inghlactha acu agus go ndéanfaidh siad gach iarracht réasúnta chun a chinntiú go gcomhlíonfaidh an leanbh an cód sin.

Spreagtar tuismitheoirí chun cúnamh a thabhairt do pháistí meas a bheith acu orthu féin agus ar mhaoin agus:

- Cinntiú go mbíonn páistí ag freastal ar scoil go rialta agus go mbíonn siad in am.
- Go mbeadh suim acu in obair scoile a bpáistí agus go dtabharfaidís gach tacaíocht agus spreagadh dóibh, go spreagfaidís na leanaí a ndícheall a dhéanamh agus a bheith freagrach as a gcuid oibre féin.Go mbeadh siad eolach ar chód iompar na scoile agus tacúil dá chur i bhfeidhm.
- Go leanfaidís na céimeanna cuí má bhíonn imní orthu faoi aon ghné de scolaíocht an pháiste m.sh smacht, bulaíocht, cúrsaí foghlama & rl. Cosúil le gach gné eile de shaol na scoile moltar do thuismitheoirí teagmháil a dhéanamh leis an scoil má tá siad imníoch faoi aon ghné d'iompar a bpáistí. Cuirtear na nósanna imeachta maidir le teagmháil a dhéanamh leis an scoil in iúl do thuistí ag cruinnithe eolais gach bliain & i nuachtlitreacha ag tús na bliana. Moltar dóibh teacht & labhairt leis an múinteoir ranga nuair a bhíonn aon amhras orthu.
- Go dtabharfaidís comhoibriú do mhúinteoirí áit a mbíonn iompar a bpáistí ag cothú fadhbanna do dhaoine eile.
- Go gcuirfidís in iúl don scoil aon fhadhbanna a d'fhéadadh tionchar a bheith acu ar dul chun cinn agus iompar a bpáiste.
- Go gcabhróidís le leanaí an obair bhaile a dhéanamh agus go ndéanfaidís cinnte go bhfuil sé tugtha chun críche acu.
- Go ndéanfaidís cinnte go mbíonn na leabhair agus na hábhair riachtanacha don scoil ag leanaí.

Daltaí :

- Rialacha/cód iompair ranga a dhréachtadh leis na páistí.
- Príomhsmaointí ón gcód iompair a phlé leis na páistí agus deis a thabhairt dóibh a dtuairimí féin a thabhairt go rialta m.sh ag tionóil.
- Eolach ar rialacha ginearalta na scoile, an chlóis agus an ranga. Na rialacha a phlé sa bhaile le tuisti/caomhnóirí.

3. Straitéisí dearfacha chun iompar a bhainistiú:

Baintear usáid as straitéisí dearfacha ar fud na scoile chun dea-iompar a chur chun cinn agus chun cosc a chur ar dhrochiompar.

<u>An Seomra Ranga</u>:

Stráiteisí Praicticiúl do Mhúinteoirí chun dea-iompar a spreagadh agus a chur chun cinn sa seomra ranga.

- Bí airdeallach/aireach ar céard atá ar siúl sa rang an t-am ar fad.
- Déan dea iompar a mholadh agus a dhaingniú m.sh tríd a rá le páistí 'Is maith liom an chaoi a ndearna tú é, a ndúirt tú, a thaispeáin tú & rl.
- Feasach faoin bhfoclóir a usáidtear ag ceartú páistí.
- Bunrialacha/iompar a mbeifí ag súil leo i ngach rang a théann leis an éiteas scoile agus a chruthaíonn timpeallacht dhearfach don fhoghlaim a bheith ar eolas.
- Ionchur ó dhaltaí agus na rialacha ranga á gcur le chéile. Na rialacha seo bheith crochta sa rang.
- Déanann múinteoirí cinnte go dtuigeann daltaí an t-iompar a éilítear orthu agus cuirtear é sin i gcuimhne dóibh go minic. Leag amach agus cur in iúl do phaistí go soiléir an caighdean a bhfuil tú ag súil leis ó thaobh iompair, gnáth chúrsaí agus teorainneacha.
- Mínigh an ceangail atá idir iompar pháiste agus an toradh a bhéas leis m.sh smachtbhanna, scoite amach ón ngrúpa. Go dtuigfeadh na páistí na h-impleachtaí má tharlaíonn droch-iompar agus go bhfuil eolas acu ar smachtbhannaí atá ag dul le droch iompar. Pléann an múinteor tacaíochta Foghlamtha/Acmhainne chomh maith leis an múinteoir ranga na rialacha le páistí le riachtanais speisialta.
- Úsáid stráiteisí chun cuidiú leis na páistí na gnáthchúrsaí agus teorainneacha seo a choinneáil. m.sh ag usáid cártaí meabhrúcháin le páistí a choinneáil ar tasc, ag usáid clár ama súile.

- Córas soiléir chun aitheantas a thabhairt don dea-iompar agus b'fhéidir duais/príbhléid a thabhairt mar thoradh air. Usáid duaiseanna feiliúnacha mar cairt réalta, am órga breise, teastas seachtainiúl do dheá-iompar srl.
- Smachtbhannaí a chur í bhfeidhm mar fhreagra ar dhroch-iompar.
- Clár Ama Structúrtha – Rannpháirtíocht gníomhach na bpáistí ina gcuid foghlama, meascán de mhodhanna múinte éagsula a usáid m.sh meascáin den modh ranga, obair grupa, obair bheirte agus obair aonarach. Teicnící bainistíochta seomra ranga a dhéanann cinnte go mbaintear úsáid as gníomhaíochtaí agus modheolaíochtaí éagsúla chun suim agus inspreagadh na ndaltaí a chothú.
- Athrú suíocháin/áit suite sa rang – moltar é seo a dhéanamh uair sa gcoicís ach ar a laghad uair sa mhí, (Is féidir é a dhéanamh uair sa tseachtain más mian libh -Naíonáin).
- Aistriú réidh idir ábhair agus seomra rang a chinntiú.
- Rialacha ranga a chuir i bhfeidhm ar an toirt, go leanúnach agus go cothrom.

Cothóimid atmaisféar, suíomh ranga atá fáilteach, oscailte, áit a n-airíonn páistí go ndéantar cúram dóibh, go dtugtar aire dóibh agus go dtugann siadsan aire do pháistí eile.

<u>Clós:</u>

- Leagtar síos rialacha soiléire don chlós súgartha a leagann béim ar an dea-iompar agus a dhéanann soiléir cé na gníomhaíochtaí a cheadaítear. Déantar plé ar na rialacha seo ag cruinniú foirne ag tús na bliana agus ag amanta eile i rith na bliana más gá. Cuirtear in iúl do phaistí iad trí plé sa rang agus ag an tionóil agus trí meabhrúcháin rialta. Tá rialacha an chlóis crochta suas ar an mbealach amach ón scoil/sa chlós.

- Cothóidh agus coinneoidh múinteoirí leanúnachas i dtaobh céard atáimid ag súil leis ó na páistí ó thaobh iompair, gnathchúrsaí agus teorainneacha sa chlós agus sna leithris.
- Cuirfear na rialacha i bhfeidhm ar an toirt, go leanúnach agus go cothrom.
- Beidh páistí ag spraoi go réidh ag tógáil san áireamh sábháilteacht gach duine sa chlós. Má cheaptar go bhfuil an spraoi/iompar contúirteach nó gan bheidh feiliúnach cuirtear an páiste go spás astú féin.
- Bíonn dhá shos ag an scoil ag 10.45 – 11.00am agus ag 12.30-12.55. Tá róta déanta amach don fheitheoireachta chinntíonn go bhfuil dóthain daoine fásta sa chlós leis na páistí ag am ar bith idir mhúinteoirí agus CRS.

Laethanta fliucha ar an gclós:

- Ar laethanta fliucha fanann na páistí ina ranganna. Cuireann an muinteoir ranga clár teilfíse/DVD ar an teilifís nó ar an gClar Cliste ar siúl dóibh nó fagfaidh siad gníomhaíocht eigin dóibh le déanamh.
- Fanann aon CRS leis an rang ina bhfuil siad.
- Roinntear na múinteoirí eile idir na seomraí ranga eile agus bogann said idir ranganna go rialta i rith am sosa.
- Níl cead ag páisti bogadh óna n-áiteanna ach amháin chun dul ag an leithreas.

Clós (ar lean)

- Nuair a bhíonn páistí ag dul go dtí an clós iarrtar orthu siúl i líne go dtí go sroicheann said an clós. Tar éis am spraoi buaileann an cloigín agus stopann gach gluaiseacht (reoite). Siúlann said go dtí na línte agus seasann said go ciúin sa líne go dtí go dtagann na múinteoirí chun iad a bhailiú.
- Déanann múinteoirí feitheoireacht ar pháistí a ranga féin ag siúl go dtí agus ón gclós agus spreagtar dea-chleachtas agus nósanna. Bailíonn na múinteoirí a rang féin ón line.
- Cuirtear ceist ar an múinteoir atá i gceannas maidir leis an leithris.
- Fanann páistí atá tinn in oifig Lorraine agus cuirtear glaoch ar thuismitheoir chun iad a bhailiú.
- Cuirtear drochiompar in iúl don mhúinteoir ranga. Do mhion eachtraí clóis is féidir am amuigh ag an mballa/ar an spota a thabhairt. (Féach smachtbannaí)

Limistéir eile sa scoil:

- Meabhraíonn na múinteoirí do na páistí faoin tábhacht atá le siúl isteach agus amach ón scoil, go dtí an halla, ar an bpasáiste, ag dul isteach sna leithris & rl.
- Tugtar moladh do na páistí agus na ranganna is fearr ó thaobh rialacha a choinneáil i limistéir eile sa scoil.
- Meabhráitear na rialacha ag ócáidí tionóil. Cuirtear i gcuimhne dóibh iad go rialta, go h-áirithe tús na bliana agus ag tús téarma.
- Tá sé de dhualgas ar gach múinteoir gach páiste nach bhfuil ag comhlíonadh rialacha na scoile i limistéir eile sa scoil a cheartú.

<u>Gníomhaíochtaí atá bainteach leis an scoil</u>;

Baineann na caighdeain agus na rialacha atá sa chód iompair le mic léinn atá lasmuigh den scoil ach atá fós faoi chúram na scoile m.sh turas scoile, cluichí, gníomhaíochtaí seach-churaclam agus freastal ar imeachtaí a eagraíonn an scoil.

4. <u>Duaiseanna agus Smachtbhannaí:</u>

Duaiseanna agus aitheantas tugtha do dhea-iompar.

Tugtar moladh do dhea-iompar trí mheascán na straitéisí thíos a úsáid:

- Cárta glas
- Focal ciúin chun dea-mheas nó do shásamh a chur in iúl m.sh is maith liom an chaoi a dúirt tú, a rinne tú & rl.
- Léirmheas a scríobh i gcóipleabhar an pháiste.
- Cuairt a thabhairt ar mhúinteoir eile nó ar an bPríomhoide i gcomhair moladh.
- Focal molta ós comhair grúpaí nó rang.
- Ag tabhairt freagracht speisialta nó pribhléid m.sh Am Orga, cairteanna réaltaí, teastas seachtainiúl, suaitheantas "dalta na seachtaine" ag tionól do dheá-iompar,
- Focal molta le tuismitheoir scríofa (dialann srl) nó labhartha.
- Aitheantas difriúl a fháil m.sh suntas, teastas,
- Greamán do Ghaeilgeoir na Seachtaine.

