

Coláiste de hÍde



Bóthar Chaisleán Thigh Motháin, Tamhlacht, Baile Átha Cliath 24.

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POLASÁÍ

Fionraí /Díbirte

Cód Iompair

Smachtbhannaí

Cód Iompair

RÁITEAS SCOILE

Tá sé mar aidhm againn i gColáiste de hÍde an bóthar a réiteach do gach aon dalta a lán-acmhainn a bhaint amach le héascaíocht, go h-intleachtúil, go fisiciúil, go spioradálta, go cultúrtha, go sóisialta agus go mothálach tré mheán na Gaeilge.

Déantar iarracht ar leith ins an scoil féin-íomhá dearfach a chothú i ngach aon duine, maille le meas a chothú iontu do gach duine, dá dtimpeallacht agus dá bpobal.

Aithnímid cearta agus freagrachtaí tuismitheoirí agus caomhnóirí dleathacha in a ról mar bhun-oideachasóirí agus fáiltimid roimh a dtacaíocht agus a gcomhpháirteachas i saol na scoile.

1.RÉAMHRA

Sé an cuspóir atrá le cód iompair Choláiste de hÍde ná dea-iompar a chothú chun cabhrú le daltaí agus le múinteoirí a saol scoile a chaitheamh go taitneamhach, go tairbheach agus go toilteanach in atmaisféar dearfach oideachasúil.

Tá an cód iompair á athchóiriú i gcomhréir leis an Acht Oideachais (1998), an Achta Leasa Oideachais (2000) i gcomhar le daltaí, tuismitheoirí, le múinteoirí agus leis an mBord Bainistíochta de réir treoirlínte an Bord Náisiúnta Leasa Oideachais (2008).

Feidhmníonn an Cód Iompair i dtaca le polasaithe eile an choláiste, go háirithe,

- An Polasaí Gaeilge
- An Polasaí Frithbhulaíochta
- An Polasaí Cúram Tréadach
- An Polasaí Tinrimh agus Poncúlachta
- An Polasaí Fionraí agus Díbirt
- An Polasaí Cúram Leanáí

2. FÍS

Is i gcomhthéacs na físe scoile a bhfeidhmníonn na polasaithe éagsúla.

“Tá sé mar aidhm againn i gColáiste de hÍde an bóthar a réiteach do gach aon dalta a lánacmhainn a bhaint amach le héascaíocht, go hintleachtúil, go fisiciúil, go spioradálta, go cultúrtha, go sóisialta agus go mothálach tré mheán na Gaeilge. Déantar iarracht ar leith ins an scoil féiniomhá dearfach a chothú i ngach aon duine, maille le meas a chothú iontu do gach duine, dá dtimpeallacht agus dá bpobal.”

Chomh maith le mianta an ráitis físe tá na prionsabail seo a leanas mar bhunchlocha don chód iompair

- Sábháilteacht agus cúram gach ball scoile
- Meas agus comhoibriú a chothú i measc pobal na scoile
- Freagracht Phearsanta a fhorbairt
- Caidreamh cuí agus cóir a chothú
- An Ghaeilge a chur chun cinn de réir manna an choláiste, ‘tír gan teanga, tír gan anam’

Táimid ag súil go gcuireann an cód in iúl

- An caighdeán iompar lena bhfuiltear ag súil ó dhaltáí
- Na slite ina gcothaítear dea-iompar
- Na straitéisí chun droch iompar a cheartú
- Na smachtbhannaí a úsáidtear chun drochiompar a sheachaint nó/agus a cheartú

3. FREAGRACHTÁÍ BAILL AN PHOBAIL SCOILE

Chun go n-éireoidh leis an gCód Iompair táthar ag braith ar thuismitheoir, ar an bhfoireann agus ar dhaltáí an choláiste scoil shona a chur chun cinn.

Tuismitheoirí:

Cuirfear cóip den Chód Iompair ar fáil do gach dalta sula gcláraítear i gColáiste de hÍde é/í. Ní mór don dalta agus dá t(h)uismitheoir an cód a shíniú ag dearbhú go nglacann said leis an gcód agus go ndéanfaidh said gach iarracht feidhmiú dá réir.

Tá freagracht ar gach thuismitheoir tacaíocht ghníomhach a thabhairt don chód iompair.

Fáiltítear roimh thuismitheoirí páirt dhearfach a ghlacadh i saol na scoile chun nasc tairbheach a chothú idir an scoil agus an baile.

An Príomhoide:

- Sé an Príomhoide atá freagracht as smacht laethúil sa choláiste faoi threoir an Bhoird Bainistíochta.
- Cinnteoidh an Príomhoide go gcuirtear an Cód Iompair i bhfeidhm go coir, réasúnta.
- Spreagfaidh an Príomhoide tacaíocht na foirne don Chód iompair.
- Tabharfaidh an Príomhoide treoir, cinnireacht agus tacaíocht do dhaltáí, don fhoireann agus do thuismitheoirí I gcur i bhfeidhm an chóid.
- Is faoin bPríomhoide atá sé dualgais maidir le hiompar a roinnt le baill eile foirne de réir mar is cuí.

An Fhoireann Scoile:

- Tá foireann na scoile freagrach as déileáil le drochiompar a fheiceann said nó a chloiseann said ó dhaltáí.
- Sé an múinteoir ábhair atá freagrach sa chéad áit as smacht sa seomra ranga.
- Ba chóir don mhúinteoir ábhair
 - Modhanna teagaisc spreagúla a úsáid.
 - Bheith dearfach sna caighdeáin iompair lena bhfuil sé/sí ag súil ó dhaltáí.
 - Caighdeán arda iompair agus obair scoile chomh maith le hiarracht mhacánta a éileamh ó dhaltáí.
 - Timpeallacht ranga tharraingteach a chruthú.
 - Dearcadh dearfach a bheith aige/aici i leith gach dalta.
- Tá sé de cheart ag gach múinteoir a c(h)uid dualgas proifisiúnta a chomhlíonadh in atmaisféar dearfach a luíonn le múineadh agus le foghlaim.
- Chuige seo ba chóir go mbeadh na rialacha ranga feiceálach agus soiléar agus cothrom.

Daltáí:

Tá sé de cheart ag gach dalta foghlaim in atmaisféar a luíonn le teagasc agus foghlaim éifeachtach.

Tá an dualgas ar dhaltáí iarracht mhacánta, dearfach a dhéanamh ina gcuid iompair, ina gcuid oibre scoile agus ins an gaol atá acu le múinteoirí agus daltaí eile.

Tá an dualgas ar dhaltáí cloí le rialacha scoile agus le rialacha ranga ionas go ligtear don mhúinteoir a d(h)ualgais proifisiúnta a chomhlíonadh agus do dhaltáí eile sa rang foghlaim.

Is trí chomhoibriú a réitítear fadhbanna má tharlaíonn said. Moltar do dhaltaí agus / nó do thuismitheoirí dul i gcomhairle le foireann na scoile chun fadhbanna a thagann chun cinn a réiteach.

4. RIALACHA AN CHOLÁISTE

(a) Sainmheon an Choláiste

Is scoil lán Ghaeilge é Coláiste de hÍde. Labhrófar Gaeilge i gcónaí i measc daltaí agus foireann na scoile ar scoil, ar aon ócáid scoile agus aon uair a thagann daltaí na scoile le chéile. Déileáiltear le seo faoi Riail na Gaeilge.

(b) Meas

Léireoidh daltaí agus múinteoirí meas ar a chéile agus ar aon duine a thagann ar chuairt chun na scoile.

Tá an ceart ag gach dalta a shaol a chaitheamh i dtimpeallacht atá soar ó bhagairt. Ní ghlacfar le bulaíocht nó ciapadh de shórt ar bith. Deileáiltear le seo faoi Pholasáí Frithbhulaíochta agus polasaí OCG an Choláiste.

Léireoidh na daltaí meas ar shealúchas an choláiste agus ar shealúchas daoine eile.

(c) Tinreamh agus Poncúlacht

Freastalóidh daltaí ar scoil gach lá. I gcás asláithreachais caithefear nóta mínithe a thabhairt don mhúinteoir ranga nó/agus an Ceann Blianauí nuair a fhillean an dalta ar scoil.

Beidh na daltaí in am dos na ranganna agus d'imeachtaí eile scoile.

Níl cead talamh na scoile a fhágáil i rith an lae ach amháin i gcásanna eisceachtúla le nóta mínithe. Síneoidh múinteoir cuí an nóta agus síneoidh an dalta amach in oifig an rúnaí.

Cuirtear téacs abhaile chuig tuistí/caomhnóirí daltaí nach bhfuil ar scoil agus má tá dalta déanach x 4 le linn 4 sheachtain scoile beidh fanacht siar aige/aici. Tá an córas tinrimh agus poncúlachta mínithe sa Pholasáí Tinrimh & Poncúlachta.

(d) Eádaí Scoile

Caithfidh daltaí an Choláiste éide iomlán na scoile le leinn imeachtaí scoile

(léine bán, geansaí an choláiste, bríste liath, bróga dubha agus cóta, carabhat agus seacéid na scoile – Buachaillí)

(blús bán, geansaí an choláiste, sciorta an choláiste, stocaí glasa, cóta, carabhat agus seacéid na scoile – cailíní)

Tá cead na héadaí spóirt a chaitheamh ar an lá go bhfuil corp oideachais ag an dalta.

(t-léine na scoile, brístí dubhgorma (gan ainmhranda) agus bróga reatha)

Is le nóta dochtúra amháin a ghlacfar le dalta gan éadaí spóirt.

Níl cead seodra a chaitheamh ach amháin 'stud' amháin sna cluasa.

Coimeádfaidh daltaí a gcuid gruaige glan, néata I slí a luionn le nádúr foirmeálta na scoile. Bainistíocht an choláiste a dhéanfaidh breithiúnas ar oiriúnacht na stile/dath gruaige.

Beidh ainm an dalta scríofa go soiléir ar gachball éadaigh atá agie/aici.

Ní cheadaítear brógaí canbháis nó reatha ach amháin ar lá go bhfuil corp oideachais ag an dalta.

(e) Treallamh Pearsanta

Beidh na téacsleabhair, na cóipleabhair agus na huirlisí cuí, cearta ag na daltaí do gach rang.

Beidh Dialann Scoile ag gach dalta, í coimeádfa néata agus glan agus í ar fáil do mhúinteoir ar bith a lorgáinn í.

Ní cheadaítear Tippex, rianairí nó a leithéid in am ar bith.

Beidh fóin phóca múchta agus as radharc le linn am scoile, chomh maith le gléasanna leictreonacha eile siamsaíochta.

(f) Treallamh agus Timpeallacht an Choláiste

Léireoidh daltaí meas ar threallamh na scoile. Ní dhéanfaidh said damaiste do throsacán nó foirgeamh na scoile.

Ní cheadófar do dhaltaí ithe nó ól sna seomraí ranga.

Tá cosc ar ghuma coganta agus ar deochanna fuinniúla (polasaí bia sláintiúil)

Ní mór do dhaltaí seomraí ranga, gléasta agus an bhilanna a fhágail glan ina ndiaidh.

Níl cead bia nó deoch a thógail amach sa chlós.

(g) Obair Scoile agus Obair Bhaile

Déanfaidh gach dalta a d(h)ícheall le linn am ranga agus cloifidh sé/sí le rialacha agus le nósanna imeachta ranga.

Bainfear úsáid as an Dialann Scoile chun an obair bhaile a bhreacadh síos.

Déanfaidh daltaí a ndícheall leis an obair bhaile a thugtar dóibh.

(h) Iompar

Iompróidh daltaí iad féin go maith ar scoil, le linn turais scoile agus nuair atá said le haithint mar dhaltaí Choláiste de hÍde.

Tá cosc ar tobac, drugaí nó substaintí dainséaracha a bheith ina seilbh ag daltaí ná ní chuirfidh said ar fáil do dhaltaí eile iad.

Ní bheidh uirlisí dainséaracha I seilbh an dalta in am ar bith agus bainfear iad má bhíonn.

Léireoidh daltaí cuirtéis dá chéile agus do dhaoine eile I gcónaí.

Úsáidtear geataí coisithe beaga na scoile i gcónaí chun teacht agus imeacht ón scoil.

5. DEA-IOMPAR A CHOTHÚ

Is é sprioc an chóid iompair ná dea-iompar a chothú. Déantar fíís/étos, polasaithe agus dea-chleachtais na scoile a leanúint go gníomhach agus díritear iad ar iompar dhearfach I measc phobal na scoile chomh maith le cosc a chur le hiompar mí-oiriúnach.

Caithfear dea-iompar a mhúineadh agus a spreagadh. Déantar é seo

- Tré mholadh labhartha agus scríofa ó mhúinteoirí
- Tré ról an Mhúinteora Ranga
- Tré ról an Cheann Bliana
- Tré fhógraí agus spreagadh ag tionól
- Tré ionduchtú bhliain 1
- Tré ranganna OSSP,OSPS agus Reiligiún agus tré na gnáthranganna eile.
- Tré iompar mheasúil na múinteoirí a fheiceáil

I gcás fadhbanna droch-iompair airithe eagrófar cruinnithe comhairleacha le Múinteoir Ranga/ Coiste Smachta / Ceann Bliana / Comhairleoir Treorach /Múinteoir Tiachtanais Speisialta chun gach iarracht a dhéanamh dea-iompar a chothú.

Maraon le freastal ar fhorbairt acadúil na ndaltaí cuireann Coláiste de hÍde roimhe deiseanna a chur ar fail dá chuid daltaí páirt a ghlacadh i saol na scoile trí

- Imeachtaí seach-churaclacha agus comhchuraclacha
- Cúrsaí spioradáltaí agus imeachtaí eile scoile
- Coiste na nDaltaí
- Captaen & leas-captaen ranga
- Córas Cinnireachta
- Ionduchtú dhaltaí Bhliain 1
- Laethanta Spóirt
- Seachtain an Chairdis
- Seachtain Meabhair-shláinte

Seachtain na Gaeilge

Tugtar aitheantas do dhea-iompar, do rannphairtíocht na ndaltaí agus do dhaltaí atá tar éis cur go mór le saol na scoile ag ócáidí cheiliúrtha ag deireadh na scoilbhliana i slite ar nós

- Teastaisí / Trófaí / de bharr feabhais acadúil
- Teastais tinrimh
- Trófaí do dhalta na bliana (Bl.6 & Idirbhliain)
- Boinn / Trófaithe de bharr feabhais spóirt

Scoláireachtaí do dhaltaí ardteiste (Pointí is airde & iarracht is fearr) EILE?

