

Cód Iompair Gaelscoil Mhic Easmainn

Cur i láthair

Ag teacht le Rannóg 23 den Acht Oideachais (Leas) 2000, le “Cód Iompair a Fhorbairt, Treoirínte i gcomhair Scoileanna”, [An Bord Náisiúnta Leasa Oideachais 2008], tá Cód Iompair curtha le chéile agus curtha ar fáil ag Bord Bainistíochta Gaelscoil Mhic Easmainn le haghaidh daltaí, foireann agus tuismitheoirí na scoile.

An Fhoireann

Inár scoil, caithimid go léir caidreamh a dhéanamh a léiríonn meas agus dínit dá chéile.

Cuireann an príomhoide agus an fhoireann teagaisc béim an-láidir ar thábhacht an chomhoibriú agus ar dhearfacht an phobail maidir leis an ndeaiompar a chur chun cinn agus áit lárnach a thabhairt do dhínit gach duine atá ag feidhmiú sa scoil. Is féidir le daltaí na scoile, an comhoibriú seo, a fheiceáil agus tá freagracht ar gach ball den bhfoireann cabhrú é seo a chuir chun cinn

Sa Chód Iompair sonraítear

1. Caighdeán an iompair a mbítear ag súil leis ó gach dalta atá ag freastal ar an scoil.
2. Déantar gach iarracht an dea-iompar a cheiliúradh agus aitheantas a thabhairt don ndeaiompar. dalta na seachtaine/sa seomra ranga/sa chlós.
3. An cur chuige uile scoile maidir le hiompar dearfach a chur chun cinn.
4. Na céimeanna a ghlactar nuair a dhiúltaíonn nó nuair a theipeann ar dhalta na caighdeán a bhaint amach.
5. Na nósanna imeachta a chloítear leo, sula gcuirtear dalta ar fionraí nó sula ndéantar dalta a dhíbirt.
6. Na cúiseanna go n-athrófaí an cinneadh chun dalta a chur ar fionraí
7. Na nósanna imeachta a chleachtaítear maidir le dalta a bheith as láthair ón scoil (tinreamh).

Cur le chéile an Pholasaí

Ghlac an Bord Bainistíochta na céimeanna seo a leanas agus an polasaí seo á chur le chéile.

- (1) Chuathas i gcomhairle le tuismitheoirí agus leis an bhfoireann. Tugadh le fios dóibh go raibh dréacht den bpolasaí “ An Cód Iompair Scoile “ ar fáil. Tugadh cuireadh dóibh aighneachtaí a chur isteach faoina raibh sa Chód. Sonraíodh sprioc-am chuige seo.
- (2) Iarradh ar mhúinteoirí na n-ar-dranganna “ Rialacha” a phlé leis na daltaí agus moltaí ón bplé sin a thabhairt don bPríomhoide Tánaisteach.
- (3) Deineadh athbhreithniú ar an dréacht agus leasaíodh é de réir an aiseolais a fuarthas.
- (4) Cuireadh an dréacht deireanach chuig an bPatrún chun é a fhaomhadh.

Aidhmeanna agus Cuspóirí an Chóid

Is iad aidhmeanna agus cuspóirí an chóid ná

- Éatas na gaelscoile a chur chun cinn sa scoil

- Ligint don scoil feidhmiú in ord agus in eagar ionas go n-éireoidh leis na daltaí dul chun cinn a dhéanamh i ngach gné dá bhforbairt.
- Atmosféar a chruthú ina mbeidh meas, lamháltas agus tuiscint do dhaoine eile chun tosaigh
- Iompar dearfach agus féinsmacht a chur chun cinn, ag tabhairt aitheantais do na difríochtaí atá idir pháistí agus don ghá atá ann freastal ar na difríochtaí seo.
- Sábháilteacht agus leas bhaill uilig phobal na scoile a chinntiú
- Cabhrú le foireann na scoile, leis na tuismitheoirí agus leis na daltaí na córais agus na nósanna imeachta atá sa chód a thuiscint agus a gcomhoibriú a fháil chun iad a chur i bhfeidhm.
- Féachaint chuige go gcuirtear na rialacha, na luaíochtaí agus na smachtbhannaí i bhfeidhm ar bhealach atá cothrom agus comhsheasmhach sa scoil ina hiomláine.