Déantar athbhreithniú ar na straitéisí molta seo go bliantúil ag cruinniú foirne áit a phléfear agus a ndéanfar tobsmaointeoireacht ar na láidreachtaí agus na laigeachtaí a bhaineann leo.

Beidh deis ag gach múinteoir smaointí a roinnt.

- Bronntar duaiseanna de thairbhe iarrachta, ní hé amháin don chur i gcrích.
- Beimid cúramach i dtaobh duaiseanna lena chinntiú nach:

❖ bhfuil siad mar sprioc na foghlama.
❖ dtarlaíonn comórtas neamhchuidiúil dá dtairbhe.
❖ gcuítítear na páistí céanna arís agus arís eile.
❖ bhfeictear do na páistí go bhfuil siad dofhaighte agus dá thairbhe sin, and neamh spreagthach dóibh.

Samplaí de na cineálacha duaiseanna a thugaimid:

- Oiche gan obair bhaile, am fístéip don rang, am bhreise ar an ríomhaire, duaiseanna ón siopa punt, scoláireacht na seachtaine, líreacáin – Naíonáin, Pinn luaidhe, Yoyo's, rópa scipeála srl.

Stráitéisí chun freagairt d'iompar míchuí:

Sé'n aidhm atá le smachtbhannaí agus stráitéisí chun freagairt d'iompar míchuí na chun dea-iompar dearfach a chothú agus droch iompar a sheachaint nó a shéanadh.

1. Labhairt leis an bpáiste agus comhairle a chur orthu.
2. Foláireamh a thabhairt agus comhairle a thabhairt dóibh aris.
3. Páiste a bhaint as grúpa taobh istigh den rang (go sealadach) nó a chur go dtí rang eile go sealadach.
4. Má theipeann ar chéim 1, 2 & 3 déanfar pribhléidí a bhaint:
    - Seasamh ag an mballa ag am lóin
    - Gan cead dul ar an bhféar ag am chlóis

Maidir le páistí le riachtanaisí speisialta beidh múinteoirí cúramach go gcuidíonn siad leis an mac léinn aidhm an smachtbanna a thuiscint go soiléir agus an fáth a bhfuil a n-iompar do-ghlactha. Tá na cleachtais scoile agus seomra ranga a thacaíonn le dea-iompar le h-aghaidh gach páiste, lena n-áirítear iad siúd le riachtanais speisialta oideachais.

AN CÓRAS CEARTÚCHÁIN / SMACHTBHANNAÍ

Tá sé bunaithe ar chóras trí chárta le cur in iúl do thuismitheoirí faoi eachtraí mí-iompair, easpa iarrachta maidir le hobair scoile nó Gaeilge, easumhalaícht, easurraim do dhaoine eile agus do mhaoin srl.

Is iad na cártaí ná:

CÁRTA BÁN: Le haghaidh mionchioranna*

CÁRTA BUÍ: Le haghaidh beagshárú riailbhéasa nó tar éis trí chárta bána.

CÁRTA DEARG: Le haghaidh mí-iompar tromchúiseach*, nó tar éis naoi gcárta bána nó trí chárta buí. Seans go gcuirfear an pháiste ar fionraí ag an stáid seo.

*Tá liosta samplaí le feiceáil in Aguisín 2

Maidir le páistí le riachtanaisí speisialta beidh múinteoirí cúramach go gcuidíonn siad leis an mac léinn aidhm an smachtbanna a thuiscint go soiléir agus an fáth a bhfuil a n-iompar do-ghlactha. Tá na cleachtais scoile agus seomra ranga a thacaíonn le dea-iompar le h-aghaidh gach páiste, lena n-áirítear iad siúd le riachtanais speisialta oideachais.

Le linn Pointí 1-3 beidh an múinteoir ag clárú mioneachtraí ar an bhfoirm ABC. *Aguisín 3

1. Má leanann na deacrachtaí cuirtear an príomhoide ar an eolas. Ba cheart an príomhoide a chur ar an teolas má tá an paiste ag druidim chuig cárta buí.
2. Má leanann na deacrachtaí fós, tabharfar cuireadh do na tuismitheoirí teacht chun cás an pháiste a phlé leis an múinteoir ranga ar dtús. Déanfar an scéal a mhíniú dóibh agus míneofar dóibh go bhfuil an scoil ag súil lena gcomhoibriú chun feabhas a chur ar iompar a bpáiste. Déanfar tagairt don chód iompair agus cuirfear ina luí orthu go gcuirfear an chéad chéim eile i bhfeidhm muna dtagann feabhas ar chúrsaí. Más páiste sna hArdranganna atá i gceist b'fhéidir gur féidir iad a bheith i láthair ag deireadh an chruinnithe leis an tuismitheoir (ag braith ar an gcás)
3. Maoirseacht laethúil/seachtainiúil ar an bpáiste.
4. Má leanann na deacrachtaí fós tabharfar cuireadh do na tuismitheoirí teacht chun an cás a phlé leis an múinteoir agus an Príomhoide. Mínítear dóibh an chéad chéim eile.
5. Má leantar fos leis an mí-iompar cuirfear é seo in iúl don Bhord Bainistíochta. Moltar don Bhord Bainistíochta litir chláraithe a chur go dtí na tuismitheoirí ag míniú an scéil dóibh agus na himpleachtaí a bhaineann leis.
6. Tabharfar cuireadh arís do na tuismitheoirí teacht isteach go dtí an scoil agus an cheist a phlé leis na páirtithe thuasluaite. Cuirfear in iúl do na tuismitheoirí an chéad chéim eile- **Fionraí 3 lá.**

<u>Stráitéisí chun freagairt do pháistí nach bhfuil ag labhairt as Gaeilge</u>

1. Tabharfaidh na múinteoirí atá sa chlós croíthe amach gach lá chomh maith má chloistear iarracht mhaith Gaeilge ag na páistí. Tabharfar aitheantas dóibh ag am tionóla agus bíonn Gaeilgeoir na seachtaine i bhfeidhm sna ranganna.
2. Má chloistear Béarla ó Naí Shinsearaigh (théis na Nollag) go Rang a 6 téann siad go uimhir a 1 ar an gcóras ceartiúcháin thuas-luaite.

<u>Tuismitheoirí a bheith rannpháirteach í mbainistiú an drochiompar:</u>

Chun dea-iompar a chinntiú eilíonn an scoil tacaíocht agus co-oibriú ó na tuismitheoirí.

'**<u>Siad na tuismitheoirí atá freagrach as iompar a bpáistí nuair a thagann siad ar scoil.</u>**
Cabhraíonn dearcadh agus dílseacht thuismitheoirí i leith na scoile agus í leith na muinteoirí go mór le hiompar na bpáistí. Déanfaidh an fhoireann a chinntiú gur áit oscailte, fáilteach í an scoil do thuismitheoirí ionas nach mbeadh aon drogall orthu teacht chun cainte le foireann na scoile.

- Tá cumarsáid an-oscailte ag foireann na scoile agus tuismitheoirí na scoile. Má bhíonn cúis imní maidir le h-iompar páistí déantar teagmháil le tuismitheoirí.
- Déanann an múinteoir ranga teagmháil leis na tuismitheoirí ar dtús trí ghlaoch teileafón nó nóta.
- Ag brath ar an gcás b'fhéidir go mbeidh an múinteoir ag iarraidh go dtiocfadh tuismitheoirí ag cruinniú chuig an scoil. Nuair a thagann tuismitheoirí chuig cruinniú ag an scoil déanann an té atá i láthair ón scoil cinnte de go gcuirtear ar a gcompord iad. Ag brath ar an gcás agus an pháiste d'fheadfadh sé tarlúint go mbeadh an páiste i láthair do dheireadh an chruinnithe.

Iompar Ionsaitheach nó foréigneach a bhainistiú

Tá éagsúlacht agus féiniúlacht ag chuile ghasúr. Bíonn tionchair sheachtracha agus inmheánacha ar an ngasúr. É sin ráite tuigeann múinteoirí má tá fadhb áirithe ag gasúr a chuireann isteach ar a gcumas mothúcháin áirithe a bhainistiú, agus ar smacht ranga, ar shábháilteacht páistí agus/nó ar shábháilteacht páistí agus agus/nó ar shábháilteacht múinteoirí, cruthaíonn sé seo fadhbanna. Is ar an múinteoir atá an fhreagracht sábháilteacht na bpáistí ar fad a chinntiú i gcónaí, oiread agus is féidir.

- Má tá páiste le fadhbanna dáiríre mothúchánacha agus iompair atá ag cur sábháilteacht múinteoirí nó páistí i mbaol molfaidh an múinteoir agus an príomhoide do na tuismitheoirí tástáil/meastóireacht shíceolaíochta a dhéanamh ar an bpáiste.

- Is féidir moltaí a dhéanamh cabhair a lorg ó sheirbhísí tacaíochta áitiúla ar féidir leo cuidiú chun freagairt mar is iomchuí do riachtanais páistí le deacrachtaí iompair agus mothúchánacha. m.sh eagraithe de chuid Riachtanais Oideachais Speisialta, (SENO), An tSeirbhís Náisiúnta Síceolaíochta Oideachais, NEPS, seirbhísí cúram poiblí, Feidhmeannacht na Seirbhíse Sláinte, Seirbhísí Síceolaíochta Pobail, An tSeirbhís Náisiúnta Iompar, An Chomhairle Náisiúnta Um Oideachais Speisialta, Seirbhís Treoracha leanaí nó Seirbhísí Meabhairghalair Ógánach san áireamh. Caithfidh gach páiste cloí le Cód Iompair na scoile.
- Tugann pearsanra Riachtanais Speisialta Oideachais na scoile cabhair do mhúinteoirí tacú le hiompar dúshlánach agus é a bhainistiú.
- Le cabhair ó na múinteoirí/ tacaíochta/Acmhainne cuirtear pleananna iompair aonair don pháiste le chéile
- Is féidir le gach ball fóirne, ag obair lena chéile, tacaíocht a thabhairt don mhúinteoir ranga trí chuidiú leis an múinteoir machnamh agus anailís a dhéanamh ar na cúiseanna a d'fhéadfadh a bheith le mí-iompar mic léinn agus trí chuidiú chun bealaí a aimsiú leis an iompar a athrú.
- Tá córas meantóireachta ann do mhúinteoirí nua-cháilithe chun tacú leo sa réimse seo. Baintear úsáid as cuiditheoirí PDST sna hábhair ar fad chun comhairle agus tacaíocht a thabhairt. Cuirtear an fhoireann ar an eolas faoi chursaí a bhaineann leis an ábhar san Ionad Oideachais.
- Tá stór leabhar don fhoireann ar fáil chun eolas a thabhairt faoi dheacrachtaí iompair & modhanna éagsúla le déileáil leo.