6. I gCÁSANNA DROCH-IOMPAIR

Uiareanta teipeann ar dhaltaí cloí leis na caighdeán a leagtar síos sa chód iompair. Cé go ndéantar gach iarracht dea-iompar a chothú caithfidh smachtbhannaí a bheith ann chun deileáil le daltaí a sháraíonn an Cód Iompair. Tá straitéisí agus smachtbhannaí ann chun deileáil le droch-iompar mar atá thíos. I ngach cás is smachtbhannaí iad ach é mar aidhm go

bhfeabhsóidh an dalta a c(h)uid iompar dá bharr. Ach sé leas pobal uile na scoile atá ceannasach ar leas an dalta aonair.

Tá réimse rogha smachtbhannaí i gceist i gcás sárú an chóid iompair.

- Foláireamh béil
- Obair bhaile breise
- Nóta sa dialann scoile
- Cruinniú le múinteoir ranga/ceann bliana
- Aistharraingt pribhléidí
- Fanacht siar
- Seirbhís scoile (glanadh &rl)
- Cruinniú le coiste smachta/ POT / PO.
- Cruinniú le tuistí/foireann scoile
- Cárta Tuairisce
- Fionraí In-mheánach
- Fionraí
- Díbeart
- EILE?

I gcás guthán póca má fheictear nó má chloistear iad le linn am scoile (8.40-15.30) bainfear iad agus coimeádfar iad go dtí deireadh an lae. Má tá aon easaontas coimeádfar an guthán go dtí deireadh an chéad lá scoile eile. Más fadhb leanúnach é rachaidh an scoil i dteagmháil le tuismitheoirí/caomhnóirí agus molfar dóibh go dtugann an dalta an guthán póca chuig an scoil ag tús an lae le bailiú ag deireadh an lae. Níl Coláiste de hÍde freagrach as na gutháin a bhainfear.

I gcás alcóil, tobac agus substaintí agus uirlisí baolacha coimeádfar ar scoil iad agus cuirfear in iúl do tuismitheoirí.

I gcás dalta a chur ar fanacht siar ba chóir go mbeadh réamh-fhógra faighte ag tuismitheoirí sula dtarlaíonn sé.

Bíonn fanacht siar ar siúl ar an Luan agus Déardaoin tar éis scoile ó 3.30-4.15.

Má tá dalta déanach don cheathrú uair laistigh de thréimhse 4 sheachtain scoile bíonn fanacht siar i gceist nó bíonn ar an dalta bheith ar scoil ag 8.00 r.n. an lá dár gcionn. Ní cheadaítear ach nóta amháin sa tréimhse sin.

7. DALTAÍ LE RIACHTANAIS SPEISIALTA

I gcás daltaí le riachtanais speisialta, míneofar an cód iompair agus na nósanna a ghabhann leis don dalta go cúramach. D'fhéadfaí é seo a dhéanamh sa ghnáth rang, trí am mínithe breise a thabhairt don dalta aonair nó le linn ranganna tacaíocht foghlama. Léireofar tuiscint do dhaltáí le riachtanais a sháraíonn an cód iompair ag cur a gcuid riachtanas san áireamh.

8. GEARÁIN FAOI DHEILEÁIL LE DROCH-IOMPAIR

I gcás míshástachta nó gearáin faoin tslí inar dheileáil an Coláiste le droch iompar ba chóir gach iarracht a dhéanamh an gearán seo a réiteach ar bhonn neamhfhoirmeálta leis an gcoláiste trí labhairt leis an múinteoir cuí. Creidimid go láidir go réiteofar formhór fadhbanna trí cumarsaid éifeachtach idir an scoil agus an baile. Da bhrí sin moltar aon ghearáin, fhadhb a thabhairt chun cinn a luaithe agus is féidir.

(Próiseas foirmeálta ???)

9. TAIFEAD AR DHROCH-IOMPAIR

I gcás miondrochiompair ní dhéantar taifead oifigiúil den iompar. I gcás úsáid na Dialainne Scoile briedh an taifead sa Dialann. Ach I gcás sáraithe níos tromchúisí ar an gCós iompair nó I gcás mionchliseanna leanúnacha déanfar taifead oifigiúil den droch iompar, den smachtbhanna a úsáideadh mar thoradh air agus an chúis gur úsáideadh an smachtbhanna sin agus coimeádtar an taifead I gcomhad an dalta.

10. MONATÓIREACHT

Déanfar monatóireacht rialto ar phátrúin mí-iompair. Sa tslí seo díreofar isteach ar aon chineál mí-iompair leanúnaigh I dtreo gur feidir é a cheartú.

11. ATHBHREITHNIÚ

Déanfar athbhreithniú ar an gCód Iompair ag deireadh gach bliain scoile agus leasófar é más gá.

12. SÍNIÚ

Tá an cód iompair seo léite agam. Glacaim leis agus táim sásta feidhmiú dá réir.

Síniú an Dalta:

Síniú an Tuismitheora:

Dáta:

CÓD Iompir (1)

Responsibilities of the School Community

For this code of behaviour to succeed it depends on the parent(s)/guardians, the staff and on the pupils to develop a happy school.

Tuismitheoirí

Each pupil will be given a copy of the code of behaviour before they register in Coláiste de hÍde. The pupils and their parent(s)/guardian(s) must sign the code showing that they accept the code and will make every effort to follow it.

Every parent/guardian has the responsibility to give active support to the code of behaviour. Parent(s)/Guardians are welcome to take a positive part in the life of the school to cultivate a worthwhile relationship between school and home.

The Principal

The Principal is responsible for the daily discipline in the college under the guidance of the Board of Management.

The Principal ensures that the Code of Behaviour is implemented correctly and reasonably.

The Principal will encourage staff support for the Code of Behaviour.

The Principal will give guidance, leadership and support to pupils, staff and parent(s)/guardians in the implementation of the code.

It is the duty of the Principal to share knowledge of behaviour with other staff members when is necessary.

The School Staff

The School Staff are responsible for the dealing with poor behaviour they see or hear from the pupils.

The subject teacher is responsible in the first place for discipline/control in the classroom.

The subject teacher should:

- Use inspiring teaching methods.
- Be positive in regards to the standards of behaviour he/she expects.

- Demand high standards of behaviour and school work, as well as an honest effort from the pupils.
- Create an attractive class room learning environment.
- Have a positive attitude towards each pupil.

It is the right of every teacher to fulfil his/her professional duties in a positive atmosphere that leads to quality teaching and learning.

Daltaí

It is the right of every pupil to learn in a positive, effective learning environment.

It is the duty of the pupils to make an honest effort to be positive in their behaviour, in their school work and in their relationship they have with teachers and other pupils.

It is the duty of pupils to keep the school rules and class rules.

It is through co-operation that problems are solved if they happen. Parent(s)/Guardian(s) and/or pupils are advised to seek the advice of staff when problems arise that need to be solved.

Rialacha An Choláiste: College Rules

(a) Ethos of Coláiste de hÍde

Coláiste de hÍde is an all Irish School. Irish is always spoken among the pupils and staff of the school, at every school occasion/event and every time the pupils of the school come together. This is dealt with under Riail na Gaeilge.

(b) Respect

Pupils and teachers will show respect for each other and to every person that visits the college. It is the right of every pupil to spend their lives in an environment free from threat(s). Bullying of any kind is not accepted.

This is dealt with under the anti-bullying policy of the College. The pupils will show respect for the property of the college and of other people.

(c) Tinreamh agus Poncúlacht

Pupils will attend school every day. In the case of absenteeism a note explaining the absence must be given to the appropriate teacher when the pupil returns to school.

The pupils will be on time for classes and school events.

Permission is not given to leave the school premises except for in exceptional cases with a note explaining the reason to leave. The appropriate teacher will sign this note and the pupil will sign out from the secretary's office.

A text will be sent home to parents(s)/guardians of pupils who are not in school. If a pupil is late X4 during 4 weeks (school weeks) that pupil will have detention. The system of attendance and punctuality is explained in the Punctuality and Attendance Policy.

(d) School Uniform

The pupils of the college will wear full school uniform during school events.

(White shirt, college jumper, grey trousers, black shoes and coat, college tie and jacket – Boys)

(White blouse, college jumper, college skirt, green socks, coat, tie and college jacket – Girls).

Permission is granted to wear College Sports Uniform on a day when the pupil has PE (tee shirt of the college, navy trousers/sports leggings (without labels) and sports shoes/runners).

It is with a doctor's note that a pupil is excused from wearing sports uniform of PE day.

Pupils do not have permission to wear jewellery except for a stud in the ear.

Pupils will keep their hair clean, neat in a way that complies with the formal nature of school. School Management will decide on the suitability style and hair colour.

Each student should have their names written clearly on their various uniform garments.

Runners/canvas shoes are not permitted except for on PE (Physical Education) days.

(e) Personal Equipment

Pupils will have the correct textbooks, copies and equipment for every class.

Pupils will have a School Diary/Journal for every class, kept neat and clean and available for a teacher when it is required.

Typex or similar is not permitted.

Mobile phones will be off and out of sight during school time as well as other electronic or entertainment equipment.

(f) Equipment and the College Environment

Pupils will show respect for school equipment. They will not damage the school building or furniture.

Pupils are not allowed to eat or drink in classrooms.

Chewing gum and fizzy drinks are not permitted (Health Food Policy).

Pupils must leave the class rooms and canteen clean after them.

Food or drink is not permitted in the yard area.

(g) School Work and Homework

Every pupil will do his/her best during class and keep to the rules and class regulations.

The School Diary is used to record homework.

Every pupil will do their best with class and homework.

(h) Behaviour

Pupils will behave well at school, during school trips/tours and when they are at Coláiste de hÍde events.

Tobacco, drugs and dangerous substances are not permitted to be in the possession of the pupils and are not to be made available to other pupils.

Pupils will not have dangerous instruments in their possession at any time. These instruments will be confiscated.

Pupils will always show courtesy to each other and to all people.

The small pedestrian gate is used to enter and exit the school property.

Cultivating good behaviour

It is the objective of a code of behaviour to cultivate good behaviour. A vision/ethos, policies and good school practice are followed actively and they are directed at positive behaviour amount the school community as well as preventing inappropriate behaviour.

Good behaviour must be taught and encouraged.

This is done by:

- Spoken and written praise/advice from teachers.
- The role of the classroom teacher/tutor.
- The role of the year head.
- Announcements and encouragement of assembly.
- Induction of the 1st Year.
- CSPE, SPHE and Religion and other classes.
- Visible respectful behaviour of the teachers.

In cases of particular poor behaviour problems counselling meetings with the class teacher, discipline committee, year head, guidance counsellor, specialist reference teacher to make every effort to cultivate good behaviour as well as attending to the academic development of the students.

Coláiste de hÍde provides opportunities to the pupils to take part in the life of the school via:

- Extracurricular school events
- Spiritual and other events
- Student Council
- Captain and Vice-Captain
- Prefect System
- Induction of 1st Years
- Sports days
- Friendship week
- Health week
- Seachtain na Gaeilge

Recognition is given to good behaviour, to participation of the pupils and to the pupils who had greatly to school life at occasions of celebration at the end of the school year in ways like:

- Certification/Recognition of academic excellence
- Attendance certification
- Trophy to Student Of The Year Bl. 6/Bl.4
- Trophies/medals for excellence in Sport
- Scholarship to Leaving Cert pupils (Highest points/greatest effort) etc

In cases of bad behaviour

Sometimes students fail to keep the standards as set out in the Code of Behaviour. Although every effort is made to cultivate good behaviour discipline must be in place to deal with pupils who don't keep the Code Of Behaviour.

There are strategies and disciplines to deal with bad behaviour below. In each case they are sanctions but it is the aim to improve the pupils behaviour as a result of the sanctions. It is for the benefit of the pupil and the school community.

There is a wide choice of sanctions in question for the benefit of the pupils behaviour.

- Verbal warning
- Extra homework
- Note in school diary
- Meeting with class teacher/year head
- Withdrawal of privileges
- Detention
- School service (clean up etc.)
- Meeting with discipline committee/POT/PD
- Report card
- Internal suspension
- Suspension
- Expulsion – other

In the case of mobile phones, if they are seen or heard during school time (8:40 am – 15:30pm) they are taken and kept until the end of the day.

If there is any dispute the phone is kept until the end of the next school day. If this is a continuous problem the school will contact parent(s)/guardian(s) and they are advised that the pupil hands up the mobile phone at the beginning of the day and collects it at the end of the day. Coláiste de hÍde is not responsible for a phone that is confiscated.

In the case of alcohol, tobacco and substances and dangerous instruments, they are kept at the school and parent(s)/guardian(s) are informed.

In the case of a pupil put in detention there should be a notice given to parents before it is clarified.

Fanacht siar takes place Monday and Thursday afterschool from 3:30pm to 4:20pm

If a pupil is late for a 4th time within a 4 week school time, detention is given or the pupil must be at school at 8am the following day. Only one note is allowed in a 4 week period excusing lateness.

Pupils with Special Needs

In the case of pupils with special needs, the Code of Behaviour and the practices that go with it are explained carefully to the pupils. This can be done in regular class and following that extra explanations are given to the individual pupil during learning support classes. Understanding is shown to pupils with special needs who Violate the Code of Behaviour taking their special need into account.

Dealing with complaints about bad behaviour

In the case of dissatisfaction or complaint about the style in which the college dealt with bad behaviour every effort should be made to solve the complaint in an informed way in the college by speaking to the teacher in question. We believe strongly that most of the problems are solved by effective communication between the school and home. Therefore it is advised that any complaint is dealt with as soon as possible.

Recording of bad behaviour

In the case of minor misbehaviour no official record is made. The Dialann is used to record misbehaviour. In the case of more serious misbehaviour or continuous minor misbehaviour a record is made of the misbehaviour, of the sanction used and a reason given for the use of that sanction. The record is kept in the students file.