5. Fionraí/Díbirt *

Fionraí:
Is gá do scoileanna, faoi Alt 23 (2) den Acht Oideachais (Leas), 2000 a shonrú ina gcód iompair, na nósanna imeachta le leanúint má chuirtear mac léinn ar fionraí nó má dhíbrítear an mac léinn ón scoil. Sula gcuirtear páiste ar fionraí tógfar san áireamh

- **Cinéal & tromchúis an iompair**
- **Comhthéacs an iompair**
- **Tionchar an iompair**
- **Iarrachtaí idirghabhála go dtí seo**
- **An é an rogha is feiliúnaí don mhac léinn é a chur ar fionraí nó nach é.**
- **Tionchar féideartha na fionraí**

De ghnáth, déanfar iarracht tabhairt faoi idirghabháil eile roimh fhionraí agus míneoidh foireann na scoile na fáthanna nach raibh ag eirí leis an idirghabháil sin. Samplaí d'iompar tromchúiseach a mbeadh fionraí mar thoradh air ná:

- Go bhfuil an páiste tar éis druidim tríd an córas ceartiúcháin thuas-luaite.
- Go raibh drochthionchar tromchúiseach ag iompar an mhic léinn ar oideachas na mac léinn eile.
- Go bhfuil bagairt ann do shábháilteacht agus an mac léinn ag fanacht sa scoil i láthair na huaire.
- Go bhfuil an mac léinn freagrach as damáiste tromchúiseach do mhaoin.

Nósanna Imeachta i ndáil le fionraí láithreach:
I gcás go ndéanann an Príomhoide cinneadh gur chóir mac léinn a chur ar fionraí láithreach, ar mhaithe le sábháilteacht an mhic léinn, na foirne, nó daoine eile, ba choir réamh-imscrúdú a reáchtáil chun cás a bhunú a thacódh leis an bhfionraí.
I gcás fionraí a ghearrfaí láithreach, ní foláir tuismitheoirí a chur ar an eolas, agus socruithe a dhéanamh leo go mbaileofaí an mac léinn. Cuirtear an Bord Bainistíochta ar an eolas faoi fhionraí láithreach.

Tréimhse na Fionraí:

- Cuirfear mac léinn ar fionraí ar feadh tréimhse nach faide ná 3 lá. Ní chuirfear an mac léinn ar fionraí ar feadh tréimhse níos faide ná trí lá, ach amháin í gcúinsí eisceachtúla i.e go bhfuil an Príomhoide den tuairim go bhfuil tréimhse níos faide ná trí lá de dhíth chun cuspóirí áirithe a bhaint amach. Má bhíonn fionraí níos faide ná trí lá á meas, caithfear an t-ábhar faoi bhráid an Bhoird Bhainistíochta le hathbreithniú agus le faomhadh, ag cur na gcúinsí ar fad san áireamh.

- Is féidir leis an mBord Bainistíochta cead a thabhairt don Phríomhoide fionraí nach faide ná cúig lá a ghearradh, ach cead an Chathaoirligh a fháil, sa chás nach féidir cruinniú Boird a reáchtáil, faoi réir na dtreoracha a bhaineann lena leithéid d'fhionraí. Is gá an cead seo a thabhairt i scríbhinn.
- Ní féidir tréimhse fionraí níos faide ná 10 lá a ghearradh.
- Is gá don Bhord athbhreithniú foirmiúil a dhéanamh ar mholadh ar bith chun mac léinn a chur ar fionraí, sa chás gurb ionann an fionraí iomlán agus tréimhse níos faide ná fiche lá scoile.
- Is gá tuismitheoirí a chur ar an eolas faona gcearta achomharc a dhéanamh má chuirtear páiste ar fionraí ar feadh tréimhse níos faide ná 20 lá san iomlán I scoilbhliain.

Díbirt:
Díbrítear mac léinn ón scoil nuair a dhéanann Bord Bainistíochta cinneadh an mac léinn sin a eisiamh go buan ón scoil, tar éis don Bhord forálacha alt 24 den Acht Oideachais (Leas), 2000 a chomhlíonadh.

Is ag an mBord Bainistíochta amháin atá an tÚdarás páiste a dhíbirt ón scoil. Is céim olltromchúiseach é díbirt agus ceann a chaithfidh an Bord Bainistíochta a ghlacadh i gcásanna tromchúiseacha iompair.

Na Forais le h-aghaidh Díbeartha:

Ba chóir don scoil gach iarracht a dhéanamh a chinntiú go bhfuil próisis soiléire in áit le díbirt a sheachaint, lena n-áirítear, de réir mar is cuí:

- Cruinniú le tuismitheoirí agus leis an mac léinn le hiarrachtaí a éascú le hiompar doghlactha an pháiste a fheabhsú.
- A chinntiú go dtuigeann an mac léinn céard a tharlóidh má leanann a (h)iompar ar aghaidh.
- A chinntiú go bhfuil iarracht déanta gach rogha eile a chíoradh
- Comhairle a lorg ó na háisíneachtaí seo a leanas: (An tSeirbhís Náisiúnta Síceolaíochta Oideachais, Feidhmeannacht na Seirbhísí Sláinte, An tSeirbhís Náisiúnta Um Thacaíocht Iompair, Seirbhísí Meabhairghalair Leanaí agus Ógánach, An Chomhairle Náisiúnta Um Oideachais Speisialta

Ba cheart mac léinn a dhíbirt sna cúinsí seo a leanas, m.sh

- Go mbíonn tionchar tromchúiseach díobhálach ag iompar an mhic léinn ar oideachas na mac léinn eile.
- Go bhfuil fíorbhagairt shuntasach ann do shláinte agus do shábháilteacht na mac léinn nó na ndaoine eile fad is a bhíonn an mac léinn sa scoil.
- Go bhfuil an mac léinn freagrach as damáiste tromchúiseach do mhaoin nó as ábhar a ghoid.

Is ionann na cúiseanna le haghaidh díbeartha agus na cúiseanna le haghaidh fionraí.
An difríocht is mó atá eatarthu ná go bhfuil na húdaráis scoile tar éis triail a bhaint as raon idirghabhálacha, agus go bhfuil siad den tuairim go bhfuil na féidearthachtaí go léir cíortha acu le athrú ar iompar an mhic léinn a bhaint amach.

Dibírt láithreach:

Tá an t-údarás ag an mBord Bainistíochta páiste a dhíbírt ón scoil láithreach i gcásanna eisceachtúla m.sh na cásanna seo leanas:

- Bagairt thromchúiseach foréigin in aghaidh mic léinn eile nó baill fóirne
- Foréigean nó ionsaí iarbhír
- Ag soláthar drugaí do dhaltaí eile sa scoil.
- Ionsaí gnéasach.

*Féach Aguisín 4 Fionraí/Díbirt.

Cúrsaí Achomhairc

Is féidir le tuismitheoir achomharc a dhéanamh ar an gcinneadh díbeartha d'Ard – Rúnaí na Roinne Oideachais & Scileanna. Is féidir achomharc a dhéanamh ar an gcinneadh ag an mBord Náisiúnta Leasa Oideachas ar son mic léinn. → Section 29.

6. Nósanna imeachta maidir le teangmháil leis an scoil: Céimeanna atá le leanacht:

Céim 1:

1. Má bhíonn aon rud ag cur as do thuismitheoirí/caomhnóirí ó thaobh aon ghné de scolaíocht an pháiste go rachaidh siad í dteagmháil leis an múinteoir ranga chun an cás a phlé. Is féidir leo glaoch fóin a chur ag an scoil agus socrú foirmiúil faoi chruinniú a dhéanamh. Tabharfar le fios í gconaí bunús agus fáth an chruinnithe. Ar an gcaoi chéanna má tá an múinteoir ag iarraidh labhairt le tuismitheoir/ caoimhnoirí maidir le haon ghné de scolaíocht aon pháiste déanfaidh siad coinne leis na tuismitheoirí/caomhnóirí agus tabharfar le fios don tuismitheoir/caomhnóir bunús agus fáth an chruinnithe.
2. Má bhaineann an fhadhb le haon ghné eile don scoil nó muna bhfuil an tuismitheoir sásta tar éis pé fadhb atá acu a phlé leis an múinteoir ranga is féidir an cheist a phlé leis an bPríomhoide. Fágfar faoi dhischréid an Phríomhoide cruinniú a shocrú idir tuismitheoirí agus an múinteoir.
3. Muna bhfuil an tuismitheoir fós sásta is féidir leo dul i dteagmháil le Cathaoirleach an Bhoird Bhainistíochta chun an cás a réiteach. Cuirfidh an scoil an tuismitheoir ar an eolas faoi conas teagmháil a dhéanamh leis an gCathaoirleach a dhéanfas iarracht an fhadhb a réiteach go néamhfhoirmiúil b'fheidir trí chruinniú a eagrú idir na daoine atá i gceist.

Céim 2:

1. Má tá an tuismitheoir fós mí-shásta is féidir leo a gcás a chur i scribhinn chuig an mBord Bainistíochta. Ní dhéanfaidh an Bord Bainistíochta plé ar aon fhadhb muna bhfuil céim (1) comhlíonta ar fad i dtosach. Caithfear gach comhfhreafras idir na páirtithe a bheith sínithe. Toisc a dháiríre is atá sé nuair a chaithfear fadhb a phlé ag an leibhéal seo déantar gach iarracht í a réiteach sula sroicheann sé an pointe seo.

2. Cuirfidh an Cathaoirleach bunús an ghearáin chuig an múinteoir i scríbhinn agus déanfaidh sé/sí iarracht an fhadhb a réiteach idir na páirtithe taobh istigh de 5 lá scoile ón dáta a fhaightear an litir.

Céim 3:

Muna leigheastar an gearán go neamhfhoirmiúil

(a) Tabharfaidh an Cathaoirleach cóip den litir ghearáin don mhúinteoir.

(b) Eagróidh an Cathaoirleach cruinniú leis an múinteoir agus leis an bpríomhoide más cuí, leis an bhfadhb a réiteach.

Ba cheart a leithéid de chruinniú a ghlaoch taobh istigh de 10 lá scoile ó dháta na litreach gearáin.

Céim 4:

1. Muna bhfuil an gearán fós réitithe ba cheart don chathaoirleach tuairisc fhoirmiúil a dhéanamh don Bhord Bainistíochta taobh istigh de 10 lá scoile ón gcruinniú a luaitear i 3 (b).

2. Má cheapann an Bord nach bhfuil búnus leis an ngearán cuirfear é seo in iúl don mhúinteoir agus don té atá ag gearán taobh istigh de 3 lá scoile ón gcruinniú Boird.
3. Má cheapann an Bord go bhfuil bunús leis an ngearán agus go bhfuil gá le tuille fiosrucháin leanfar leis na ceiméanna seo leanas.
   a) Cuirfear an múinteoir ar an eolas go bhfuil an fiosrúchán ag bogadh ar aghaidh go dtí an chéad chéim eile.
   b) Tabharfar cóip d'aon chomhfhreagras a bhaineann leis an ngearán don mhúinteoir.
   c) Iarrfar ar an múinteoir litir a sheoladh chuig an mbord mar fhreagra ar an ngearán.
   d) Cuirfear cóip den litir seo ar aghaidh ag an mBord Bainistíochta.
   e) Tabharfar deis don mhúinteoir a c(h)ás a chur os comhair an Bhoird. Beidh an múinteoir i dteideal cara a thabhairt leí/leis chuig an gcruinniú mar chompánach nó mar thacaíocht.
   f) Is féidir leis an mmord cruinniú a eagrú leis an té a bhfuil gearán á dhéanamh acu má cheaptar go bhfuil gá lena leithéid. Bheadh cead ag an té seo cara a thabhairt leo mar chompánach nó mar thacaíocht.
   g) Eagrófar na cruinnithe ag (d) agus (e) taobh istigh de 10 lá scoile ón gcruinniú í 3(b).

Céim 5.

1. Nuair a thagann críoch le fiosrúcháin an Bhoird cuirfidh Cathaoirleach an Bhoird cinneadh an Bhoird in iúl i scríbhinn don mhúinteoir agus don té atá ag gearán taobh istigh de 5 lá scoile ó chruinniú an Bhoird.

2. Má tá an duine a bhfuil an gearán á dhéanamh acu fós mí-shásta le cinneadh an Bhoird Bhainistíochta is féidir leo teagmháil a dhéanamh leis an Roinn Oideachais agus Scileanna i gcomhair comhairle le haghaidh tuilleadh comhairle ar an gceist.

7. Cúrsaí Tinreamh agus Poncúlacht

De réir Alt 18 den Acht Oideachais 2000, tá sé de dhulgais ar thuistí cinntiú go mbíonn a bpáiste(í) ar scoil go laethiúil ón dáta ina bhfuil siad cláraithe sa scoil.

Tá sé de dhulgais ar thuismitheoirí na scoile an Príomhoide nó Múinteoirí a chur ar an eolas má bhíonn páiste as láthair ón scoil ag míniú an fáth.

- Iarrfaimid ar thuismitheoirí é a chuir i scríbhinn chuig an scoil má tá siad ag tógáil a páiste as scoil, ag míniú cén cúis a bheidh leis an asláithreacht, cé mhéid lá ata i gceist agus cén dáta ar a dtosaíonn an asláithreacht.

- Caithfidh an tuismitheoir nóta síníthe a sheoladh chuig na scoile más mian leo a bpáiste a glacadh ón scoil níos luaithe ná an gnáth am.
- Muna mbíonn a fhios ag an tuismitheoir roimh ré (m.sh bíonn an páiste tinn), iarrtar go seoltar nóta chun na scoile nuair a fhilleann an páiste ag míniú cén fáth go raibh said as láthair agus cén dátaí go raibh sé/sí as láthair. Cuireann tuistí glaoch ar an scoil go minic chun rá linn go bhfuil páiste tinn chun muinteoir a chuir ar an eolas agus fáiltímid roimh seo mar nós. Ní hionann e seo agus an nóta scríofa afach, agus tá nóta fós ag teastáil ón scoil nuair a fhilleann an páiste ar an scoil srl.
- Tá sé de dhulgais ar an múinteoir ranga an teolas a bhailiú i leith as láithreachais páistí atá ina gcuid ranganna.

Má chailleann páiste níos mó ná 20 lá scoile, beidh ar an scoil an teolas seo a roinnt leis an NEWB.

<u>I measc na straitéisí a úsáidtear chun dea-thinreamh scoile a spreagadh, beidh siad seo a leanas</u>:

- Ag na cruinnithe eolais do thuismitheoirí ag tús na scoilbhliana, tuismitheoirí a chur ar an eolas faoi ábhar an Acht Oideachais (Leas), 2000, agus béim a leagan ar an tábhacht a bhaineann le poncúlacht agus le tinreamh maith scoile. Cuir litir mheabhrúcháin chuig tuismitheoirí gach Meán Fómhair agus Eanáir ina rianófar tábhacht poncúlachta agus tinrimh mhaith scoile.
- Moltar go láidir do thuismitheoirí gan bheith ag tógáil páistí ar laethanta saoire le linn am scoile.
- Timpeallacht scoile spreagúil agus tarraingteach a chruthú.
- Aitheantas a thabhairt do thinreamh maith nó feabhsaithe.
- Ag deireadh na scoilbhliana tabharfar teastas dea-thinrimh do na páistí nár chaill aon lá scoile i rith na bliana.

8. Cód Gléasadh na Scoile

Caitheann na Naíonáin culaith reatha na scoile: geansaí dearg le suaitheantas na scoile, bríste dúghorma, t-léine bán.
Ó Rang an haon ar aghaidh tá dhá chulaith scoile againn: culaith fóirmiúil na scoile agus culaith reatha na scoile.
Caitear na héadaí scoile cuí ar na laethanta atá socraithe ag an scoil roimh ré.
Athraíonn na laethanta seo go bliantiúil. Seolfar an teolas seo abhaile roimh ag tús gach scoil bhliain.
Culaith Foirmiúil: Brístí / sciorta / pilirín liath, geansaí / cairdeagan dearg le suaitheantas na scoile uirthi, carbhat na scoile agus léine bhán le bróga scoile.
I dtaobh cothromaíochta de, is féidir le cailíní brístí nó sciorta/pilirín a chaitheamh.
Rialacha eile i leith cód gléasadh na scoile.

- **Cosc ar dhath sa ghruaig**
- **Cosc ar shlabhra**
- **Cosc ar smidiú**

- **Cosc ar stíl ghruaige as an ghnách**
- **Níl cead acu fáinne cluasa fada a chaitheamh.**
- **Stud amháin sa chluas do bhuachaillí agus dhá stud do chailíní.**
- **Gruaig fhada ceangailte siar**

Critéir Rathúlachta:

- Iompar dearfach breathnaithe i seomraí ranga, sa chlós agus sa timpeallacht scoile.
- Cleachtais agus nósanna imeachta atá liostaithe sa pholasaí seo curtha i bhfeidhm go leanúnach ag gach múinteoir.
- Aiseolas dearfach ó mhúinteoirí agus tuismitheoirí agus daltaí.

Rólanna & Freagrachtaí:

- Tá ról lárnach ag an mBord Bainistíochta le cinntiú go bhfuil an polasaí á chur i bhfeidhm sa scoil.
- Tá ról lárnach ag an bhfoireann sa scoil i gcur i bhfeidhm an pholasaí seo le tacaíocht ó na tuismitheoirí agus na mic léinn.
- Déanfaidh an Príomhoide agus an Príomhoide Tánaisteach comhordnú agus monatóireacht ar an gcód le tacaíocht ón bhfoireann.
- Beifear ag súil le tuiscint agus tacaíocht ó na daltaí agus tuismitheoirí i gcur i bhfeidhm an chóid.

Dáta Cur i bhFeidhm:

Meán Fómhair 2014

Clár Ama don athbhreithniú:

Déanfar athbhreithniú ar an bpolasaí seo, agus leasófar gnéithe éagsúla, go rialta ar a laghad go bliantúil.

Daingniú & Cumarsáid:

Dhaingnigh an Bord Bainistíochta an polasaí seo ar an 14 ú Márta 2014. Cuireadh cóip den pholasaí ar shuíomh Gréasáin na scoile.

Sínithe (Cathaoirleach): _____

Code Of Behaviour

Introductory Statement

The Board of Management of Gaelscoil Mhic Aodha, in consultation with the Principal, teachers and parents prepared this Code of Behaviour during the 2013/2014 school year.

Rationale

- *To ensure that there is an orderly environment in the school to promote learning.*
- *It is a requirement of the Education Act (Welfare) 2000, Paragraph 23 (1), which refers to the requirement that schools prepare a Code of Behaviour for all registered pupils in the school. In Paragraph 23 (2) it details that the Code of Behaviour must define:*

(a) The standard of Behaviour that shall be observed by every pupil attending the school.
(b) Measures to be taken when a pupil fails or refuses to observe these standards.
(c) The procedures to be followed before a pupil is suspended or expelled from the school.
(d) The grounds for removing a suspension imposed in relation to a pupil and
(e) The procedures to be followed relating to notification of a child's absence from school
(f) To ensure that the Code of Behaviour fulfills the legal requirements and to develop best practice as laid out in the Code: Guidelines for Schools, NEWB, 2008.

<u>Relationship to the School's Ethos</u>

- *In line with the school's philosophy, we want the children to be safe and happy during play and learning time each day.*
- *The Aim of Primary School Education is to enable the child to live as full a life as possible, and to prepare him/ her for further education and lifelong learning so that the child will be able to function well socially through living and working with others, and in that way, be a contributing member of society. We are trying to develop a safe learning environment for the children in the school so that each can fulfill their own potential.*
- *As a result of this, behaviour that does not fit in with the above philosophy and that interferes with the education and safety of others will not be accepted.*

Principles

- *The school recognizes the variety of differences that exist between children and the need to recognize these differences.*
- *It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff, parents and pupils.*
- *Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner.*

***The Policy is organised under the following headings**:*

1. *Guidelines for behaviour in the school.*
    - *General school behaviour*
    - *Classroom etiquette*

2 .Whole school approach to developing positive behaviour.