Monitor

Patterns of misbehaviour are monitored. In this way the misbehaviour can be corrected.

Review

A review of the Code of Behaviour is carried out at the end of each school year and changed if needed.

I have read this Code of Behaviour. I accept it and am satisfied to function/work under it.

Síniú an Dalta

Síniú an Tuismitheoir

Dáta _____

Smachtbhannaí (dréacht)

Obair Bhaile:

Gan obair bhaile x 1 – nóta sa dialann – déanta ansin – fág mar atá

Gan obair bhaile x 2 – nóta sa dialann - le déanamh ag am lóin

Gan obair bhaile x 3 – nóta/glaoch – le déanamh ag am lóin - fanacht siar

Poncúlacht:

Déanach x 4 laistigh de 20 lá – fanacht siar nó istigh ag 8 r.n. maidin roimh an chéad fanacht siar eile.

Déanach > 4 - fanacht siar gach uair nó istigh ag 8 r.n. do gach uair eile déanach.

Déanach go rialta – múinteoir ranga/ceann bliana i dteagmhail leis an baile

Droch iompar:

- 1) Sa rang;

Ba chóir go mbeadh dea-chleachtas maidir le bainistíocht ranga ar siúl i rith gach rang teagaisc. Is ar chúiseanna an-dáiríre ar fad amháin a chuirtear dalta ón rang le bheith faoi chúram mhúinteora eile. (an-dáiríre = nach bhfuil an múinteoir ábalta leanúint leis an rang a theagasc de bharr an droch-iompair) Is annamh ar fad a tharlódh sé go gcuirtear níos mó ná dalta amháin as an rang. Is fanacht siar an smachtbhanna d'aon dalta curtha ó rang, nóta sa dialann ag míniú é seo agus an chúis.

Beidh córas smachtbhannaí/ bainistíocht ranga ag gach múinteoir agus fágfar faoin mhúinteoir conas é sin a láimhseáil ach go luíonn sé le cothromaíocht, dínit an dalta agus étos na scoile.

2) Lasmuigh den Rang;

Déanfar cinnte de go bhfuil iompar na ndaltaí ag luí le polasaí sláinte agus slándála na scoile ionas nach dtarlaíonn aon timpistí de bharr sárú an chaighdeáin seo. Cuirtear in iúl do dhaltaí go láidir agus go soiléar má tá iompar dainséarach idir lámhe acu. Má leanann an iompar cuirfear chuig ceantar na n-oifigí cibé daltaí atá i gceist. Smachtbhanna ???

3) Sa Bhialann;

Ba chóir go mbeadh na daltaí ina suí ag ithe ach amháin má tá said ag dul chuig an siopa nó an leithreas. Iarrtar ar mhúinteoirí ar dualgas é seo a chur in iúl. Déanfar gach iarracht na daltaí a chur amach sa chlós, ag braith ar an aimsir ar chúiseanna sláinte. Muna bhfuil dalta ag comhoibriú iarrfar orthu an bhialann a fhágáil. Muna bhfuil comhoibriú ag an bpointe sin cuirfear smachtbhanna i gcríoch. CAD???

4) Sa Chlós;

Nil cead bia nó deoch a bhreith amach chuig an clós ach amháin bliain 6. Tá cead acu ithe díreach lasmuigh den bhialann. Beifear ag súil le hiompar sábhailte shibhialta ó na daltaí. Munar amhlaidh atá iarrfar ar an dalta dul ar ais sa bhialann.

5) Ar thuras;

Má bhíonn iompar dhalta mí-shásuil ar thuras ní cheadófar dó/di dul ar an gcéad turas eile. Ag braith ar dháiríreacht an droch-iompair cuirfear ar chéimeanna áirithe smachta é/í.

6) Dorch-iompar leanúnach:

Sa chás seo tá gá comhoibriú na dtuistí/gcaomhnóirí a lorg chun an timthriail dhiúltach iompair a stopadh. Meastar gur uirlís éifeachtach é an cárta tuairisce ag an bpointe seo.

(Cárta Tuairisce ar feadh seachtaine – sínte ar feadh seachtain eile muna bhfuil sásúil)

7) Mór-Eachtra droch-iompar;

I gcásanna áirithe bíonn droch-iompar an-dáiríre i gceist agus ní fhreastalaíonn an córas iompair air. Sa chás seo is gá an ceann bliana/POT, PO a tharraingt isteach sa scéal. Is fionraí nó fionraí in-mheánach atá i gceist ag an bpointe seo.

Cúiseanna F/FI – droch-theanga le múinteoir

Fágail scoil gan chead

Troid fhisiciúil

Substaintí/treallamh dainséarach ina s(h)eilbh

&rl

POLASÁÍ FIONRAÍ

Tá dlúthbhaint ag an polasáí fionraí leis an gcód scoile. Is í aidhm an chóid scoile ná suíomh dhearfach foghlamtha a chruthú sa scoil ina mothaíonn daltaí agus múinteoirí sona, sábháilte. Is sa chomhthéacs seo a tharlaíonn an foghlaim is éifeachtaí.

Tá sé de dhualgas ar an scoil cinntiú go gcuirtear a leithéid de suíomh ar fáil agus dá bhrí sin má sháraítear an cód scoile caithfidh an scoil gníomhú dá réir.

Tá sé de dhualgas ar an múinteoir ábhair an rang a reachtáil go proifisiúnta agus deileáil le fadhbanna smachta mar is cuí mar chuid de ghnáth bainistíocht ranga. (Samplaí de dhea-chleachtais bainistíocht ranga le fáil i lámhleabhar na múinteoirí)

- **Múinteoir Ábhair**

Má sháraítear an caighdeán atá leagtha síos do dhaltaí sa chód scoile/ranga/timpeall na scoile ba chóir don mhúinteoir pionós cuí a chur ar an dalta.

(samplaí: fanacht isteach ag am lóin/aiste a scríobh/obair bhaile breise/bileog oibre)

I gcás pátrún leanúnach briseadh cóid ranga, tá fanacht siar ar fáil mar phionós. Ba chóir nóta a chur sa dialann scoile chun na tuistí a chur ar an eolas.

Cúiseanna do fanacht siar:

- **Múinteoir Ranga**

Ina dhiaidh sin muna bhfuil feabhas san iompar ba chóir an fhadhb a chur faoi bhráid an mhúinteora ranga.

Ta rogha ag an múinteoir ranga an dalta a chur ar chárta tuairisce seachtaine ionas go bhfeicfí dul chun cinn an dalta go ginireálta nó/agus d'fhéadfadh an múinteoir ranga teagmháil a dhéanamh leis an(a) tuismitheoir(i)/caomhnóir(i).

Ba chóir don mhúinteoir ranga cód a choimeád ar an méid eachtraí a thuill pionós do dhalta faoin a c(h)úraim.

- **Ceann Bliana**

Má tá ceann bliana ann ba chóir an dalta a chur ina t(h)reo muna bhfuil feabhas ag an bpointe seo. Is féidir leis an ceann bliana an dalta a chur i dtreo an chomhairleora nó/agus acmhainní seachtracha chun an fhadhb a réiteach.

Ag an bpointe seo tá an rogha ag an Ceann Bliana an dalta a chur ar fionraí in-mheánach, sé sin go gcaitheann an dalta lá ar scoil le rang eile ag déanamh oibre atá leagtha amach dó/di

Má cheapann an ceann bliana go bhfuil gá údarás níos airde chun deileáil leis an fhadhb ba chóir an dalta a chur chuig an POT nó an PO.

Freisin má tá fíorfhadhb aonarach iompair le dalta ba chóir an dalta a chuir chuig an ceann bliana. Samplaí de drochiompar sa dialann scoile (1-9, drochtheanga/masla/damáiste/béarlachas/foiréigeán &rl) **

- **Príomhoide / Príomhoide Tánaisteach**

Muna bhfuil Ceann Bliana ann ba chóir an fhadhb a chur ar aghaidh go dtí an Príomhoide Tánaisteach nó an Príomhoide.

Is é an Príomhoide nó an Príomhoide Tánaisteach (ina (h)áit) a chuireann an dalta ar fionraí más cuí. I gcás eisceachtúil nuair nach bhfuil an PO nó an POT ar fáil tá údarás ag an bPríomhoide Cúnta i gceannas ina n-áit dalta a chur ar fionraí.

Gnás an Fionraí

- Déantar an coinne an dalta a chur ar fionraí agus tréimhse an fionraí tar éis don príomhoide cinntiú go bhfuil gach iarracht/céim tógtha go dtí seo **nó** más cás práinneach iompair atá i gceist (mar atá sa dialann scoile).**
- Tugtar litir don dalta ag míniú dó/di go bhfuil sé/sí ar fionraí, cén fáth agus cén fhaid. Ní chuirtear an dalta abhaile ach i gcás go bhfuil ceist sábháilteachta ann le cead tuiste/caomhnóra. I gcás fionraí a sháraíonn 20 lá tá cead achomharc ag an dalta. (De réir an Acht Oideachais'98).
- Ba chóir go bhfeictear go bhfuil céimeanna cinnte soiléire sa chóras smachta scoile sula gcuirtear dalta ar fionraí. Tá sé rí-thábhachtach i gcóras/cód scoile ar bith go bhfeictear/dtuigtear go bhfuil córas cinnte, faeráilte i bhfeidhm. Is sa tslí seo a bhfaighfidh an scoil tacaíocht na ndaltaí don chóras.

** Seo mar a mhínítear drochiompar sa dialann scoile.

1. Ag labhairt Béarla
2. Ag caitheamh tobac
3. Ag tógáil drugaí nó alcóil nó substaintí baolacha
4. Bulaíocht/tromaíocht/ionsaí
5. Gadaíocht
6. Ag cur sábháilteacht duine/daoine eile i ndainséar
7. Droch theanga/maslaí
8. Ag déanamh damáiste do threalamh (Creachadóireacht)
9. Foiréigean fisiciúil/béil

Má tá pátrún leanúnach drochiompar a chúisionn fionraí ba chóir don scoil gach iarracht a dhéanamh dul i ngleic leis an bhfadhb tríd an córas Cúram Tréadach. Tá comhairleoir scoile ann agus an seirbhís PSS agus ina dteannta déantar gach iarracht iompar an dalta a athrú. Muna dtagann feabhas is gá an cás a ardú ag leibhéal Bord Bainsitíochta. De ghnáth is ag labhairt faoi dhíbirt atáimid má shroicheann drochiompar leibhéal an Bhord Bainistíochta.

Smachtbhannaí (Sanctions)

Obair Bhaile

No homework x 1 – note in dialann – homework to do – leave it as is.

No homework x 2 - note in dialann – work to be done at lunchtime.

No homework x 3 - -note in dialann/phonecall home – work to be done at lunchtime – after school detention.

Punctuality

Late x 4 within 20 days – after school detention or detention from 8am morning before next detention.

Late > 4 - after school detention or detention from 8am morning before next detention for every time late after 4 times late.

Regularly late – class tutor / yearhead contacts home. .

Misbehaviour / Poor-bad behaviour

1) In class;

There should be good practice regarding class management going on in every teaching class. It is for very serious reasons that a pupil is sent from class to be supervised in another teaching class (very serious = that the teacher is unable to continue to teach the class because of misbehaviour). It seldom happens that a that more than one pupil is sent from class. Any pupil sent from class receives a note in dialann and after school detention as a sanction.

Every teacher has a system of sanctions / class management for any pupil sent from class and it is left to the class teacher to handle this fairly, in a dignified manner according to the school ethos.

2) Outside the classroom

It is made certain that the behaviour of the pupils keep with the health and safety of the school so that no accidents occur because health and safety standards are not adhered to. Pupils are strongly and clearly informed if they are engaging in dangerous behaviour. If this behaviour continues they will be sent to the office area. The class tutor / year head / deputy principal / principal will decide on the appropriate sanction (fairly, in a dignified manner according to the school ethos) in accordance with the behaviour.

3) In Canteen

The pupils are expected to sit while eating unless they are going to the shop / toilet. Teachers on supervision should make this clear. Every effort is made to put the pupils out to the yard depending on the weather and health reasons. If a pupil is not cooperating they are asked to leave the canteen. If there is no cooperation at this point, the supervising teacher / class tutor / year head / deputy principal / principal will decide on the appropriate sanction (fairly, in a dignified manner according to the school ethos) in accordance with the behaviour.

4) In yard

Pupils (except for 6th years) do not have permission to take food or refreshments to the yard. They have permission to eat in the canteen only. Safe civil behaviour is expected from the pupils in the yard. If that is not the case the pupil(s) in question are asked to go back to the canteen.

5) On tour

If a pupil's behaviour is unsatisfactory on tour they will not be allowed to go on the next tour. Depending on the seriousness of the misbehaviour further sanctions will be imposed.

6) Continuous Misbehaviour

In this case there is a need for co operation and support from parents/guardians to stop this cycle of misbehaviour. The report card is advised at this point.

(Report card for a week signed - and signed for another week if behaviour is not satisfactory.

7) A very serious breach of conduct

In particular cases there is behaviour which is very serious and where the system of behaviour (Code of Sanctions / Behaviour) does not cater for the misbehaviour. In this case there is a need to have the co operation and support from parents/guardians year head / deputy principal / principal involved. The sanction will include internal suspension / suspension at this point.

Reasons for internal suspension / suspension;

Using bad language to a teacher

Leaving school without permission

A physical fight

Having possession of substance(s) / dangerous instrument.

8) Continuous serious breach of conduct

Contract / agreement of behaviour signed by pupil and parents. This is the restated Code of Behaviour and Sanctions agreed by the pupil and the parents / guardians with a view to improving behaviour and maintaining health and safety standards i.e.

keeping the pupil at school. In this case there is a need to have the co operation and support from parents/guardians year head / deputy principal / principal involved.

AND / OR

Attendance at a meeting of Board of Management. Request in writing that the pupil and the pupil's parents / guardians attend a meeting of the Board of Management to discuss the pupil's continued misbehaviour and make a sanction decision based on fairness, dignity of the pupil and parents/guardians, the ethos of the school, the health and safety of all the stakeholders of the school and the guidelines set out in the National Code of Behaviour.

The Sanction involved here may include the permanent removal of the pupil from the school. The procedures are set out in the National Code of Behaviour Guidelines.

SUSPENSION POLICY DRAFT (DRÉACHT PHOLASÁÍ FIONRAÍ)

There is a close connection between the Suspension Policy and the school Code of Behaviour (discipline). The aim of the school code is to create a positive learning school where the pupils and teachers are happy and safe. It is in this context that the most effective learning happens.

It is the duty of the school to make certain that this atmosphere of learning is available and if the school code is broken the school must act accordingly.

It is the duty of the subject teacher to organise the class professionally and to deal with discipline problems as appropriate as part of usual classroom management. (Examples of the practice of good classroom management is available in the teacher handbook).

- Subject teacher / Múinteoir Ábhair

If the standards of the school / class / code as set down for the pupils is breached, the teacher must implement the appropriate sanction. (Examples: lunchtime detention / essay / extra homework / worksheet).

In a case of continuous breaking of the class code, after school detention is an option for a sanction. A note should be put in the school diary to keep the parents informed.

Reasons for detention....(teacher handbook)

- Tutor / Form Teacher (Múinteoir Ranga)

If there is no improvement in behaviour the Form teacher should be informed. The Form Teacher has the choice to put the pupil on a weekly report card so as to observe the general development of the pupil and/or the Form Teacher has the choice to make contact with the parent(s) / guardian(s).

The Form Teacher must keep a record of actions that would earn sanction for the pupil under his/her care.

- Year Head (Ceann Bliana)

If there is no improvement the Year Head is informed at this point. The Year Head can refer the pupil to the school counsellor and/or external recourses so as to solve the problem.

At this point the Year Head has the choice to put the pupil on internal suspension i.e. the pupil spends the day at school with another class doing set work from the internal suspension folder.

The Year Head can decide to refer the pupil to the Deputy Principal / Principal to deal with the behaviour.

If the pupil has a serious individual problem with behaviour that pupil should be sent to the Year Head. Examples of bad/poor behaviour are in the School Diary (1 – 9) bad language / insults / damage to property / English / violent behaviour...)

- Principal / Deputy Principal

If there is not a Year Head this problem should be reported to the Principal or Deputy Principal.

It is the Principal or Deputy Principal who puts the pupil on suspension if required. If in exceptional cases the Principal or Deputy Principal are not available the assistant principal in charge has the authority to put the pupil on suspension.

Suspension

- The Principal makes the decision to put the pupil on suspension and on the length of suspension after every effort and step is taken to this point or in the case of serious behaviour (as is in the school diary)**
- A letter of suspension is given to the pupil explaining he/she is on suspension, the reason why and for how long. The pupil is not allowed home for safety reasons and only if the parents / guardians are informed. In the case of suspension for more than 20 days the pupil can appeal (Education Act 1998).
- It must be clear that there are clear logical steps taken by the school code of behaviour before a pupil is put on suspension. It is very important that the discipline system / school code is seen and understood to be definite and fair.

In this way the pupils will support the system.

** This explains bad/poor behaviour in the school diary.

1. Speaking English
2. Smoking
3. Taking drugs / alcohol / illegal substances

4. Bullying / injustice / attack
5. Stealing.
6. Putting the safety of others in danger.
7. Bad language / insults.
8. Damage to equipment / property, vandalism, destruction to property.
9. Physical / verbal violence.

If there is a continuous pattern of bad/poor behaviour that merits the sanction of suspension the school should make every effort to deal with the problem via the system of pastoral care. The school counsellor and the PSS service support in their efforts to change the behaviour. If there is not an improvement the behaviour is raised at Board of Management level. Usually the question of permanently removing the pupil from the school is discussed if the bad / poor behaviour reaches Board of Management level.

1) Continuous serious breach of conduct

Agreement of behaviour signed by pupil and parents. This is the restated Code of Behaviour and Sanctions agreed by the pupil and the parents / guardians with a view to improving behaviour and maintaining health and safety standards i.e. keeping the pupil at school. In this case there is a need to have the co operation and support from parents/guardians, year head / deputy principal / principal involved.

AND / OR

1) Mór eachtraí drochiompar leanúnach

Comhaontú sínithe ag dalta agus tuiste(i) / caomhnóir(i). Seo an Cód Iompair / Smachtbhannaí aontaithe arís ag an dalta / tuiste(i) / caomhnóir(i) chun feabhas a fháil ar iompar an dalta agus sláinte, sábhailteacht a chaomhnú i.e. an dalta a

choimeád ar scoil. Sa chás seo tá gá le comhoibriú agus tacaíocht ó tuist(í) / caomhnóir(í), ceann bliana, príomhoide tánaisteach / príomhoide.

BEARTAS FIONRAÍ / SUSPENSION – NÓSANNA IMEACHTA

The school has a policy on, and procedures for, the use of suspension are in line with NEWB Guidelines.

Suspension

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property. A single incident of serious misconduct may be grounds for suspension.

The sanction should be a proportionate response to the behaviour. For example, it would rarely be appropriate for a first offence, unless:

A single incident of serious misconduct may be the grounds for suspension

Suspension as part of a behaviour management plan Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

- Enable the school to set behavioural goals with the student and their parents
- Give school staff an opportunity to plan other interventions
- Impress on a student and their parents the seriousness of the behaviour.

Forms of suspension –

Immediate suspension In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person.

Fair procedures must still be applied. Suspension should only be used where there is:

- A threat to good order in the conduct of the examination
- A threat to the safety of other students and personnel
- A threat to the right of other students to do their examination in a calm atmosphere.

This sanction should be treated like any other suspension, and the principles and fair procedures governing suspensions should be applied. The DES Best Practice Guidelines concerning Certificate Examinations offer guidance to schools. 'Automatic' suspension A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair Students should not usually be suspended for:

poor academic performance

poor attendance or lateness

minor breaches of the code of behaviour.

Rolling suspension A student should not be suspended again shortly after they return to school unless:

1. They engage in serious misbehaviour that warrants suspension and
2. Fair procedures are observed in full and
3. The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student. Informal or Exclusion of a student for part of the school day, as a sanction, unacknowledged or asking parents to keep a child from school, as a sanction, is a suspension suspension.

Procedures:

Serious misbehaviour that could warrant suspension, the school should observe the following

1. Inform the student and their parents about the complaint
2. Give parents and student an opportunity to respond. Inform the student and parents Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension.
3. Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know.

4. Give an opportunity to respond Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour.
5. The school should record the invitations made to parents and their response. Procedures in relation to immediate suspension
6. Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension.
7. All of the conditions for suspension apply to immediate suspension.
8. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

The period of suspension - A student should **not** be suspended for **more than three days**, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

A Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension **of up to five days** in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it.

The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998 (see 11.7 Appeals). These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school.

Appeals - The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management (see 11.6), an appeals process may be provided by the Patron.

Section 29 Appeal Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

If the student is attending a school under the management of a VEC, the appeal must be made in the first instance to the VEC /ETB. Where an appeal to the VEC /ETB is concluded, parents, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Science.

Implementing the suspension

1. The Principal will notify the parents and the student in writing of the decision to suspend. The letter should confirm:
2. The period of the suspension and the dates on which the suspension will begin and end
3. The reasons for the suspension
4. Any study programme to be followed Page 76 Developing a Code of Behaviour: Guidelines for Schools 11 Suspension Suspension 11 • the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
5. The provision for an appeal to the Board of Management
6. The provision for an appeal to the VEC, if appropriate
7. The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29). The letter should be clear and easy to understand.
8. The Principal will meet with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

Grounds for removing a suspension - A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998. 11.10 After the suspension ends A period of suspension will end on the date given in the letter of notification to the parents about the

suspension. Re-integrating the student The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process. Clean slate When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start.

Records and reports - Formal written records should be kept of: and decision-making • the investigation (including notes of all interviews held)

1. The decision-making process
2. The decision and the rationale for the decision
3. The duration of the suspension and any conditions attached to the suspension.
4. Report to the Board The Principal should report all suspensions to the Board of Management Management, with the reasons for and the duration of each suspension. Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Review of use of suspension The Board of Management should review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies.

TREORLÍNTE NÁISIÚNTA CÓD IOMPAIR – NÓSANNA GNÍOMHAÍOCHTA

Caighdeán Iompair a leagadh síos

Tá seans níos fearr go mbainfidh mic léinn tairbhe as a gcuid oideachais agus go mbeidh siad sona i dtimpeallacht struchtúrtha chomhbhách áit a n-éilítear chaighdeán arda iompair agus áit a gcloítear leo.

Cuirtear in iúl i gcaighdeán Pobalscoil Ghaoth Dobhair na cineálacha iompair agus caidreamh a chruthóidh timpeallacht dhearfach don teagasc agus don fhoghlaim. Cuireann siad síos ar an iompar a bhfuiltear ag súil leis ó gach ball de phobal na scoile.

Ábhar agus fócas na gcaighdeán

Ba chóir do chaighdeán a éileamh ar gach ball de phobal na scoile iad féin a iompar ar bhealach a léiríonn meas ar dhaoine eile.

Fógraíonn caighdeán luachanna dearfacha

Ba chóir go léireodh caighdeán iompair luachanna mar seo a leanas:

- meas ort féin agus ar dhaoine eile
- cineáltas agus toilteanas cuidiú le daoine eile
- cúirtéis agus dea-bhéasaíocht
- cothroime
- a bheith ullamh bealaí urramacha a úsáid chun deacrachtaí agus coimhlint a réiteach
- maithiúnas.

Ba chóir do na caighdeáin an tiomantas dá bhfoghlaím féin agus d'fhoghlaím a gcomhpháirtithe a bhfuil an scoil ag súil leis ó mhic léinn a chur in iúl. Is féidir na gnéithe seo a leanas a bheith mar chuid den tiomantas:

- freastal ar scoil go rialta agus a bheith poncúil
- do dhícheall a dhéanamh sa rang
- freagracht a ghlacadh as do chuid oibre
- cloí leis na rialacha
- cabhrú le timpeallacht dhearfach shábháilte a chruthú
- meas a bheith agat ar an bhfoireann
- meas a bheith agat ar dhaltaí eile agus ar a gcuid foghlama
- páirt a ghlacadh i ngníomhaíochtaí scoile.
- meas d'ár dteanga agus d'ár gcultúr a léiriú

Léiríonn caighdeáin an t-iompair do-ghlactha

Ar na bealaí chun fógairt do bhaill an phobail scoile na cineálacha iompair nach bhfuil inghlactha sa scoil is féidir feidhm a bhaint as caighdeáin, mar shampla:

- iompar a ghortaíonn daoine eile (bulaíocht, ciapadh, leithcheal agus íospairt san áireamh)
- iompar a chuireann isteach ar theagasc agus ar fhoghlaím
- bagairtí nó duine eile a ghortú go fisiceach
- damáiste do mhaoin
- goid
- dí-mheas a léiriú don teanga nó don chultúr.

An dóigh a dtig le múinteoirí, tuismitheoirí/caomhnóirí agus daltaí scoil sásta a cruthú.

Ar na gnéithe a bheadh i gcur chuige sa scoil uile i ndáil le hiompar bheadh:

- an t-éiteas, polasaithe agus cleachtais a bheith i gcomhréir lena chéile
- obair mar fhoireann i ndáil le hiompar
- cur chuige uile scoile i leith an churaclaim agus i ndáil leis an seomra ranga a bhainistiú
- pobal scoile atá cuimsitheach agus rannpháirteach
- próiseas córasach don phleanáil agus d'athbhreithniú polasaí iompair.

RÓIL AGUS FREAGRACHTAÍ

Faoi fhorálacha an Achta Oideachais, 1998, is é Bord Bainistíocht Phobalscoil Ghaoth Dobhair a chuireann feidhmeanna áirithe i gcrích arna sonrú san Acht.

An Bord Bainistíochta

Is é ról foriomlán an Bhoird Bhainistíochta a chinntiú go bhforbraítear cód iompair sa scoil. Mar scoil gaeltachta, tá ár bhféiniúlacht, éiteas, luachanna agus cultúr féin againn. Tá freagracht ar leith ar an Bhord as éiteas na scoile, chomh maith le freagracht fhoriomlán as polasaithe scoile. Bíonn ról lárnach ag an Bhord sa phróiseas lena bhféachfar ar na cineálacha caidreamh agus iompair a léireoidh an t-éiteas sin.

Tugann an Bord baill uile na scoile isteach le bheith páirteach san obair ar an gcód iompair. Beidh taifead foirmiúil déanta ag an Bhord de ghlacadh leis an gcód iompair, chomh maith leis an dáta tosaithe agus cinntí athbhreithnithe maidir le cén uair a dhéanfaí athbhreithniú ar an chód.

An Príomhoide

Tascanna tábhachtacha ceannaireachta is ea forbairt nó athbhreithniú, agus cur i ngníomh an chóid iompair scoile a phleanáil. Beidh an fhreagracht ar an Phríomhoide as obair ar an gcód iompair a stiúradh, faoi threoir an Bhoird.

Múinteoirí agus Baill Foirne eile

Tá ról ríthábhachtach ag múinteoirí in athbhreithniú nó nuashonrú an chóid iompair scoile. Tugann siad a saineolas gairmiúil isteach leo sa phróiseas seo, ar na naisc idir iompar agus an fhoghlaim a thuigbheáil; chomh maith lena dtaithí ar na nithe a chuidíonn le mic léinn iad féin a iompar go maith; agus tugann siad eolas ar an scoil agus ar phobal na scoile leo.

Tuismitheoirí/ Caomhnóirí

Bhí ionchur dearfach ag choiste na dtuismitheoirí i bhforbairt ár gcód. Éireoidh níos fearr le cód iompair má thugtar an deis do thuismitheoirí cur le próiseas forbartha athbhreithniú an chóid ar bhealaí cuiditheacha. Bainfidh a rannpháirtíocht leas as a n-ionchais, a léargais agus a dtaithí. Cuideoidh sé fosta béim a leagan ar a bhfreagrachtaí as iompar a gcuid páistí. Is féidir le comhoibriú idir thuismitheoirí/caomhnóirí agus baill foirne i bhforbairt an chóid iompair:

- léargas a thabhairt do thuismitheoirí ar a bhfuil ag teastáil ó mhúinteoirí chun go mbeidís in ann teagasc go héifeachtach
- an t-ábhar a thabhairt do thuismitheoirí chun go bhféadfaidís na teachtaireachtaí faoin bhfoghlaim agus iompar a chuideoidh le scoil shona a chruthú a atreisiú sa bhaile
- cuidiú le thuismitheoirí/caomhnóirí braistint láidir bhróid a bheith acu as an scoil chomh maith le braistint na húinéireachta ar an obair
- cuidiú lena chinntiú go dtugann thuismitheoirí/caomhnóirí teachtaireachtaí comhleanúnacha do mhic léinn maidir leis an mbealach le caitheamh le daoine eile.