- *The Staff*
- *The Board of Management*
- *Parents*
- *Pupils*

3. *Positive strategies for managing behaviour.*

- *The classroom*
- *The playground*
- *Wet days*
- *Other areas in the school.*
- *Activities that are school related.*

4. Rewards and Sanctions

- *Rewards and recognition given for good behaviour*
- *Strategies in response to inappropriate behaviour*
- *Parents to participate in managing the bad behaviour*
- *Management of aggressive or violent behaviour*

5. Suspension/Expulsión

- *Suspension*
- *Expulsion*
- *Appeals*

6. *Procedures to contact the school*

7. Attendance and punctuality

8. School dress code.

1. ***Guidelines for behaviour in the school:***

The Education Act (Welfare), Paragraph 23, mentions that the Code of Behaviour will specify "the standards of behaviour that shall be observed by each student attending the school"

General School Rules:

- *The children are expected to communicate entirely through Irish except when the subject English is being done.*

- *The children are expected to have respect for themselves and for others.*
- *Every pupil is expected to respect school property, the property of other pupils and teachers, and their own property.*

- *The children are expected to be mannerly, honest and sincere with all in the school community, staff, children, parents and visitors.*
- *Every pupil is expected to attend school regularly and to be on time.*

- *Good behaviour is expected from each pupil, and it is expected that each child will be understanding of other children and adults.*
- *It is expected that children will be kind to their companions/peers and that they will be prepared to help others.*
- *Each pupil is expected to try their best at school and doing their homework.*
- *We hope that the children will be able to resolve difficulties and conflict in a respectful way.*
- *The pupils are expected to use good/acceptable language when speaking.*
- *The children are not allowed run or shout anywhere in the school except the playground.*
- *Children may not have mobile phones in school.*

Rules in use in the Clasrooms:

There are specific rules in use in the classrooms. Here are some examples of the classroom rules:

- *Be kind, share, help others and take turns.*
- *Listen to children/ teachers when they are speaking.*
- *Be mannerly, sit down, excuse yourself and say please and thank you*
- *Have respect for yourself, others and for property.*
- *Put up your hand when you have something to say to the class or to the teacher.*
- *Keep your place clean, be respectful of school property and of the school environment.*
- *Be safe, always walk in the school buildings.*
- *Do your best with your schoolwork and your homework.*

2. ***Whole school approach to developing positive behaviour.***

The Staff:

i. *Special emphasis is put on encouraging a positive environment/atmosphere in class and throughout the school which encourages good behaviour eg. Commending good behaviour and promoting that all children be happy and safe within the school environment.*
ii. *The Staff ensure that they are always giving good example, that we are good role models.*
iii. *Good behaviour is praised through a using a variety of the strategies below:*

- *A quiet word to express your pleasure or satisfaction eg. I like the way you said/ did etc*
- *Write a little report in the child's copy*
- *Send the child to visit another teacher or the Principal to be praised*
- *Praise in front of a group or the class*
- *Give a special responsibility or privilege eg. Am Órga*
- *Word of Praise to parent, in spoken or*
- *written form*
- *Other sorts of recognition such as badge, sticker, certificate*
- *Each classteacher select Student of the week at assembly*

- *The staff are given opportunities to discuss and agree on school policies and procedures and to support the aims of the Code of Behaviour.*
- *The strategies for praising children will be reviewed yearly at a staff meeting, where their strengths and weaknesses will be brainstormed and discussed. Each teacher will be given an opportunity to share their ideas.*
- *Teaching in the school is effective, the curriculum comprehensive and stimulating, tasks are adapted to children's abilities, the children participate in learning and are motivated to learn.*
- *Classroom management procedures and skills, effective teaching methods that encourage learning boundaries to be expanded are fostered and promoted.*

The Code of Behaviour serves children who have learning difficulties as a result of special needs through IEPs, Behavioural plans, social groups and clear strategies set out in discussion with the SEN team, parents, class teacher and Special Needs Assistants.

- *The school's SPHE curriculum is used to support the Code of Behaviour. The main aim of the SPHE Curriculum is to develop our children's communication, appropriate interaction and behaviour skills, and to develop their conflict resolution skills. It also tries to encourage self respect and helps children accept differences and develop citizenship.*

The Board of Management *:*

The Board of Management's role is to ensure that a Code of Behaviour is developed in the school, and that the full school community are involved in it's development, it's implementation and the reviewing of it. The Board has a specific responsibility to promote the school's ethos as well as overall responsibility for all school policies. The Board of Management formally record when the Code of Behaviour is accepted and ratified as well as the date that it is to be implemented from and when it is to be reviewed. The Board of Mangement supports the staff when the Code of Behaviour is being implemented through giving opportunites for staff development and providing books/resources that will assist in developing good behaviour. The Board of Management support the staff and parents implementing the Code of Behaviour through making the necessary opportunities available to them.

Parents:

To implement the Code of Behaviour effectively and sympathetically, it is essential to have the full support of the parents. The positive results of the Code of Behaviour will depend on good communication, goodwill and loyalty from the parents of the school.

- *There is very open communication between staff and parents on all aspects of school life. Their co-operation is encouraged in a wide range of events and they are given opportunities to be involved in the school's work as much as possible.*
- *When a draft of the policy was ready, parents were invited to make recommendations based on that draft policy. Once the recommendations were considered, the Board of Mangement had the final word as whether to accept the amendments or not.*
- *Before children start in the school, an information night for parents is held in the school, where the school rules are explained to them.*
- *In September/October, teachers hold information nights for each class group where they go through through the year's work and where they discuss the classroom rules.*
- *They know about the rules, the school's reward and sanction systems and they co-operate with them.*
- *They attend meetings in the school if asked.*
- *We work collaboratively with Coiste na dTuismitheoirí and we listen to their ideas.*
- *Information nights will be organised on various facets of the Code of Behaviour to give parents support with discipline eg, cyberbullying, internet safety, Stay Safe programme, Conflict resolution.*
- *Parents on the Board of Mangement- They have input into every aspect of every policy in the school.*
- *According to Paragraph 23 (4) of the Education Act, the Principal must provide all parents registering their child in the school with a copy of the Code of Behaviour, and the Principal may (as a condition of registration of the child) ask parents to put in writing their acceptance of the Code of Behaviour and that they will make every reasonable effort to ensure that their child will comply with the Code.*

Parents are encouraged to help their children respect themselves and respect property and:

- *To make sure their children attend school regularly and that they arrive in time.*
- *To take an interest in their children's school work and support and motivate them in their work, to motivate the children to always do their best and be responsible for their own work*
- *Know the School's Code of Behaviour and be supportive in the implementing of it.*
- *To follow the appropriate procedures if they have are worries about any aspect of their child's schooling eg. Discipline, bullying, learning etc. As in any other aspect of school life, we recommend that parents contact the school if they are worried about any aspect of their child's behaviour. Information re procedures for contacting the school is given to parents at the information meetings every year and in the first newsletter of the school year. They are encouraged to come and speak to the class teacher if worried.*

- *To co-operate with the staff when their child's behaviour is causing problems for others.*
- *To let the school know of any issues/difficulties that a child has that could affect the progress or behaviour of that child.*
- *To help their children to do their homework when neccessary and ensure that the homework is finished.*
- *To make sure that their children have their schoolbooks and any other neccessary materials for school.*

Children:

- *Put together classroom rules/behaviours in consultation with the children*
- *Discuss the main points of the Code of Behaviour with the children and give them regular opportunities to give their opinions on the subject eg. At assembly.*
- *Should all know the general rules of the school. Should discuss the school rules at home with parents/guardians.*

3. ***Positive strategies to manage behaviour:***

Positive strategies are used throughout the school to promote good behaviour and to prevent bad behaviour.

The Classroom:

Practical strategies for teachers to encourage and promote good behaviour in the classroom.

- *Be alert/aware at all times of what is going on in the classroom.*
- *Praise and consolidate good behaviour eg. Through telling children "I like the way you did/said/showed that etc."*
- *Be aware of the vocabulary you use to correct children*
- *Know the Basic rules/behaviours that are expected in all classes which support the school's ethos and develop a positive learning environment.*
- *Get the children's input when developing classroom rules. Have the rules on the wall in the classroom.*
- *Teachers make sure that the children understand the of behaviour that is expected of them and remind them of of it regularly. Clearly show the children the normal standard of behaviour expected of them, daily routines and their limits.*
- *Explain the connection between the child's behaviour and the consequences of the behaviour eg. Sanction-separated from the group; that children understand the implications of bad behaviour and that they know the sanctions that will happen as a result of bad behaviour. Learning support and resource teachers also discuss classroom rules with SEN children.*
- *Use strategies to help children keep within daily routines and limits eg. Using reminder cards to keep children on task, using visual timetables.*
- *Clear system to recognise good behaviour and possibly give prizes/privileges as rewards. Use suitable rewards such as star charts, extra am orga, weekly certificate for good behaviour etc.*
- *Sanctions to be imposed following behaviour.*
- *Structured Timetable- Active participation of children in their learning, variety of teaching methods to be used eg. Between class teaching, group work, working in pairs or working alone. Use of classroom management techniques that ensure that activities and a variety of teaching methods stimulate and develop the children's interest.*
- *Change children's place in class- we recommend change once a fortnight or at least once a month (it can be done once a week if you prefer for Naíonáin).*
- *Ensure smooth transitions between subjects and when moving classrooms.*
- *Implement classroom rules immediately, consistently and fairly.*

We will foster a welcoming, open class atmosphere, where children feel cared for, that they are being taken care of and where they take care of other children.

Yard:

- *Clear rules for the yard that emphasise good behaviour and which states clearly the activities that are allowed are formulated. These rules will be discussed at a staff meeting early in the year and during the year when necessary. The children are informed of the rules through classroom discussion, assembly and regular reminders. The yard rules are hung up on the way out of the school/in the yard.*

- *The teachers will develop and keep continuity in our expectations of the children's behaviour, daily routines and limits in the yard and toilets*
- *The rules will be implemented immediately, continuously and fairly.*
  The children will play calmly while being aware of the safety of all who are in the yard.
  If play/behaviour is considered to be dangerous or inappropriate, the child is sent to a space on their own.

- *There are two breaktimes during the schoolday, from 10.45-11.00 and from 12.30-12.55. There is a supervision rota made out which ensures that there are sufficient adults with the children in the yard at any time between teachers and SNAs.*

Wet Days in the yard:

- *On wet days, the children stay in their classrooms. The classteacher puts on a TV programme/DVD on the TV or Interactive Whiteboard, or they leave them an activity to do.*
- *The SNAs stay with their own class.*
- *The other teachers on the rota are divided among the remaining classes and they move regularly from room to room during the break.*
- *The children may not leave their places except to go to the toilet.*

<u>Yard (continued)</u>

- *When the children are going to the yard, they are expected to walk in a line until they reach the yard. After playtime the bell rings and all the children freeze (stop all movement). Then they walk to the line and stand quietly until they are collected by their class teacher.*
- *The class teachers are responsible for supervising their own classes walking to and from the yard. Best practice and procedures are encouraged. Each class teacher collects their own class from the line.*
- *The supervising teacher must be asked for permission to go to the toilet.*
- *.Sick children stay in Lorraine's office and Lorraine contacts their parents to come to collect them.*
- *The classteacher is informed of any misbehaviour. For minor incidents in the yard, children can be sent to the wall or told to stand on the spot. (See sanctions.)*

<u>Other areas in the school:</u>

- *The teachers constantly remind the children of the importance of <u>walking</u> into and out of the school, to the halla, in the corridor, going to the toilets etc.*

- *The children and classes who are best at keeping the rules in various areas of the school are given praise and recognition.*
- *The children are reminded of the rules at assembly regularly, especially at the beginning of the year and start of a new term.*

- *Every teacher is responsible for correcting any child who is not keeping the rules in other areas of the school*

School related Activities;

The standards and rules within the Code of Behaviour also pertain to pupils who are away from the school but are still in the care of the school eg, school tours, matches, afterschool activities and attending events organized by the school.

4. Rewards and Sanctions

Rewards and recognition given for good behaviour.

Good behaviour is praised through using a mixture of the strategies below:

- *Cárta glas*
- *A quiet word to express your approval or satisfaction eg. I like the way you said/did ….etc.*
- *Write a report in the child's copy.*
- *Send the child to another teacher or the Principal for praise.*
- *Praise the child in front of the class*
  Give a particular responsibility or privileges eg .Am Orga, star charts, weekly certificate, "student of the week" badge at assembly for behaviour

- *Praise the child to parent in writing (diary etc) or orally.*
- *Give different types of recognition eg. Badge, certificate etc*
- *Sticker for Irish Speaker of the week. .*

Strategies for praising the children will be reviewed on a yearly basis at a staff meeting where their strengths and weaknesses will be discussed and analysed.