Daltaí

Bhí páirt ag na ndaltaí i bhforbairt an cód iompair. Is é is dóichí go dtacóidh daltaí le cód iompair sa chás gur chuidigh siad lena fhorbairt. Is féidir le caidrimh mhuiníne idir múinteoirí agus mic léinn neartú de bharr an phróisis. Trína rannpháirtíocht san obair seo, maidir leis na mic léinn:

- chuala siad go díreach ó na múinteoirí faoina bhfuil ag teastáil le haghaidh an teagasc agus na foghlama
- fuair siad taithí ar a bheith páirteach i gcomhiarracht lena chinntiú go mbeidh an scoil ina háit mhaith le teagasc agus le foghlaim
- d'fhoghlaim siad faoi fhreagracht phearsanta a ghlacadh as a n-iompar agus as folláine a chéile agus folláine na múinteoirí
- d'fhoghlaim siad scileanna buntábhachtacha a bhaineann le héisteacht, le hidirbheartaíocht agus le difríochtaí a bhainistiú
- fuair siad aitheantas as a dtaithí, a léargais agus a n-ionchais agus úsáid a bhaint astu sin.

ROINN A: AN CÓD IOMPAIR

Is é atá sa chód iompair ná sraith clár, cleachtas agus nósanna imeachta a chuimsíonn plean na scoile cuidiú le mic léinn a bheith deá-iompartha agus foghlaim go maith ar scoil.

Cuidíonn an cód iompair le pobal na scoile éiteas, polasaithe, nósanna imeachta agus cleachtais na scoile a chothú a spreagann deá-iompar agus a choisceann iompar do-ghlactha. Cuidíonn an cód iompair le múinteoirí, agus le baill foirne eile, le mic léinn agus le tuismitheoirí/caomhnóirí oibriú lena chéile d'fhonn scoil éifeachtach shlán a bheith ann.

RIALACHA SCOILE: POBALSCOIL GHAOTH DOBHAIR

- a) Cuireann Pobalscoil Ghaoth Dobhair oideachas d'ardchaighdeán ar fáil trí mheán na Gaeilge. Creideann sí sa Chultúr Ghaelach, i gcothromaíocht, i luach an duine agus i spiorad an náisiúin.
- b) Ba mhian linn a chur in iúl do thuismitheoirí/do chaomhnóirí agus do scolairí go mbeimid ag dréim le caighdeán ard-iompar agus comhoibriú i bPobalscoil Ghaoth Dobhair.
- c) Braitheann an scoil ar chaighdeán ard iompar agus comhoibriú chun atmaisféar foghlama dearfach a chothú ina ndéantar deathréithe, pearsantacht, spioradáltacht, moráltacht agus síbhialtacht an duine a fhorbairt agus a spreagadh.
- d) Creideann an scoil i spreagadh agus moladh an duine agus tabharfar moladh do dhea obair agus iompar díograsach.
- e) Ma tharlaíonn sé go mbíonn iompar aon scoláire mí-shásúil cuirfear smachtbhannaí éagsúla i bhfeidhm chun déileáil leis seo.

SLÁINTE AGUS FOLLÁIN AN SCOLÁIRE

- a) Caithfidh gach scoláire éide scoile ceart a bheith orthu achan lá.
- b) Caithfidh culaith spóirt iomlán a bheith leat chun na scoile aon lá a bhfuil corpoideachais le bheith agat.
- c) Níl cead ag gasúraí fáinne/studa de chineál ar bith a chaitheamh. Níl cead iad a chaitheamh fiú amháin agus clúdach orthu. Níl cead ag cailíní fáinní/studaí a chaitheamh ach amháin sna cluasa. Ní ghlacfar le fáinne cluaise crochta de chineál ar bith.
- d) Má tá gruaig fhada agat, coinnigh ceangailte siar í.
- e) Tá cosc iomlán ar Tippex, pinn lasair agus rudaí contúirteacha eile den tsórt.
- f) Tá cosc iomlán ar chaitheamh tobac, alcól agus drugaí mídhleathacha eile san fhoirgneamh scoile, i dtimpeallacht na scoile, ag teacht nó ag imeacht ón scoil nó ag glacadh páirt i ngníomhaíocht scoile d'aon tsórt.
- g) Tá cosc iomlán ar ghuma coganta.
- h) Ní thabharfaidh aon bhall den fhoireann leigheas d'aon tsórt amach do scoláire ar bith. Is é seo dualgas an scoláire féin agus tuismitheoirí/caomhnóirí. (Acht um Sláinte agus Sábháilteachta)

SÁBHÁILTEACHT AN SCOLÁIRE

- a) Níl cead timpeallacht na scoile a fhágáil ar aon chúis ach le cead roimhré ó thuismitheoirí/chaomhnóirí, ón Phríomhoide nó baill eile d'fhoireann teagaisc na scoile a bhfuil an údarás seo acu.
- b) Tá nóta ó thuismitheoirí/caomhnóirí de dhíth (le síniú agus dáta scríofa air) fá choinne na rudaí seo a leanas:
 - (i) Ma bhíonn dalta as láthair ón scoil.
 - (ii) Má thagann dalta isteach mall ar scoil ar maidin.

- (iii) Má chaithfidh an dalta an scoil a fhágáil go luath ar aon chúis.
- (iv) Muna bhfuil an obair bhaile críochnaithe nó déanta i gceart ag an dalta.
- (v) Muna bhfuil éide scoile ceart ar an dalta.

c) Níl cead bheith ag rith i bhfoirgneamh na scoile.

d) Níl cead fanacht thart timpeallacht na scoile i ndiaidh am scoile ach amháin do gníomhaíocht scoile a bhfuil feitheoireacht á dhéanamh air.

TINREAMH AGUS PONCÚLACHT

a) Caithfidh gach scoláire bheith i láthair sa scoil agus réidh don chéad trí rang an mhaidin sin gach maidin roimh 8.55 r.n.

b) Caithfidh gach scoláire déanamh réidh do ranganna nuair a bhuaitear an clog ag 11.10 r.n. agus 1.35 i.n. Níl cead filleadh ar thaisceadain idir ranganna agus diúltófar an cead seo má iarrtar.

c) Caithfidh gach scoláire bheith i láthair ag an tionóil ag 11.15 r.n. achan lá.

d) Caithfidh scoláire a thagann isteach mall ar aon chúis an leabhar mall a shíniú.

e) Caithfidh scoláire atá ag fágáil na scoile ar aon chúis síniú amach mar is cóir.

IOMPAR GINEARÁLTA

a) Is í an Ghaeilge teanga na scoile. Caithfidh scoláirí an Ghaeilge a usáid sa scoil i gcónaí.

b) Caithfidh scoláirí bheith múinte i gcónaí le foireann na scoile, lena chéile agus le cuairteoirí.

c) Caithfidh scoláirí treoir an mhúinteora a ghlacadh i gcónaí. Má iarrtar ort rud éigin réasúnta a dhéanamh, caithfear sin a dhéanamh.

d) Níl cead bheith ag ithe nó ag ól sna seomraí ranga gan cead. Níl cead bheith ag ithe nó ag ól ach sna háiteanna agus ag na hamanta leagtha síos ag an scoil. Fág achan seomra agus clós na scoile néata agus glan i do dhiaidh.

e) Níl cead usáid a bhaint as ríomhairí scoile nó an idirlíon ach faoi stiúir ball den fhoireann teagaisc.

MAOIN NA SCOILE AGUS MAOIN PHEARSANTA

a) Ma dhéantar aon damáiste sa scoil tá sé de dhualgas ar an scoláire é seo a chur in iúl do mhúinteoirí láithreach. Ba chóir do scoláirí meas a bheith acu ar mhaoin na scoile, laistigh agus lasmuigh den seomra ranga i gcónaí, agus damáiste ar bith déanta de bharr droch-chúraim nó mí-iompar a cheartú.

b) Ní ghlacann an scoil aon fhreagracht as maoin an scoláire a bhíonn caillte nó a bhíonn damáiste déanta di. Dá bhrí sin iarrtar ar thuismitheoirí/caomhnóirí na lipéid cóir a chur ar mhaoin phearsanta an scoláire.

c) Níl cead MP3, walkman, raidió phearsanta nó aon rud cosúil leo a bheith tógtha isteach sa scoil.

d) Tá cosc iomlán ar fón póca nó ceamara fón sa scoil. Glacfar fón ar bith a bhíonn istigh i rith an lae scoile ar shiúl ón scoláire. Iarrfar ar thuismitheoir/caomhnóir an fón a bhailiú ón oifig idir 2.20 agus 3.00 ar an Aoine amháin. I gcás go n-úsáideann scoláire ceamara fón le griangraf nó taiféad ar bith eile de scoláire eile nó aon bhall de phobal na scoile a ghlacadh i rith an lae scoile, cuirfear an scoláire ar fionraí.

e) Iarrtar ar scoláirí gan earraí luachmhara a bheith ar scoil leo. Thig le daltaí rudai luachmhara a fhágáil san oifig i rith an lae scoile más gá.

IOMPAR RANGA

- a) Níl cead – ach i gcás éigeandála – an seomra ranga a fhágáil i rith ranga.
- b) Caithfidh obair bhaile a bheith déanta go críochnúil gach oíche agus nóta a bheith istigh muna bhfuil.
- c) Caithfidh scoláirí cloí leis na rialacha leagtha síos ag an múinteoir ranga.
- d) Ba chóir do scoláirí fanacht go ciúin taobh amuigh den seomra ranga go dtí go ligtear isteach iad.

DIALANN SCOILE

- a) Caithfidh scoláirí an dialann scoile a bheith leo in achan rang.
- b) Caithfidh scoláirí an dialann a choinneáil oscailte ar an bhord agus é a thabhairt don mhúinteoir má iarrtar orthu é seo a dhéanamh.
- c) Caithfidh scoláirí an dialann a choinneáil glan agus néata i gcónaí.
- d) Níl cead aon rud a sraiceadh amach as an dialann scoile, ag aon am, ar aon chúis.
- e) Baileoidh an ceann ranga an dialann scoile uair sa tseachtain chun scrúdú a dhéanamh uirthi.
- f) Caithfear obair bhaile a scríobh sa dialann scoile.
- g) Caithfear an dialann scoile a bheith sínithe ag tuismitheoir/caomhnóir achan seachtain.
- h) Má theipeann ar scoláire obair bhaile a dhéanamh mar is ceart nó é/í féin a iompar mar is ceart sa seomra ranga scríobhtar cuntas de sa dialann scoile.
- i) Muna mbíonn éide scoile iomlán ar an scoláire scríobhtar cuntas de sa dialann scoile.

OBAIR BHAILE

- a) Caithfidh obair bhaile a bheith déanta go críochnúil achan oíche agus nóta a bheith istigh muna bhfuil.

IMEACHTAÍ SCOILE

- a) Nuair a bhíonn scoláire ag glacadh páirt in imeachtaí scoile, turasanna scoile nó gníomhaíochtaí d'aon tsórt lasmuigh den churaclam scoile táthar ag súil le hiompar den chéad scoth agus comhoibriú iomlán leis an mhúinteoir i bhfeighil na himeachta. Má bhíonn gá leis an éide scoile táthar ag súil leis go gcaitear an éide scoile iomlán ceart. Baineann na rialacha scoile céanna leis na himeachtaí seo. Aon scoláire a ligeann síos a scoil, ligeann sé/sí síos iad féin agus an pobal áitiúil.

SCRÚDUITHE

- a) Baineann na gnáth rialacha scoile le hamanta scrúduithe. Táthar ag súil leis go mbeadh achan scoláire i láthair in am agus ullmhaithe d'achan scrúdú agus táthar ag súil le hiompar den chéad scoth ó gach scoláire le linn an tréimhse scrúdaithe.

ROINN B : PROISÉAS DISCIPLÍN

Smachtbhanna / modhanna smachtúla

Bíonn gach múinteoir freagrach as smacht ina ábhar/ina hábhar féin. Is féidir cuntas de dhrochiompar mionchúiseacha a chur in iúl do thuismitheoirí trí cuntas a scríobh sa Dialann. Iarrtar ar thuismitheoirí an Dialann a shíniú ag deireadh gach seachtain. Má leanann an drochiompar is féidir leis an mhúinteoir scoláire a chur tríd an chóras mar seo a leanas:

Cártaí buí agus dearg

- Nuair a fhaigheann scoláire carta buí, cuirfidh an múinteoir an cárta a bhéas sínithe (ag an scoláire agus ag an mhúinteoir), isteach san fhillteán smachta. Caithfidh an scoláire an cárta a shíniú.

- Nuair atá trí cárta buí faighte ag an scoláire, is ionann sin agus cárta dearg.
- Má tharlaíonn seo rachaidh an Ceann Bhliana i dteagmháil leis an bhaile láithreach, tré fón/litir.
- Thioctadh le scoláire cárta dearg díreach a fháil fosta agus cuirfear sin in iúl mar an gcéanna don bhaile.
- Má shaothraíonn scoláire an dara cárta dearg, bhéarfaidh an Ceann Bhliana cuireadh isteach 'na scoile dona tuismitheoirí/caomhnóirí le hiompar an scoláire a phlé.
- Má fhaigheann an scoláire an tríú cárta dearg, cuirfear ar fionraí é/í ar feadh trí lá. Ceithre lá a bhéas i gceist don dara fionraíocht, má fhaigheann an scoláire cárta dearg eile, agus dá réir sin (5 lá i ndiaidh cárta eile).
- Beidh na cártaí buí/dearg á n-iompar ar aghaidh go dtí an chéad scoil bhliain eile, ach amháin ón 3ú bliain go dtí an 4ú Bliain/Idirbhliain.

Mí-iompar a shaothróidh Cárta Buí

- Guma coganta.
- Ag cur isteach go rialta ar theagasc an mhúinteora nó foghlaim ranga.
- Luascadh (siar, aniar) go rialta ar chathaoir.
- Ag scríobh ar an deasc, cathaoir nó trealamh ar bith eile de chuid na scoile.
- Ag caitheamh bruscar trasna an ranga nó sna hallaí agus pasáistí.
- Gan na téacsleabhair nó ábhair chúí a bheith leis an scoláire isteach 'na ranga.
- Ag fágáil suíochán, ag dul i dtreo an dorais sula mbuaileann an chlog ag deireadh an ranga.
- Ag déanamh damáiste/dochar do thaisceadán (locker) scoláire eile.
- Mí-iompar ar bith eile nach bhfuil i rialacha na scoile.

Mí-iompar a shaothróidh Carta Dearg láithreach

- Dímheas do mhúinteoir.
- Tromaíocht foscailte soiléir tromchúiseach ar scoláire eile.
- Gan éide scoile iomlán ceart.
- Scríobh mhailíseach/damáisteach sa scoil (m.sh. foirgneamh, troscán, fearais) nó ar mhaoin scoláire eile.
- Ag fanacht amuigh as an rang d'aon turas.
- Ag fágáil timpeallacht na scoile gan cead.
- Gan freastal ar an scoil nuair a ba cheart duit gan cead faighte agat ón scoil nó ó do thuismitheoirí/caomhnóirí.
- Mall ar maidin 3 huaire.
- Drochchaint, mionnaí móra, caint ghraosta.
- Mí-iompar ar bith eile atá tromchúiseach agus a shaothraíonn cárta dearg.

COISTE SMACHTA

- a) Tar éis 3 cárta smachta téann an scoláire os comhair an choiste smachta. Cuirtear litir abhaile chun seo a chur in iúl do thuismitheoirí/caomhnóirí.
- b) Beidh deis ag an scoláire a chás/a cás a chur os comhair an choiste smachta agus cuirfidh an coiste moltaí/smachtbhannaí le chéile.
- c) Beidh deis ag tuismitheoirí/caomhnóirí bheith i láthair ag an chruinniú seo. Cuirfear litir abhaile leis seo a chur in iúl do thuismitheoirí/caomhnóirí.
- d) Beidh an coiste déanta suas den leasphríomhoide, ceann ranga agus ball den Choiste Cúram.

Is iad seo a leanas na moltaí/smachtbhannaí ar féidir leis an Choiste Smachta gearradh ar an scoláire:

- Scoláire a chuir ar Conradh seachtaine
- An cás a chur chuig an Príomhoide le moladh an scoláire a chur ar fionraí. (Cásanna thromchúiseacha)

FIONRAÍ

Nuair a chuirtear na smachtbhannaí uilig i bhfeidhm, agus má leanann an scoláire ag briseadh an chórais smachta go rialta, cuirfear an scoláire sin ar fionraí. Cuirfear an Príomhoide seo in iúl do thuismitheoirí/caomhnóirí. Tá sé de chead ag thuismitheoirí/caomhnóirí achomharc a dhéanamh ar an cinneadh seo.

Beidh scoláire curtha ar fionraí má tharlaíonn roinnt eachtraí áirithe eile, mar shampla bheith as láthair ón scoil gan cead, bheith ag caitheamh tobac ar scoil nó nuair atá éide scoile a chaitheamh ag an scoláire. Cuirfear cúis agus tréimhse an fionnraithe in iúl i scríbhinn do thuismitheoirí/caomhnóirí.

I gcásanna géarchúiseacha is féidir fionraí láithreach a ghearradh ar scoláire agus é seo a chur in iúl do thuismitheoirí/caomhnóirí trí scairt gutháin a chur orthu agus ansin le litir sa phost.

Sula dtagann scoláire ar ais i ndiaidh bheith ar fionraí caithfidh sé/sí agus thuismitheoirí/caomhnóirí geallúint a thabhairt i scríbhinn i bhfoirm conradh go nglacfar le rialacha agus córas smachta na scoile.

Má chuirtear scoláire ar fionraí do thréimhse de 6 lá nó níos mó caithfidh an Príomhoide é seo a chur in iúl do OLO (Oifigeach Leasa Oideachais). I gcás mar seo caithfidh an Príomhoide an fionraí a chur in iúl do Bhord Bainistíochta na scoile agus caithfear a chur in iúl do thuismitheoirí/caomhnóirí go bhfuil sé de cheart acu achomharc a dhéanamh.

Is iad seo a leanas dualgaisí na húdaráis éagsúla leis an phróiseas disciplín a chur i bhfeidhm:

• Ceann Ranga

1. Déanann an ceann ranga monatóireacht ar an dialann scoile agus cuireann sé/sí in iúl don ceann bliana má bhíonn fadhb ann.
2. Tacaíocht agus comhairle a thabhairt d'aon scoláire sa rang a bhfuil deacrachtaí acu.
3. Scríobhann an ceann ranga amháin nótaí ar chúl an dialainne.
4. Tuairisc seachtaine – coimeádann an ceann ranga súil ar an tuairisc seachtaine

• Ceann Bliana

1. Tugann an ceann bliana cárta smachta don scoláire.
2. Coiste smachta – cuireann an ceann bliana litir abhaile chun cruinniú an choiste smachta á chur in iúl do thuismitheoirí/caomhnóirí.
3. Suíonn an ceann bliana ar an choiste smachta.
4. Buaileann an ceann bliana le thuismitheoirí/caomhnóirí más gá. Mar shampla: má chailltear an dialann scoil.
5. Teagmháil a dhéanamh leis an Roinn Riachtanais Speisialta maidir le scoláire más gá.

• Leas Phríomhoide

1. Suíonn an leasPhríomhoide ar an choiste smachta.
2. Buaileann an leasPhríomhoide le thuismitheoirí/caomhnóirí nuair a bhíonn gá leis.

3. Déanann an leasPhríomhoide, in éineacht leis an Phríomhoide, monatóireacht ar an phroiseas smachta agus é á chur i bhfeidhm.
4. Tugann an leasPhríomhoide tacaíocht don ceann bliana agus é/í ag cur an proiseas i bhfeidhm.

• Príomhoide

1. Téann an Príomhoide i dteagmháil le tuismitheoirí/caomhnóirí más gá.
2. Cuireann an Príomhoide (nó an LeasPhríomhoide má tá an Príomhoide as láthair) dalta ar fionraí más gá.
3. Tógann an Príomhoide cás an scoláire os comhair an Bhoird Bainistíochta más gá.
4. Glacann an Príomhoide céimeanna cóir le scoláire a dhíbirt ón scoil más gá.
5. Déanann an Príomhoide, in éineacht leis an leasphríomhoide, monatóireacht ar an phróiseas smachta agus é á chur i bhfeidhm.

Nóta: Ar mhaithe leis an scoláire is féidir leis na húdair scoile comhairle/tacaíocht a fháil ó sheirbhísí eile lasmuigh den scoil ag am ar bith tríd an phróiseas thuasluaite.

Mar shampla: NEPS (National Educational Psychological Service)

ROINN C: PRÓISEAS DISCIPLÍN DEARFACH

Spreaganna agus Moladh

Creideann Pobalscoil Ghaoth Dobhair i spreagadh agus moladh an duine agus tabharfar moladh do dhea-obair agus iompar díograiseach mar seo a leanas:

- a) Spreaganna ó mhuinteoirí in ábhair aonáracha
- b) Notaí dearfacha sa dialann agus moladh sa rang
- c) Nóta dearfach curtha abhaile nuair a thagann feabhas ar scoláire
- d) Turasanna m.sh. Glaschú leis an 1ú agus 2ú bliain
- e) “Córais spreagúil”
- f) Oíche bhronnta duaiseanna
- g) Gradam sar thinrimh
- h) Gradam Acadúil
- i) Scoláire na Bliana
- j) Cailín/Buachaill Spóirt na Bliana

ROINN D: FIONRAÍ

An t-údarás mac léinn a chur ar fionraí

Tá údarás ag Bord Bainistíochta Pobalscoil Ghaoth Dobhair daltá a chur ar fionraí. I gcásanna ina dtarmligean an Bord Bainistíochta an t-údarás seo don Phríomhoide, caithfidh an Bord é seo a dhéanamh go foirmiúil agus i scríbhinn.

Fionraí Láithreach

I gcúinsí eisceachtúla féadfaidh an Príomhoide a bhreithniú go bhfuil fionraí láithreach oiriúnach i gcás ina léireofaí go mbeadh láithreach leantach an mhic léinn ag an am sin mar fhíorbhagairt do shábháilteacht na mac léinn nó foirne na scoile, nó do dhuine ar bith eile. Beidh gnáthaimh chóra curtha i bhfeidhm i gcónaí.

Fionraí le linn Scrúduithe Stáit

De ghnáth ba chóir don Bhord Bainistíochta an smachtbhanna seo a cheadú agus ní chaithfear é seo a úsáid ach nuair a bhíonn:

- bagairt do dhea-ordú i reáchtáil an scrúdaithe
- bagairt do shábháilteacht na mac léinn agus daoine eile
- bagairt do cheart gach mic léinn eile leis an scrúdú a dhéanamh in atmaisféar suaimhneach.

Caithfidh smachtbhanna bheith mar fhreagra comhréireach ar iompar. Mar shampla, ní chuirfí i bhfeidhm ach go hannamh é más é seo an chéad uair a bhí mí-iompar i gceist leis an mac léinn áirithe seo, ach amháin i gcás go mbíonn bagairt ina fadhb do dhea-reáchtáil an scrúdaithe. Beidh an smachtbhanna seo a chur i bhfeidhm mar a dhéanfaí i gcásanna fionraí eile, agus beidh prionsabail agus nósanna imeachta na ngnáthamh cóir, a bhaineann le fionraithe, curtha i bhfeidhm. Tá treoir ar fáil do scoileanna san fhoilseachán “Best Practice concerning Certificate Examinations” de chuid na Roinne Oideachais agus Scileanna.

‘Uathfhionraí’

Is féidir leis an Bhord Bainistíochta a chinneadh, mar chuid de pholasaí na scoile maidir le smachtbhannaí, agus i ndiaidh próisis chomhairliúcháin leis an bPríomhoide, le tuismitheoirí/caomhnóirí, le múinteoirí agus le mic léinn, gur chóir go mbeadh fionraí ag gabháil le hiompar ainmnithe áirithe mar smachtbhanna. Ní bhaintear an dualgas, ámh, próiseas cuí an dlí agus nósanna imeachta a chomhlíonadh, le cinneadh uathfhionraí a bheith ag gabháil le hiompar ar leith.

Nósanna imeachta i ndáil le fionraí

- beidh an mac léinn agus a t(h)uismitheoirí curtha ar an eolas maidir leis an ngearán
- beidh deis tugtha do thuismitheoirí agus do mhic léinn freagra a thabhairt.

Nósanna imeachta i ndáil le fionraí láithreach

I gcás go mbraitheann an Príomhoide gur chóir mac léinn a chur ar fionraí láithreach, ar mhaithe le sábháilteacht an mhic léinn, na foirne nó daoine eile, beidh réamh-imscrúdú reáchtáilte chun cás a bhunú a thacódh leis an bhfionraí. Beidh an t-imscrúdú foirmiúil gearradh fionraí a leanstan. Beidh feidhm láithreach ag gach coinníoll a ghabhann le fionraí.

Tréimhse na fionraí

Ní bheidh an mac léinn curtha ar fionraí ar feadh tréimhse níos faide ná trí lá, ach amháin i gcúinsí eisceachtúla ina bhfuil an Príomhoide den tuairim go bhfuil tréimhse níos faide ná trí lá de dhíth chun cuspóir áirithe a bhaint amach. Má bhíonn fionraí níos faide ná trí lá á meas, caithfear an t-ábhar a atreorú chuig an Bhord Bainistíochta chun breithniú agus faomhadh a dhéanamh air, ag cur na gcúinsí in iúl maille leis na torthaí measta. Cuirfidh an Bord Bainistíochta teorainn deich lá le tréimhse amháin fionraí ar bith. Déanfaidh an Bord athbhreithniú foirmiúil 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. Tá fionraí mar seo faoi réir achomhairc faoi alt 29 den Acht Oideachais, 1998 (féach 11.7 Achomhairc).

Achomhairc

Tabhairfidh an Bord Bainistíochta deis achomharc a dhéanamh ar chinneadh Príomhoide mac léinn a chur ar fionraí.

Achomharc Alt 29

Nuair a bhíonn mac léinn curtha ar fionraí ag an scoil ar feadh tréimhse a thabharfadh iomlán na bhfionraí ar an mac léinn sin go dtí 20 lá scoile sa scoilbhliain reatha, is féidir leis na tuismitheoirí/caomhnóirí, nó le mac léinn atá 18 mbliana d’aois nó níos mó, cur isteach

ar achomharc faoi alt 29 den Acht Oideachais, 1998, arna leasú ag an Acht Oideachais (Forálacha Ilghnéitheacha), 2007.

Ag an am a mbíonn fionraí á cur in iúl do na tuismitheoirí/caomhnóirí, inseofar dóibh agus don mhac léinn faoina gceart achomhairc d'Ard-Rúnaí na Roinne Oideachais agus Scileanna, faoi alt 29 den Acht Oideachais, 1998 agus tabharfaidh eolas ar an dóigh chun achomharc a dhéanamh.

An fhionraí a chur i ngníomh

Fógra i scríbhinn

Tabharfaidh an Príomhoide fógra i scríbhinn do na tuismitheoirí/caomhnóirí agus don mhac léinn maidir leis an gcinneadh é/í a chur ar fionraí. Beidh na nithe seo a leanas dhearbhaithe:

- tréimhse na fionraí agus na dátaí ar a dtosóidh agus ar a gcríochnóidh an fhionraí
- fáthanna na fionraí
- clár staidéir ar bith le leanúint
- socrúithe ar fhilleadh ar scoil, agus gealltanais ar bith a chaithfidh an mac léinn agus na tuismitheoirí/caomhnóirí a chomhlíonadh?
- foráil achomhairc don Bhord Bainistíochta
- ceart achomhairc d'Ard-Rúnaí na Roinne Oideachais agus Scileanna (an tAcht Oideachais, 1998, alt 29).