Every teacher will be given an opportunity to share their opinions and thoughts on them.

- *Rewards will be given for effort made, not just for achievement*
- *We will be careful with rewards to ensure that:*

❖ *They are not the aim of learning*
❖ *Unhelpful competition doesn't ensue as a result of using them*
❖ *The same children aren't chosen over and over again*

- ❖ *The children don't feel that they are unachievable and as a result, aren't motivated by them.*

Samples of the types of reward we give:

A night without homework, DVD time for the class, extra time on the computer, Prizes from the pound shop, student of the week, lollipops – Infants, pencils, yoyos, skipping ropes etc

Strategies to deal with inappropriate behaviour:

The aim of sanctions and strategies to deal with inappropriate behavior is to encourage good behavior and to avoid or discourage bad behaviour.

1. *Speak to the child and give them advice*
2. *Give a oral warning and then advise them again*
3. *Remove a child from a group within the classroom (temporarily) or send to another classroom for a short time.*
4. *If steps 1,2 & 3 fail, privileges will be removed:*
   - ➢ *Stand at the wall at lunch time*
   - ➢ *Not allowed go on the grass at playtime*

Re children with special needs, teachers will be careful to help the child understand the aims of the sanction clearly and the reason why their behaviour is unacceptable. School and class practices that support good behaviour apply to all children, including those who are understood to have special needs.

THE CORRECTION/SANCTION SYSTEM

It is based on a three-card system to inform parents of misbehavior, lack of effort in schoolwork or in using Gaeilge, disobedience, disrespect for others, disrespect for property etc.

The cards are:

CÁRTA BÁN: *For minor offences**

CÁRTA BUÍ: *For more serious offences or after Three cártaí bána.*

CÁRTA DEARG: *For a very serious offence* or following nine cárta bána or three cártaí buí. A cárta dearg may warrant suspension.*

See appendix 2 for a list of mis-demeanours relevant to each card above.

Regarding children with special needs, teachers will be careful to help the child understand the aims of the sanction clearly and the reason why their behaviour is unacceptable. School and class practices that support good behaviour apply to all children, including those who are understood to have special needs.

During Points 1-3 the teacher records any minor misdemeanours on the ABC form which is kept on file in the classroom.
(Appendix 3)

1. *The teacher informs the Principal of the situation depending on the severity of the misdemeanour (particularly if the child has progressed onto a Cárta Buí). The Principal speaks to the child and advises him/her. Teacher informs the parent (signed note/ phone call).*
2. *If the difficulties persist, the parent is invited to discuss their child's situation with the class teacher initially. The situation will be explained to them and it will be explained to them that the school expects their co-operation in improving their child's behaviour. The next step will be implemented if matters don't improve in relation to the child's behaviour. If the child in question is from the senior classes, the child MAY be present at the end of the meeting with the parent to discuss plans / developments.*
3. *Structured daily / weekly supervision of the pupil may ensue if difficulties persist.*
4. *If the difficulties still persist, the parents will be invited to discuss the situation with the class teacher and the Principal. The next step will be explained to them.*
5. *If the inappropriate behaviour continues, the Board of Management will be informed. It will be recommended that the Board send the parents a registered letter explaining the situation to them and the implications for their child.*
6. *The parents will be given one more invitation to come to the school to discuss the problems with the parties mentioned above. The parents are informed of the next step-* ***3 day suspension***

- ***Strategies to deal with children who are not speaking Irish***

  - *Teachers on the yard will distribute positive stickers and hearts when they hear children making a good effort in communicating through Irish. These efforts and Gaeilgeoir na seachtaine will be recognised accordingly at assembly.*
  - *If a child is making little or no effort to communicate through Irish from Term 2 of Senior Infants to Sixth class, they start on point one of the correction system*

Involvement of Parents in the Management of Misbehaviour:

- *To ensure good behaviour from the student body, the school expects full support and co-operation from the parent body.*

  The parents are ultimately responsible for the behaviour of their children in school.
  The parent's attitude and loyalty to the school and teachers helps immensely with their children's behaviour and attitude to school.

- *The staff will endeavour to ensure that the school is an open, welcoming place for parents.*
- *There is open communication policy between staff and parents in the school. If there is any concern about a child's behaviour, contact will be made with the parents. The parents will be contacted when the child has 6 incidents on the ABC form or if a serious incident occurs and is registered in the behaviour File.*
- *The class teacher initially contacts the parent by phone call or a note.*
- *Depending on the situation, the teacher may look for a meeting with the parents at the school. Depending on the situation and the child involved MAY be present to discuss plans / developments in relation to the issues at hand.*

Managing Violent and Aggressive behaviour.

Each child is individual and both internal and external factors affect each child differently. Taking that into consideration, the teacher understands that if a particular child has difficulties that interferes with their ability to self regulate certain emotions, classroom management, and/or the safety of the teacher and other children, this can cause problems. It is the teacher's responsibility to ensure the safety of all the children, at all times, as much as possible.

- *If the child concerned has serious emotional and behavioural difiiculties that is endangering the safety of the teacher and other children, the teacher and/or the principal may advise the parents to have their child psychologically assessed.*
- *Recommendations may be made to seek help from local support services to attend to the individual needs of the child e.g Special Educational Needs Organiser (SENO), National Educational Psychological Services (NEPS), Seirbhísí Cúram Poiblí, Health Service Executive (HSE),Public Psychological services, An tSeirbhís Naisiúnta Iompar, An Comhairle Náisiúnta Um Oideachais Spesialta, Seirbhísí Treoracha leanaí or Seirbhísí meabhairghalair Ógánach inclusive. Each registered child in the school must adhere to the school's Code of Discipline.*
- *The Special Education Needs (SEN) personnel in the school help the class teacher manage and support challenging behaviour.*
- *With the help of the class / resource / learning support teachers, individual behaviour plans are assembled for the relevant child.*
- *Each member of staff can assist the class teacher through comprehensive reflection and analysis of the child's behaviour. Such discussion may help the teacher identify the cause/s of the undesirable behaviour and formulate strategies to help prevent future occurrences.*
- *A mentoring system has been implemented to assist newly qualified teachers in such situations.*
  PDST resources are used throughout all subjects areas to give advice and support. All staff are made aware of courses covering such topics in the Education Centre.

- *A wide range of books focussing on challenging behaviour and methods to manage such behaviour are made available to all staff.*

5. ***Suspension/Expulsion****

Suspension:

Schools must under section 23 of the Education Act 2000 state the practices to follow if a student is suspended or expelled from the school. Before a child is suspended the following are taken into account the

- ***Type and severity of the behaviour***
- ***Context of the behaviour***
- ***Impact of the behaviour***
- ***Mediation efforts to date***
- ***Is suspension the most suitable option for the student?***
- ***Possible impact of the suspension.***

Usually every effort is made to mediate before expulsion and the school staff will outline why this mediation process did not work. The following are examples of serious misconduct which would warrant suspension:

- *If the child has progressed through the correction / sanctions system.*
- *If a child's behaviour is having damaging effects on the education of other children*
- *If there is a health and safety issue with the student remaining in school*
- *If a child is responsible for vandalism or theft.*

Procedures in relation to instant suspension*:*

When the principal makes a decision for instant suspension based on the safety of students/staff/ other persons, an investigation to support the suspension must be made.
In such situations the parents will be notified and asked to collect their child.
The Board of Management will immediately be made aware of the suspension.

Length of suspension:

- *The student will be suspended for up to 3 days. No student will be suspended for more than 3 days except in exceptional circumstances. i.e. where the Principal is of the opinion that a period of more than 3 days is required to achieve certain objectives. If a suspension of* ***more than 3 days*** *is advised, the subject of the suspension will be sent to the Board of Management to be reviewed and approved, taking all considerations into account.*
- *The Board of Management can authorise the principal to extend a suspension for up to 5 days, subject to chairperson's approval, in the event that a Board of Management meeting cannot take place, under the guidelines that govern this type of suspension. This authorisation must be given in writing.*

- *A suspension may not go over 10 days.*
- *If a child's suspension amounts to more than 20 school days, the Board of Management must make a formal evaluation of the suspension.*
- *Parents are to be made aware of the appeal process if a child is suspended for more than 20 days in total in the school year.*

Expulsion.

A child will be expelled from the school when the Board of Management decides that a child should be permanently removed from the school after following Section 24 of the Education Act 2000.

The Board of Management alone has the authority to expel a student from the school. Expulsion is a very serious step that the Board of Management must take as the result of a very serious mis-demeanour.

Factors relating to expulsion:

Every effort must be made by the school to make sure procedures are put in place to avoid expulsion, including, where appropriate:

- *Meet with parents and student to facilitate ways in improving the child's unacceptable behaviour.*
- *Ensure that the student understands the impact and consequences of continuing with his/her behaviour.*
- *Make sure that every possible effort has been made to avoid expulsion.*
- *Advice should be sought from the following agencies: HSE, NEPS, NEWB, and NCSE.*

Expulsion should be made in the following circumstances:

- *If a child's behaviour is having serious damaging effects on the education of other children*
- *If there is an extreme health and safety issue with the student remaining in school*
- *If a child is responsible for vandalism or theft.*

The reasons for expulsion are like the reasons for suspension. The main difference between them is that to consider expulsion, the school authorities have made every possible effort to negotiate and mediate with the child and family and are certain that this is the only option left available to them.

Immediate expulsion:

The Board of Management have the authority to immediately expel a pupil in the following exceptional circumstances:

- *A serious violent threat to student/ staff.*
- *Violent assault.*
- *Any drug related activity involving students.*
- *Sexual assault.*

** Aguisín 4 Suspension/Expulsion*

Appeals Procedure

A parent may appeal the decision to expel a child from the school to the Secretary General in the Department of Education and Skills. A Section 29 Appeal may be lodged by parents/guardians to the National Education Welfare Board against the expulsion on behalf of the student in question.

6. *Procedures to contact the school: Steps to be followed:*

Stage 1:

1. *If parents or guardians are worried about any aspect of their child's education, they should contact the class teacher to discuss the matter. They may phone the school to make a formal arrangement for a meeting. The origin of the difficulty and the reason for the meeting must be given before the meeting. In the same vein, any teacher wishing to arrange a meeting about any aspect of the child's education must also inform them of the reasons why the meeting is being called.*
2. *If the difficulty involves another aspect of the school or if the parent is still unhappy after discussing the problem with the teacher, they can organise a meeting with the Principal. It will be left to the Principal's discretion whether to organise a meeting between the teacher and the parents.*
3. *If the parent is still not satisfied, they may contact the Chairperson of the Board of Management to try to resolve the situation. The school will inform the parent as to how to contact the Chairperson, who will try to resolve the situation informally, possibly by organising a meeting between those involved.*

Stage 2:

1. *If the parent is still unhappy they may present their complaint in writing to the Board of Management. The Board of Management will not discuss any complaint if step (1) has not been strictly adhered to beforehand. Every correspondence made between parties must be signed. When a complaint reaches this stage it is considered to be serious and every effort is made to rectify the situation before this point is reached.*

2. *The Chairperson will inform the teacher regarding the basis of the complaint in writing and every effort will made to rectify the situation between the concerning parties within 5 school days of receiving the letter.*

Stage 3:

If the situation has not been resolved informally;

(a) The Chairperson will give a copy of the letter of complaint to the teacher.

(b) The Chairperson will arrange a meeting with the teacher and if appropriate, the principal, in an attempt to resolve matters.

This sort of a meeting should be arranged within 10 school days of receiving the letter of complaint.

Stage 4:

1. *If the matter still has not been resolved, the chairperson must present a formal report to the Board of Management within 10 school days of the meeting that was mentioned in section 3 (b).*
2. *If the Board decides that the complaint has no basis, the teacher and the person who made the complaint will be informed within 3 school days of the meeting held by the Board.*
3. *If the Board decides that the complaint warrants further investigation the following steps will be followed;*

a) *The teacher will be informed that the complaint is being brought to the next level of investigation.*
b) *The teacher will be given a copy of any correspondence received in relation to the complaint.*
c) *The teacher will be asked to respond to the complaint in writing.*
d) *A copy of this letter will be forwarded to the Board of Management.*
e) *The teacher will be given an opportunity to present his/her case in front of the Board. The teacher is entitled to bring along a companion to this meeting for support.*
f) *The Board may then organise a meeting with the person who has made the complaint if they feel necessary. In this case, the person who has made the complaint may also bring along a companion to the meeting for support.*
g) *The meetings mentioned at (d) and (e) will be held within 10 school days of the initial meeting in section 3(b).*

Stage 5:

1. *When the Board of Management has reached the end of their investigation, the Chairperson will inform both the person who has made the complaint and the teacher of the outcome of the investigation in writing. This correspondence will be made within 5 school days of the Board's final meeting.*
2. *If the person who has made the complaint is still not happy with the decision reached by the Board of Management, he/she may then contact the Department of Education and Skills for further advice on the matter.*

7. ***Attendance and Punctuality Procedures***

In Accordance with Section 18 of the Education Act 2000, the parent is obliged to ensure that the child attends school from the day they are registered to start onwards.

It is also the parents' obligation to notify the Principal/Teacher if the child is absent and the reason for the absence.

- *If the parent doesn't know beforehand that the child will be absent (eg due to illness),*
- *Parents are asked to inform the school in writing if they know in advance that they will be taking their child out of school, explaining the reason for the child's absence, the length of the absence and the dates that the child will be absent.*
  we ask that they send in a written note giving the reason for the absence, and the dates that the child was absent when the child returns to school. Parents often ring the school to let the teacher know that a child is sick etc. and we welcome this courtesy. However, a note is also required on the child's return to school.
- *The teacher will keep all notes and doctor's certificates in the classroom.*

According to the aforementioned Act, the National Educational Welfare Board must be notified if the child misses more than 20 days of school.

Strategies for Promoting Good Attendance will include:

- *Parents may be informed at the beginning of the school year, about Section 18 of the Education Act, 2000 and stress the importance of punctuality and good attendance in the school.*
- *A reminder may be sent home to parents every September and January reinforcing the importance of punctuality and good school attendance.*
- *It will be strongly recommend to parents that they should not take children out of school to go on holidays during the school term.*
- *Creating a positive, stimulating and inviting atmosphere in the school should aid attendance in school.*
- *Awarding certificates for good attendance to children at the end of the year who haven't missed any days during the year.*

8. ***School Dress Code***

Infants wear the school tracksuit: red jumper with school crest, navy track bottoms, and a white polo shirt.
From first class on we have two school uniforms: our formal uniform and our sports uniform. These uniforms are worn on appropriate days as set by the school. These days may change yearly, but parents shall be informed at the beginning of each school year which days the formal / sports uniform is worn.

***Formal Uniform**: Grey trousers / skirt / pinafore, red jumper / cardigan with the school crest and the school tie with a white shirt and school shoes.*
In the interest of equality, girls may wear a trouser, skirt or pinafore as part of their formal uniform.
Other dress code rules

- *No hair colours permitted*
- *No chains*
- *No make-up*
- *No unusual hairstyles (for e.g. shaved patterns for boys)*
- *No long earrings*
- *Girls are permitted to wear two stud earrings and boys may wear one stud.*
- *Long hair must be tied back from the face*

Criteria for Success

- *Evidence of positive behaviour in the classroom, yard and in the school environment shall determine the effectiveness of the policy.*
- *The implementation of aims and strategies mentioned in this policy should be fully adhered to by all staff members.*
- *Regular feedback from students, teachers and parents shall be noted.*

Roles & Responsibilities:

- *The Board of Management have a central role to ensure that the policy is implemented throughout the school*
- *The school staff have a central role also in ensuring that the policy is implemented with the support of the students and parents.*
- *The Principal and Vice Principal will monitor the implementation of the policy with the support of the staff.*
- *Understanding and support will be required from students and parents in order to implement the policy.*

Date of Implementation:
September 2014

Timetable for Revision of Policy:

The policy will be reviewed and various elements revised regularly and at least annually.

Ratification:

This policy was ratified on 14th of March 2014 by the Board of Management. A copy of this policy will be published on the school's website.

Rialacha Scoile

Ghaelscoil Mhic Aodha

1. **Labhair Gaeilge mhaith i gconaí.** 

2. **Bí ag éisteacht nuair ba chóir** 

3. **Bí macánta**

4. **Tabhair aire agus taispeáin meas do dhaoine eile** 

5. **Cuir suas do lámh má tá ceist nó freagra agat.** 

6. **Bí ag súgradh i slí deas gan bheith ro-iomaíoch nó ró-gharbh.** 

Aguisín 2:
Samplaí de mhí-iompar:

CÉIM 1 / 2 (RABHADH)

Samplaí de mhion mhí-iompar

Ag bogadh áit tar éis bualadh an chloigín sa chlós * ag cur isteach ar obair ranga *ag rith i bhfoirgnimh na scoile * ag caint sa líne *ag imeacht as an líne *Ag fágáil suíochán gan cead* ag caitheamh brúscar timpeall na scoile *gan bheith ag caitheamh an culaith ceart scoile * droch bhéasach *drochmheasúil *gan obair bhaile bheith déanta * ag ithe guma coganta * ag dreapadóireacht ar shuíomh na scoile *a bheith sa seomra gan cead ag am lón/ar maidin.

CÉIM 3 (CÓRAS CEARTIÚCHÁIN) CÁRTA BÁN

Samplaí de mhí-iompar tromchúiseach

Samplaí leanúnacha de na cinn thuas-luaite *Siar cur isteach ar an rang *ag siar inseacht bréaga *ag goid *ag déanamh damáiste de threallamh/de mhaoin daltaí, scoile agus timpeallachta *ag ais fhreagairt an mhúinteora *ag teacht isteacht i gclós na scoile tar éis amanta scoile gan cead * *gan bheith ag déanamh an iarracht is fearr lena gcuid oibre *ag usáid droch theanga *ag gortú páiste eile d'aon ghnó *ag usáid fón póca sa scoil gan cead *ag siar béarlóireacht *ag úsaid an idirlíon gan cead *drochbhéasach/ drochmheasúil * ag fágáil sconnaí ar siúl.

CÁRTAÍ BUÍ

Bullaíocht * ag fágáil timpeallacht na scoile i rith lá scoile gan cead *Siar cur isteach ar an rang *ag goid earraí ón scoil / mhic léinn *ag déanamh damáiste de threallamh/de mhaoin daltaí, scoile agus timpeallachta *ag ais fhreagairt an mhúinteora * ag fágáil timpeallacht na scoile i rith lá scoile gan cead *ag usáid droch theanga *ag gortú páiste eile d'aon ghnó *ag siar béarlóireacht * *drochbhéasach/drochmheasúil

CÁRTAÍ DEARGA

Samplaí de mhí-iompar tútach uafásach

Ag cur foirgnimh nó troscán scoile tré thine * ag fágáil sconnaí ar siúl *iompar ionsaitheach *bagairt ar dhuine *iompar foréigneach i n-aghaidh baill foirne nó páiste *alcól, drugaí nó tabac a bheith ar a seilbh acu nó a usáid i dtimpeallacht na scoile no ag imeacht scoile *ag tabhairt uirlísí contuirteach ar scoil * ag leanacht le bulaíocht in ainneoin idirghabhála *siar droch bhéasa agus droch mheas.

Steps 1/2 Warning

Examples of minor misdemeanours:

*Moving after the bell rings in the yard * interfering with classwork * running in the school building * Speaking in the line * leaving the line * leaving seat without permission * throwing rubbish in school * not wearing correct uniform * being rude * being disrespectful * not having homework done * eating chewing gum * climbing in the school grounds * being in the classroom without permission at lunchtime, before or after schooltimes.*

WHITE CARD

Examples of serious misdemeanours:

*Repeated examples of the above * Continually interrupting the class * telling lies * stealing * damaging equipment/ pupil's, school's possessions * back answering the teacher * coming into the yard after school without permission * * not trying your best with your work * using bad language * hurting another child deliberately * using a mobile phone in school without permission * speaking english repeatedly * using the internet without permission * rude/disrespectful ** leaving taps running **

YELLOW CARD

*Bullying * leaving the school grounds during schooltime without permission * Majorly interrupting / disrupting the class * stealing * damaging equipment/ pupil's, school's possessions * Majorly hurting another child with intent * using bad language * speaking english repeatedly * rude/disrespectful*

RED CARD

Examples of extreme bad behaviour

*Setting building or furniture on fire * offensive behaviour * threatening behaviour * violent behaviour towards staff or children * having alcohol, drugs or tobacco on the school premises or at a school event * bringing dangerous implements to school * continuing bullying behaviour in spite of intervention/mediation * ongoing rudeness and disrespect*

Auigisín 3

Ainm an dalta: _____ Tuairisc ar eachtraí chlóis/ranga.

Dáta/ Am	Suíomh	Tuairisc	Tuisti X✓	Príomhoide X ✓
1.				
2.				
3.				
4.				
5.				
6.				

Aguisín 4: Fionraí & Díbirt-níos mó eolais

Fionraí:

Ceanglaítear ar scoileanna, faoi Alt 23 (2) den Acht Oideachais (Leas), 2000 sonrú ina gcód iompair na nósanna imeachta le leanúint sula gcuirtear mac léinn ar fionraí nó sula ndíbrítear an mac léinn as an scoil. Sula gcuirtear páiste ar fionraí tógfar san áireamh:

- ***Cinéal & tromchuís an iompair***
- ***Comhthéacs an iompair***
- ***Tionchar an iompair***
- ***Iarrachtaí idirghabhála go dtí seo***
- ***An freagra comhréireach é mac léinn a chur ar fionraí nó nach ea.***

Ba chóir go mbeadh fionraí mar fhreagra comhréireach ar iompar is cúis imní.