Forais chun deireadh a chur le fionraí

Is féidir deireadh a chur le fionraí má chinneann an Bord Bainistíochta an fhionraí a bhaint ar aon chúis nó má threoraíonn Ard-Rúnaí na Roinne Oideachais agus Scileanna don scoil an fhionraí a bhaint faoi alt 29 den Acht Oideachais, 1998.

I ndiaidh na fionraí

Cuirfear deireadh le fionraí ar an dáta a luafar i litir fhoirmiúil mar fhógra do na tuismitheoirí/caomhnóirí.

An dalta a ath-imeascadh

Beidh socrú déanta ag an scoil le ball foirne (m.sh rang mhúinteoir) tacaíocht a thabhairt don mhac léinn le linn próiseas an áth-imeasctha.

Scláta glan

Nuair a chuirtear deireadh le smachtbhanna ar bith, agus fionraí san áireamh, tabharfar deis don mac léinn agus tacófar leis/léi tosú as an nua.

Taifid agus Tuairiscí

Taifid imscrúdaithe agus cinnteoireachta

Beidh taifid fhoirmiúla/scríofa coiméadta ar:

- an imscrúdú (agus nótaí ar gach agallamh)
- an próiseas cinnteoireachta
- an cinneadh agus réasúnaíocht an chinnidh
- fad na fionraí agus coinníollacha ar bith ceangailte leis an bhfionraí.

Tuairisc don Bhord

Ba chóir don Phríomhoide tuairisc a thabhairt ar gach fionraí don Bainistíochta Bhord Bainistíochta.

Tuairisc don Bord Náisiúnta Leasa Oideachais

Tá sé de dhualgas ar an Phríomhoide fionraithe a thuairisciú de réir threoirlínte tuairiscithe an BNLO (An tAcht Oideachais (Leas), 2000, alt 21(4) (a)).

Athbhreithniú ar úsáid fionraí

Déanfaidh an Bhord Bainistíochta athbhreithniú ar úsáid fionraí sa scoil ar bhonn rialta chun a chinntiú go bhfuil a húsáid i gcomhréir le polasaithe na scoile, go ndéanfar pátrúin a scrúdú chun gnéithe a shainaithint a bhfuil tionchar acu ar iompar sa scoil agus a chinntiú go bhfuil úsáid fionraí comhréireach agus éifeachtach.

Díbirt

Díbrítear mac léinn as 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.

An t-údarás mac léinn a dhíbirt

Tá údarás ag an Bhord Bainistíochta Pobalscoil Ghaoth Dobhair mac léinn a dhíbirt ón scoil. Tá an t-údarás seo ag an Bhord Bhainistíochta amháin.

Nósanna imeachta i ndáil le díbirt

Leanfar na céimeanna seo a leanas:

1. Imscrúdú sonracha faoi stiúir an Phríomhoide.
2. Moladh ón Phríomhoide chuig an Bhord Bainistíochta.
3. Breithniú an Bhord Bainistíochta ar mholadh an Phríomhoide, agus éisteacht a reáchtáil.
4. Breithniúcháin an Bhord Bainistíochta agus bearta i ndiaidh na héisteachta.
5. Comhairliúcháin a n-eagrú ag an Oifigeach Leasa Oideachais.
6. Dearbhú ar na chinneadh an mac léinn a dhíbirt.

Is don Bhord Bainistíochta é cinneadh a dhéanamh cad iad na tascanna sna céimeanna gnásúla seo a mbeadh gá cruinnithe ar leithligh a bheith ann dóibh agus cad iad na tascanna a bhféadfaí iad a chur i gcrích i gcrúinniú amháin, i gcomhréir le fógra cuí a thabhairt do thuismitheoirí agus am cóir réasúnta a thabhairt d'éisteacht Boird.

Céim 1: Imscrúdú sonracha arna sheoladh faoi stiúir an Phríomhoide

Agus imscrúdú á dhéanamh ar líomhain, de réir gnáthamh cóir, ba chóir don Phríomhoide:

- an mac léinn agus na thuismitheoirí/caomhnóirí a chur ar an eolas faoin mhí-iompar líomhnaithe, sa dóigh go ndéanfar imscrúdú air agus go bhféadfaí díbirt a bheith mar thoradh air sin
- gach deis a thabhairt do na thuismitheoirí/caomhnóirí agus don mhac léinn freagairt don ghearán go raibh mí-iompar tromchúiseach ann sula nglacfaí cinneadh smachtbhanna a ghearradh.

Má theipeann ar mhac léinn agus a dtuismitheoirí/caomhnóirí freastal ar chruinniú, ba chóir don Phríomhoide scríobh chucu ag cur in iúl dóibh go bhfuil an scéal tromchúiseach, go bhfuil tábhacht ar leith ag baint le freastal ar chruinniú athsceidealaithe agus, má theipeann orthu sin a dhéanamh, go mbeidh dualgas ar údaráis na scoile cinneadh a ghlacadh freagairt

don iompar diúltach. Ba chóir don scoil taifead a choinneáil de na cuirí a seoladh chuig na tuismitheoirí/caomhnóirí agus na freagraí a fuaireadh uathu.

Céim 2: Moladh ón Phríomhoide chuig an Bhord Bainistíochta

I gcás go bhfuil an Príomhoide den tuairim, bunaithe ar an imscrúdú ar an mí-iompar líomhnaithe, go bhfuil díbirt tuillte ag an mac léinn, cuireann an Príomhoide moladh faoi bhráid an Bhord Bainistíochta díbirt a bhreithniú. Dualgais an Phríomhoide:

a chur in iúl do na tuismitheoirí/caomhnóirí agus don mhac léinn go bhfuil iarrtha ar an Bhord Bainistíochta díbirt a bhreithniú

- a chinntiú go bhfuil taifid ag na tuismitheoirí/caomhnóirí: ar na líomhaintí in aghaidh an mhic léinn; ar an imscrúdú; agus ar fhógra scríofa de na forais ar a bhfuiltear ag iarraidh ar an Bhord Bainistíochta díbirt a bhreithniú
- na taifid chuimsitheacha chéanna a sholáthar don Bhord Bainistíochta a tugadh do na tuismitheoirí/caomhnóirí
- na tuismitheoirí/caomhnóirí a chur ar an eolas maidir le dáta na héisteachta a bheidh á reáchtáil ag an Bhord Bainistíochta agus cuireadh a thabhairt dóibh freastal ar an éisteacht sin
- comhairle a chur ar na tuismitheoirí/caomhnóirí gur féidir leo aighneachtaí scríofa agus ó bhéal a chur faoi bhráid an Bhord Bainistíochta
- a chinntiú gur tugadh dóthain fógra do na tuismitheoirí/caomhnóirí ionas go bhféadfaidís ullmhú don éisteacht.

Céim 3: Breithniú an Bhoird Bhainistíochta ar mholadh an Phríomhoide: agus éisteacht a reáchtáil

Tá sé mar fhreagracht ar an Bhord athbhreithniú a dhéanamh ar an réamh-imscrúdú agus a bheith deimhin de gur reáchtáladh an t-imscrúdú i gceart de réir gnáthaimh chóra.

Déanfaidh an Bord a athbhreithniú féin ar an doiciméadú go léir agus ar chúinsí uile an cháis. Cinnteoidh an Bord nach bhfuil aon duine a raibh aon pháirt aige/aici sa chás mar chuid de bhreithniúcháin an Bhoird (mar shampla, ball den Bhord a bheadh tar éis rud a líomhain in aghaidh mic léinn).

I gcás go gcinneann an Bord Bainistíochta mac léinn a dhíbirt, reachtófaí éisteacht. Ag an éisteacht, cuireann an Príomhoide agus na tuismitheoirí/caomhnóirí, nó an mac léinn atá ocht mbliana déag d'aois, nó níos sine, a gcás os comhair an Bhoird i láthair a chéile. Beidh deis tugtha do gach páirtí a gcás a dhéanamh agus cead a bheith acu fianaise an pháirtí eile a cheistiú. Féadfaidh an cruinniú deis a thabhairt fosta do thuismitheoirí a gcás a dhéanamh le go maolófaí an smachtbhanna. Agus an éisteacht á reáchtáil, beidh an Bhord cúramach a chinntiú go bhfuil siad neamhchlaonta agus go bhfuil an chuma air go bhfuil siad neamhchlaonta, amhail idir an Príomhoide agus an mac léinn. D'fhéadfadh gur mhian leis na tuismitheoirí/caomhnóirí duine a bheith leo ag an éisteacht agus beidh an Bhord ábalta é seo a éascú, ag teacht leis an deachleachtas agus de réir nósanna imeachta an Bhoird. Tar éis don Bhord an dá thaobh den scéal a chlos ní bheidh an Príomhoide agus na tuismitheoirí/caomhnóirí i láthair i rith bhreithniúcháin an Bhoird.

Céim 4: Breithniúcháin an Bhoird Bhainistíochta agus bearta i ndiaidh na héisteachta

Tar éis don Bhord clos ó na páirtithe uile, tá sé mar fhreagracht ar an Bhord a chinneadh cibé acu an bhfuil bunús leis an líomhain agus, má tá, cibé acu an cóir an mac léinn a dhíbirt nó nach cóir. I gcás go bhfuil fíricí uile an cháis breithnithe ag an Bhord Bainistíochta, agus

go bhfuil an Bord den tuairim gur chóir an mac léinn a dhíbirt tabharfaidh an Bord fógra don Oifigeach Leasa Oideachais i scríbhinn, agus na cúiseanna atá leis an tuairim seo (An tAcht Oideachais (Leas), 2000, a24(1)). Ní féidir an mac léinn a dhíbirt go dtí go bhfuil fiche lá caite ón lá ar a bhfaigheann an OLO an fógra i scríbhinn (An tAcht Oideachais (Leas), 2000, a24(1)).

Nóta:

Éireoidh le hachomharc in aghaidh díbeartha, go huathoibríoch faoi alt 29 den Acht Oideachais, 1998 más féidir a léiriú nár cuireadh an tOifigeach Leasa Oideachais ar an eolas de réir alt 24(1) nó nach bhfuil fiche lá caite ón dáta a fuair an tOifigeach Leasa Oideachais fógra go dtí cur i ngníomh na díbeartha (An tAcht Oideachais (Forálacha Ilghnéitheacha), 2007, a4A). Cuirfidh an Bhord in iúl do thuismitheoirí i scríbhinn faoina thátail agus na chéad chéimeanna eile sa phróiseas. Nuair atá sé beartaithe mac léinn a dhíbirt déarfais leis na thuismitheoirí/caomhnóirí go bhfuiltear anois chun é a chur in iúl don Oifigeach Leasa Oideachais.

Céim 5. Comhairliúcháin arna n-eagrú ag an Oifigeach Leasa Oideachais

Laistigh de thréimhse fiche lá ón dáta a fhaigheann Oifigeach Leasa Oideachais fógra ó Bhord Bainistíochta go bhfuil sé beartaithe acu mac léinn a dhíbirt, ní foláir don Oifigeach Leasa Oideachais:

- gach iarracht réasúnta a dhéanamh comhairliúcháin aonair a bheith ann leis an Phríomhoide, leis na thuismitheoirí/caomhnóirí agus leis an mac léinn, agus le haon duine eile a d'fhéadfadh cabhair a thabhairt
- cruinniú a thionól leis na páirtithe a aontaíonn a bheith i láthair (An tAcht Oideachais (Leas), 2000, alt 24).

An cuspóir atá leis na comhairliúcháin agus leis an chruinniú ná a chinntiú go ndéantar socruithe le go leanfadh an mac léinn lena cuid/chuid oideachas. D'fhéadfadh comhaontú a bheith mar thoradh ar na comhairliúcháin seo maidir le hidirghabháil mhalartach a sheachnódh díbirt. I gcás nach bhfuil sé de rogha leanúint ar aghaidh sa scoil, ámh, sa ghearrthearma ar aon chuma, ba chóir don chomhairliúchán díriú ar fhéidearthachtaí oideachais eile.

Ar mhaithe le leas oideachais an mhic léinn, ba chóir dóibh siúd atá páirteach sa chás teacht le chéile leis an Oifigeach Leasa Oideachais agus pleanáil le haghaidh todhchaí oideachais an mhic léinn. Go dtí go gcríochnófar na comhairliúcháin seo faoi leanúnachas an mhic léinn san oideachas, féadfaidh an Bord Bainistíochta céimeanna a ghlacadh chun a chinntiú go gcoinnítear smacht agus go gcinntítear sábháilteacht na mac léinn (An tAcht Oideachais (Leas), 2000, a45(5)). Féadfaidh an Bord a bheith den tuairim go bhfuil sé oiriúnach an mac léinn a chur ar fionraí ag an am seo. Déanfar más dócha go gcuirfeadh sé isteach go mór ar fhoghlaim na mac léinn eile dá bhfanfadh an mac léinn seo sa scoil, nó go bhfuil bagairt ann do shábháilteacht na mac léinn eile nó na foirne.

Céim 6. Dearbhú ar an cinneadh mac léinn a dhíbirt

Fiche lá tar éis don Oifigeach Leasa Oideachais fógra a fháil, agus i gcás go bhfuil an Bord Bainistíochta fós den tuairim gur chóir an mac léinn a dhíbirt, dearbhóidh an Bord Bainistíochta i scríbhinn go bhfuil sé cinntithe acu an mac léinn a dhíbirt (d'fhéadfaí an tasc seo a tharmligeán ar an Chathaoirleach nó ar an Phríomhoide). Beidh na thuismitheoirí/caomhnóirí curtha ar an eolas láithreach go bhfuiltear chun dul ar aghaidh leis

an díbirt. Inseofar do thuismitheoirí agus do mhic léinn faoin gcearta chun achomhairc agus déanfar foirm chaighdeánach a sholáthar dóibh ar a bhféadfaidís a n-achomharc a thaisceadh. Beidh taifead foirmiúil a choinneáil faoi chinneadh mac léinn a dhíbirt.

Achomhairc

Is féidir le thuismitheoir, nó le mac léinn atá níos sine ná ocht mbliana déag d'aois, achomharc a dhéanamh ar an gcinneadh díbeartha d'Ard-Rúnaí na Roinne Oideachais agus Scileanna, (faoin Acht Oideachais, 1998, alt 29). Is féidir achomharc a dhéanamh ar an gcinneadh ag an Bhord Náisiúnta Leasa Oideachais ar son mic léinn.

An Próiseas Achomhairc

Tosaíonn an próiseas faoi alt 29 den Acht Oideachais, 1998 le hidirghabháil á soláthar ag idirghabhálaí ceaptha ag an gCoiste Achomhairc (An Roinn Oideachais agus Scileanna). Le tuilleadh eolais a fháil faoin bPróiseas Achomharc, agus riachtanais le haghaidh doiciméadúcháin agus na céimeanna sa phróiseas, féach treorú reatha na Roinne Oideachais agus Scileanna.

Athbhreithniú ar úsáid díbeartha

Déanfaidh an Bhord Bainistíochta athbhreithniú ar úsáid díbeartha sa scoil ar bhonn rialta chun a chinntiú go bhfuil a húsáid i gcomhréir le polasaithe na scoile, go ndéanfar pátrúin úsáide a scrúdú chun gnéithe a shainiú a d'fhéadfadh a bheith ag imirt tionchar ar iompar sa scoil agus a chinntiú go n-úsáidtear díbirt go hiomchuí.

Síniú: _____

Cathaoirleach an Bhord Bainistíochta

BEARTAS FIONRAÍ / SUSPENSION –

NATIONAL GUIDELINES CODE OF BEHAVIOUR

NÓSANNA IMEACHTA

The school has a policy on, and procedures for, the use of suspension are in line with NEWB Guidelines.

Suspension

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety

- the student is responsible for serious damage to property. A single incident of serious misconduct may be grounds for suspension.

The sanction should be a proportionate response to the behaviour. For example, it would rarely be appropriate for a first offence, unless:

A single incident of serious misconduct may be the grounds for suspension

Suspension as part of a behaviour management plan Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

- Enable the school to set behavioural goals with the student and their parents
- Give school staff an opportunity to plan other interventions
- Impress on a student and their parents the seriousness of the behaviour.

Forms of suspension –

Immediate suspension In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person.

Fair procedures must still be applied. Suspension should only be used where there is:

- A threat to good order in the conduct of the examination
- A threat to the safety of other students and personnel
- A threat to the right of other students to do their examination in a calm atmosphere.

This sanction should be treated like any other suspension, and the principles and fair procedures governing suspensions should be applied. The DES Best Practice Guidelines concerning Certificate Examinations offer guidance to schools. 'Automatic' suspension A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair Students should not usually be suspended for:

poor academic performance

poor attendance or lateness

minor breaches of the code of behaviour.

Rolling suspension A student should not be suspended again shortly after they return to school unless:

4. They engage in serious misbehaviour that warrants suspension and
5. Fair procedures are observed in full and
6. The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student. Informal or Exclusion of a student for part of the school day, as a sanction, unacknowledged or asking parents to keep a child from school, as a sanction, is a suspension suspension.

Procedures:

Serious misbehaviour that could warrant suspension, the school should observe the following

9. Inform the student and their parents about the complaint
10. Give parents and student an opportunity to respond. Inform the student and parents Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension.
11. Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know.
12. Give an opportunity to respond Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour.
13. The school should record the invitations made to parents and their response. Procedures in relation to immediate suspension
14. Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension.
15. All of the conditions for suspension apply to immediate suspension.
16. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

The period of suspension - A student should **not** be suspended for **more than three days**, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

A Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension **of up to five days** in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it.

The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998 (see 11.7 Appeals). These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school.

Appeals - The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management (see 11.6), an appeals process may be provided by the Patron.

Section 29 Appeal Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

If the student is attending a school under the management of a VEC, the appeal must be made in the first instance to the VEC /ETB. Where an appeal to the VEC /ETB is concluded, parents, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Science.

Implementing the suspension

9. The Principal will notify the parents and the student in writing of the decision to suspend. The letter should confirm:

10. The period of the suspension and the dates on which the suspension will begin and end
11. The reasons for the suspension
12. Any study programme to be followed Page 76 Developing a Code of Behaviour: Guidelines for Schools 11 Suspension Suspension 11 • the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
13. The provision for an appeal to the Board of Management
14. The provision for an appeal to the VEC, if appropriate
15. The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29). The letter should be clear and easy to understand.
16. The Principal will meet with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

Grounds for removing a suspension - A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998. 11.10 After the suspension ends A period of suspension will end on the date given in the letter of notification to the parents about the suspension. Re-integrating the student The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process. Clean slate When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start.

Records and reports - Formal written records should be kept of: and decision-making • the investigation (including notes of all interviews held)

5. The decision-making process
6. The decision and the rationale for the decision
7. The duration of the suspension and any conditions attached to the suspension.

8. Report to the Board The Principal should report all suspensions to the Board of Management Management, with the reasons for and the duration of each suspension. Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Review of use of suspension The Board of Management should review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies.

BEARTAS DÍBIRTE / EXPULSION

NATIONAL GUIDELINES CODE OF BEHAVIOUR

NÓSANNA IMEACHTA

The school's policy on, and procedures for, expulsion are in line with the Code of Behaviour Guidelines laid down by the N.E.W.B. A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

As part of the code of behaviour, the Board of Management should ensure that the school has a policy on, and procedures for, expulsion which are in line with these Guidelines and with any additional requirements set down by the Patron.

The Board of Management of a recognised school has the authority to expel a student.

As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated. Schools and colleges established or maintained by a VEC In the case of schools and colleges established or maintained by a VEC now ETB (Education and Training Boards), the ETB itself holds the authority to expel. That authority may be devolved

(under section 31 of the Vocational Education (Amendment) Act 2001) by the ETB to the Board of Management of individual schools.

The grounds for expulsion Expulsion - Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour
2. Making sure that the student understands the possible consequences of their behaviour, if it should persist
3. Ensuring that all other possible options have been tried
4. Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property. The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion automatically for a first offence - There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

1. Serious threat of violence against another student or member of staff • actual violence or physical assault
2. Supplying illegal drugs to other students in the school
3. Sexual assault.

The nature and seriousness of the behaviour

1. What is the precise description of the behaviour?
2. How persistent has the unacceptable behaviour been and over what period of time?
3. Has the problem behaviour escalated, in spite of the interventions tried? The context of the behaviour
4. What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
5. What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
6. Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour

1. How are other students and staff affected by the student's behaviour?
2. What is the impact of the behaviour on the teaching and learning of the class? The interventions tried to date
3. What interventions have been tried? Over what period?
4. How have the interventions been recorded and monitored? • What has been the result of these interventions?
5. Have the parents been involved in finding a solution to the problem behaviour?
6. Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
7. Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
8. Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
9. Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour? Whether expulsion is a proportionate response
10. Is the student's behaviour sufficiently serious to warrant expulsion?

11. Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student? The possible impact of expulsion
12. To what extent may expulsion exacerbate any social or educational vulnerability of the student?
13. Will the student be able to take part in, and benefit from, education with their peers?
14. In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

Expulsion should not be proposed for:

1. Poor academic performance
2. Poor attendance or lateness
3. Minor breaches of the code of behaviour. However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel. These procedures assume that the Board of Management is the decision-making body in relation to expulsions. It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Step 1:

A detailed investigation carried out under the direction of the Principal In investigating an allegation, in line with fair procedures, the Principal should:

1. Inform the Parent and their student about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
2. Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
3. A meeting with the parents and the student will be arranged by the Principal. If the parents and the student fail to attend a meeting the Principal will write advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to the parents and their response.
4. Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

Step 2

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

1. Inform the parents and the student that the Board of Management is being asked to consider expulsion
2. Ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
3. Provide the Board of Management with the same comprehensive records as are given to parents
4. Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
5. Advise the parents that they can make a written and oral submission to the Board of Management
6. Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3:

1. Board of Management will review the initial investigation all documentation and the circumstances of the case.
2. The Board will invite the Principal and the parents or a student aged 18 years or over to put their case at a hearing of the board.
3. Parents may wish to be accompanied at hearings by the student and the Board should facilitate this, in line with good practice and Board procedures. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

Step 4:

1. Board of Management will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).
2. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).
3. An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).
4. The Board should inform the parents in writing about its conclusions and the next steps in the process.
5. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5:

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance

- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24). The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education.

These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)).

A Board may consider it appropriate to suspend a student Developing a Code of Behaviour: Guidelines for Schools Page 85 12 Expulsion Expulsion 12 during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6:

1. Confirmation of the decision to expel Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).
2. Parents should be notified immediately that the expulsion will now proceed.
3. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student. 12.5 Appeals
4. A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29).
5. An appeal may also be brought by the National Educational Welfare Board on behalf of a student.
6. If the student is attending a school established or maintained by a VEC / ETB, the appeal must be made in the first instance to the VEC/ETB . Where an appeal to the VEC / ETB has been concluded, parents, or a student aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Science.

7. The appeals process The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science).
8. For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Review of use of expulsion The Board of Management should review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.

KIO

BEARTAS DÍBIRTE / EXPULSION – NÓSANNA IMEACHTA

The school's policy on, and procedures for, expulsion are in line with the Code of Behaviour Guidelines laid down by the N.E.W.B. A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

As part of the code of behaviour, the Board of Management should ensure that the school has a policy on, and procedures for, expulsion which are in line with these Guidelines and with any additional requirements set down by the Patron.

The Board of Management of a recognised school has the authority to expel a student.

As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated. Schools and colleges established or maintained by a VEC In the case of schools and colleges established or maintained by a VEC now ETB (Education and Training Boards), the ETB itself holds the authority to expel. That authority may be devolved (under section 31 of the Vocational Education (Amendment) Act 2001) by the ETB to the Board of Management of individual schools.

The grounds for expulsion **Expulsion** - Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

5. Meeting with parents and the student to try to find ways of helping the student to change their behaviour
6. Making sure that the student understands the possible consequences of their behaviour, if it should persist
7. Ensuring that all other possible options have been tried
8. Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property. The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion automatically for a first offence - There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

4. Serious threat of violence against another student or member of staff • actual violence or physical assault
5. Supplying illegal drugs to other students in the school
6. Sexual assault.

The nature and seriousness of the behaviour

7. What is the precise description of the behaviour?
8. How persistent has the unacceptable behaviour been and over what period of time?
9. Has the problem behaviour escalated, in spite of the interventions tried? The context of the behaviour

10. What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
11. What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
12. Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour

15. How are other students and staff affected by the student's behaviour?
16. What is the impact of the behaviour on the teaching and learning of the class? The interventions tried to date
17. What interventions have been tried? Over what period?
18. How have the interventions been recorded and monitored? • What has been the result of these interventions?
19. Have the parents been involved in finding a solution to the problem behaviour?
20. Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
21. Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
22. Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
23. Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour? Whether expulsion is a proportionate response
24. Is the student's behaviour sufficiently serious to warrant expulsion?
25. Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student? The possible impact of expulsion
26. To what extent may expulsion exacerbate any social or educational vulnerability of the student?
27. Will the student be able to take part in, and benefit from, education with their peers?

28. In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

Expulsion should not be proposed for:

4. Poor academic performance
5. Poor attendance or lateness
6. Minor breaches of the code of behaviour. However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel. These procedures assume that the Board of Management is the decision-making body in relation to expulsions. It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Step 1:

A detailed investigation carried out under the direction of the Principal In investigating an allegation, in line with fair procedures, the Principal should:

5. Inform the Parent and their student about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion

6. Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
7. A meeting with the parents and the student will be arranged by the Principal. If the parents and the student fail to attend a meeting the Principal will write advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to the parents and their response.
8. Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

Step 2

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

7. Inform the parents and the student that the Board of Management is being asked to consider expulsion
8. Ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
9. Provide the Board of Management with the same comprehensive records as are given to parents
10. Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
11. Advise the parents that they can make a written and oral submission to the Board of Management
12. Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3:

4. Board of Management will review the initial investigation all documentation and the circumstances of the case.

5. The Board will invite the Principal and the parents or a student aged 18 years or over to put their case at a hearing of the board.
6. Parents may wish to be accompanied at hearings by the student and the Board should facilitate this, in line with good practice and Board procedures. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

Step 4:

6. Board of Management will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).
7. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).
8. An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).
9. The Board should inform the parents in writing about its conclusions and the next steps in the process.
10. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5:

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24). The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education.

These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)).

A Board may consider it appropriate to suspend a student Developing a Code of Behaviour: Guidelines for Schools Page 85 12 Expulsion Expulsion 12 during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6:

9. Confirmation of the decision to expel Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).
10. Parents should be notified immediately that the expulsion will now proceed.
11. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student. 12.5 Appeals
12. A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29).
13. An appeal may also be brought by the National Educational Welfare Board on behalf of a student.
14. If the student is attending a school established or maintained by a VEC / ETB, the appeal must be made in the first instance to the VEC/ETB . Where an appeal to the VEC / ETB has been concluded, parents, or a student aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Science.
15. The appeals process The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science).

16. For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Review of use of expulsion The Board of Management should review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.

Tá an Polasaí Smachtbhannaí / Fionraí / Díbirte léite agam. Glacaim leis agus táim sásta feidhmiú dá réir.

Síniú an Dalta:

Síniú an Tuismitheora:

Dáta:

Athrú ar **Pholasaí Iompair**: Dréacht (1)

Le plé ag na páirtithe leasmhaire foireann, bord, tuistí, coiste iompair, daltaí

Má shiúlann dalta amach as seomra ranga le linn ranga gan cead,

Rachaidh an scoil i dteangmháil le tuist(i).

Seolfár an dalta abhaile nó baileoidh tuiste an dalta.

Tiocfaidh an dalta isteach le tuiste(i) ag dáta socraithe le haghaidh cruinniú leis an scoil. i.e.

Ceann Bliana/Priomhoide Tánaisteach/Priomhoide an muinteoir ábhar i gceist.

Gheobhaidh an dalta comhairle agus rabhadh mar gheall ar an iompar amach anseo ag cloí le ghíomhaíochtaí cleachtadh aisrioch an choláiste.

Má tharlaíonn an siúl amach arís beidh fionraí i gceist agus ansin cruinniú eile le tuistí chun cleachtadh aisrioch a chuir i bhfeidhm. Marta 2016