- ***Tionchar féideartha na fionraí***

De ghnáth, déanfar iarracht tabhairt faoi idirghabháil eile roimh fionraí agus athbhreithneoidh foireann na scoile na fáthanna nach raibh ag eirí leis an idirghabháil sin. Éilítear sa chinnteoireacht go mbeadh forais thromchúiseacha ann chun an mac léinn a chur ar fionraí m.sh

- Go raibh tionchar dochrach tromchúiseach ag iompar an mhic léinn ar oideachais na mac léinn eile.
- Go bhfuil bagairt ann do shábháilteacht agus an mac léinn ag fanacht sa scoil í láthair na huaire.
- Go bhfuil an mac léinn freagrach as damáiste tromchúiseach do mhaoin.

Féadfaidh mí-iompar tromchúiseach amháin a bheith ina fhoras le duine a chur ar fionraí.
Ba chóir d'fhionraí bheith mar chuid de plean chun dul i ngleic le iompar an mhic léinn.

Ba chóir don fhionraí:

- Cuidiú leis an scoil spriocanna iompair a chur ar bun leis an mac léinn agus lena thuismitheoirí.
- Deis a thabhairt d'fhoireann na scoile idirghabháil eile a phleanáil.
- Tromchúis an iompair a chuir ina luí ar an mac léinn agus ar a t(h)uismitheoirí.

Nósanna imeachta i ndáil le Fionraí:

- Eilítear ar scoileanna de réir dlí cloí le gnáthaimh chóra nuair atá sé beartaithe acu mac léinn a chur ar Fionraí m.sh an ceart go n-éistfí leat, an ceart go mbeifí neamh chlaonta i do leith, imscrúdú le déanamh ar mhí-iompar líomhnaithe a bhféadfadh fionraí nó díbirt eascairt as, an próiseas cinnteoireachta maidir le: (a) cibé acu an raibh an mac léinn i mbun mí-iompair nó nach raibh & (b) an smachtbanna le gearradh a leanacht.

Cinéalacha Fionraí:

Fionraí láithreach: I gcuinsí eisceachtúla féadfaidh an Príomhoide a bhreithniú go bhfuil fionraí láithreach oiriúnach i gcás ina léireofaí go mbeidh láithreacht leantach an mhic léinn ag an am sin mar fhíorbhagairt do shábhailteacht na mac léinn nó fóirne na scoile, nó do dhuine ar bith eile.

Uath Fhionraí: Is féidir leis an mBord Bainistíochta a chinneadh, i ndiadh próisis chomhairliúcháin leis an bPríomhoide, le tuismitheoirí, le múinteoirí agus le mic léinn gur chóir go mbeadh fionraí ag gabháil le iompar ainmnithe áirithe mar smachtbhanna.

Nuair a dhearbhaíonn réamh-mheasúnú ar na fíricí gur tharla mí-iompar tromchúiseach a b'fhéadfaí fionraí a ghearradh dá bharr, leanfaidh an scoil na nósanna imeachta seo a leanas:

- An macléinn agus a thuismitheoirí a chur ar an eolas maidir leis an ngearán.
- An deis a thabhairt do thuismitheoirí agus do mhic léinn freagra a thabhairt.

<u>Nósanna Imeachta i ndáil le fionraí láithreach</u>:
I gcás go mbreithníonn an Príomhoide gur chóir mac léinn a chur ar fionraí láithreach, ar mhaithe le sábháilteacht an mhic léinn, na foirne, nó daoine eile, ba chóir réamh-imscrúdú a reáchtáil chun cás a bhunú a thacódh leis an bhfionraí. I gcás fionraí a ghearrfaí láithreach, ní foláir tuismitheoirí a chur ar an eolas, agus socraithe a dhéanamh leo go mbaileofaí an mac léinn. Cuirfear an Bord Bainistíochta ar an eolas faoi an fionraí láithreach.

<u>Tréimhse na Fionraí:</u>

- Cuirfear mac léinn ar fionraí ar feadh tréimhse 3 lá. Ní chuirfear an mac léinn ar fionraí ar feadh tréimhse níos faide ná trí lá, ach amháin í gcúinsí eisceachtúla i.e bhfuil an Príomhoide den tuairim go bhfuil tréimhse níos faide na trí lá de dlith chun cuspóirí áirithe a bhaint amach. Má bhíonn fionraí níos faide ná trí lá á mheas, caithfear an t-ábhar a atreorú chuig an mBord Bainistíochta chun breithniú agus faomhadh a dhéanamh air, ag cur na gcúinsí in iúl maille leis na torthaí measta.
- Is féidir leis an mBord Bainistíochta an Príomhoide a údarú, le cead Chathaoirleach an Bhoird, fionraí a ghearradh ar feadh tréimhse suas le cúig lá í gcás nach féidir cruinniú Boird a thionóil go tráthúil, faoi réir na treoracha a bhaineann lena leithid d'fhionraí. Beidh an t-udarás seo faighte i scríbhinn.
- Beidh teorainn deich lá le tréimhse amháin fionraí.
- Ba chóir don Bhord athbhreithniú foirmiúil a dhéanamh ar mholadh ar bith chun mac léinn a chur ar fionraí, i gcás gurb ionann an fionraí
  iomlán agus níos mó ná fiche lá as láthair sa scoilbhliain reatha.
- Cuirfear tuistí ar an eolas faoina gcearta achomhairc a dhéanamh má bhíonn páiste ar fionraí thar 20 lá.

<u>An Fhionraí a chur i ngníomh</u>:

- Tugann an Príomhoide fógra í scríbhinn do na tuismitheoirí agus don mhac léinn maidir leis an gcinneadh é/í a chur ar fionraí. Caithfidh an litir na nithe seo a leanas a dhearbhú:

→ Tréimhse na fionraí, na dátaí ar an dtosóidh agus ar a gcríochnóidh an fhionraí.
→ Fathanna na fionraí
→ Clár staidéir ar bith le leanúint
→ Socraithe ar fhilleadh ar scoil, agus gealltanais ar bith a gcaithfidh an mac léinn agus na tuismitheoirí a thabhairt (m.sh ath dhearbhú a dhéanamh ar an dtiomántas don chód iompar).
→ Foráil achomhairc don Bhord Bainistíochta tar éis 20 lá fionraí i scoil bhliain amháin.
→ Ceart achomhairc d'Ard Rúnaí na Roinne Oideachais & Scileanna (An tAcht Oideachais 1998, Alt 29) tar éis 20 lá fionraí i scoil bhliain amháin.

Tabharfar geallúint go dtosófar glan as an nua nuair a athghlactar le páiste tar éis fionraí.
Cuirfear béim mhóir ar cheachtanna OSPS le linn an tréimhse athghlacaithe.

Appendix 4: Suspension & Expulsion

Suspension:

Under Paragraph 23 (2) of the revised Education Act, 2000, schools are bound in their Behaviour policy to detail the procedures to be followed before a student is suspended or expelled from the school. Before a child is suspended, the following are taken into consideration:

- ***Type and seriousness of the behaviour***
- ***Context of the behaviour***
- ***Impact of the behaviour***
- ***Efforts at intervention to date***
- ***Is it an appropriate & proportional solution to suspend the student or not?***

Suspension should be appropriate and proportional to the behaviour and cause of concern

- ***Possible effects of suspension***

Usually, before suspension, other efforts are made to try to intervene and the school staff will review the situation to see the reasons why that intervention did not succeed. It is important that there should be serious grounds on which to base a decision to suspend a student eg.

- *That the student's behaviour had a serious damaging effect on the education of other students*
- *That there is a threat to safety by keeping the student in the school at that time*
- *That the student is responsible for serious damage to property.*

Serious misbehaviour alone could be grounds to suspend someone.
Suspension should be part of the plan to deal with the behaviour of students.

Suspension should:

- *Help the school set behaviour goals with the student and his/her parents.*
- *Give the staff a chance to plan further mediation/intervention.*
- *Impress the seriousness of the behaviour on the student and his/her parents.*

Procedures in relation to suspension:

Schools are required by law to follow follow fair procedures when it is being decided whether to suspend a student eg. The right to be heard, the right that people not be prejudiced against you, that the alleged misbehavior that could lead to suspension or expulsion be investigated, the process in making this decision relating to: (a) was the student involved in misbehaving or not and (b) the sanction to be applied

Types of Suspension:

Instant Suspension: *In exceptional cases, the principal could decide that instant suspension would be suitable in a situation where the continued presence of the student at that time would be considered a serious threat to the safety of students, staff or anybody else.*

Automatic Suspension: *The Board of Management can decide, after going through a process of consultation with the principal, the parents, the teachers and the students that suspension is the automatic sanction for certain named behaviours.*
When pre-assessment of the facts confirms that a serious misbehaviour has occurred that could result in suspension, the school will follow the following procedures:

- *The student and his/her parents will be informed of the complaint.*

- *The student and his/her parents will be given the opportunity to give a reply.*

Procedures in relation to instant suspension:

In the case that the principal feels that a student should be put on an instant suspension for the safety of other students, staff or others, an investigation should be organised to establish a case that will support the suspension. In the case of an instant suspension, parents must be informed and arrangements made to collect the student. The Board will be informed immediately.

Length of the Suspension:

- *The student will be suspended for 3 days. The student will not be suspended for longer than 3 days except in exceptional circumstances ie. if the Principal is of the opinion that more than 3 days is needed to achieve certain objectives. If suspension longer than 3 days is assessed as being necessary, the subject must be brought to the Board of Management to review and approve, informing them of the circumstances along with the results of the assessment.*
- *The Board of Management can give the Principal the authority, with the chairman's permission, to suspend up to 5 days in the case that a board meeting cannot be arranged in time, subject to the guidelines that deal with this type of suspension. This authority is given in writing.*
- *There is a limit of 10 days to any one suspension.*
- *The Board should make a formal review of any recommendation to suspend a student in a situation where the full suspension will bring the student's suspensions to more than 20 days in the current school year*
- *Parents will be informed of their right to appeal if the child is suspended more than 20 days.*

Activating the Suspension:

- *The Principal gives the parents and the student notice in writing of the decision to suspend him/her.*

The letter must contain the following:

→ *The length of the suspension, the dates that the suspension will begin and end on.*
→ *Reasons for the suspension*
→ *Programme of work to be followed*
→ *Arrangements for return to school and any commitments that the student and the parents must give (eg the parents could be asked for reassurance of their commitment to support the Behaviour Policy).*

→ *Provision of appeal after 20 days suspension in any 1 school year.*

→ *The right of appeal to the Secretary General in the Department of Education and skills (Education Act 1998, Paragraph 29) after 20 days suspension any any 1 school year.*

A promise is given that the student gets a new start when he/she returns from suspension.
SPHE lessons are emphasised during the return period.