Cur Chuige Uilescoile

Aithníonn an Bord Bainistíochta an tábhacht a bhaineann le luachanna comhsheasmhacha, polasaithe, nósanna imeachta agus gaolta a chruthú, chun tacú leis an gCód Iompair. Ní mór pobal uilig na scoile a bheith páirteach i gcur i bhfeidhm an Chóid agus in aon athbhreithniú a dhéanfar air, [an Príomhoide, na múinteoirí, an fhoireann chúntach agus na tuismitheoirí.

Caighdeáin Iompair

Daltaí

Meas ort féin

- Meas orm féin agus mo rudaí féin...mála scoile, bosca loin, leabhair a bheith néata agus eagraithe.
- A bheith ar scoil in am ...8.50
- Éide na scoile a chaitheamh.
- A bheith glan.
- Lón sláintiúil a thabhairt.

Iompar Ginearálta: Bítear ag súil leis an iompar seo leanas ó gach dalta

- Labhair Gaeilge
- Bí séimh – Ná gortaigh éinne
- Bí cneasta agus cabhraitheach: Ná gortaigh mothúcháin dhaoine eile
- Éist le daoine Ná bí ag teacht roimh dhaoine eile sa chaint
- Bí ag obair go dian -- Ná cuir do chuid ama féin nó am éinne eile amú
- Tabhair aire mhaith do shealúchas .. ná déan díobháil dó nó ná cuir amú é
- Bí ionraic – Ná ceil an fhírinne

Iompar sa Seomra Ranga

Bítear ag súil leis an iompar seo ó gach dalta

- Labhair Gaeilge: príomhtheanga na scoile
- Éist: leis an múinteoir agus leis na daltaí eile nuair a bhíonn cead cainte acu
- Obair: déan do dhícheall i gcónaí
- Bíodh meas agat ar: sealúchas na scoile agus sealúchas na ndaltaí eile

- Lean: treoracha an mhúinteora i gcónaí
- Faigh: cead an mhúinteora i gcónaí chun an rang a fhágaint
- Meas: léirigh meas ar an múinteoir, ar na daltaí eile agus ar chuairoteoirí a thagann isteach sa seomra ranga.

Iompar Sa Chlós/Ar an bPáirc Imeacha: Bítear ag súil leis an iompar seo a leanas ó na daltaí go léir:

- Labhair Gaeilge: Príomhtheanga na scoile
- Bí sábháilte: seachain cluichí nó súgradh atá dainséarach nó garbh
- Lean: Treoracha an mhúinteora atá i bhfeighil
- Fan: sa chlós agus/nó sa pháirc imeartha i gcónaí
- Faigh: cead ón múinteoir i gcónaí chun an clós a fhágaint ag am sosa agus/nó ag am lóin
- Léirigh meas: ar an múinteoir atá i bhfeighil agus ar na daltaí eile
- Seachain: droch-chaint, troid, ainmneacha a chur ar dhaoine eile
- Bí: Ag súgradh leis na daltaí i do rang ghrúpa féin

Iompar i dTimpeallacht na Scoile

Bítear ag súil leis an iompar seo a leanas ó na daltaí go léir.

- Siúl: Ar thaobh na láimhe deise sa phasáiste i gcónaí
- Glan: Na bróga ar do shlí isteach sa scoil.

Iompar ar Thurasanna Scoile agus ar thurasanna eile.

Bítear ag súil leis an iompar seo a leanas ó na daltaí go léir.

- Lean: treoracha an mhúinteora i gcónaí
- Fan: in éineacht leis na múinteoir/bhfeitheoir agus le grúpa daltaí i gcónaí
- Caith: go béasach le gach duine a mbuaileann tú leis/léi ar an turas
- Cloí le rialacha dea-iompar i gcónaí

An Fhoireann

Tá dualgas ar an bPríomhoide féachaint chuige go gcuirtear Cód Iompair na Scoile i bhfeidhm ar bhealach atá cothrom agus comhsheasmhach do na daltaí go léir. Mar sin féin, tá dualgas ar gach ball foirne smacht a chur i bhfeidhm i dtimpeallacht na scoile.

Tá an fhoireann teagaisc freagrach as iompar a láimhseáil sa seomra ranga.

Seo a leanas mar a fheidhmeoidh siad

- Déanfaidh siad an cód iompair a phlé lena rang ag tús gach téarma
- Cuirfidh siad na rialacha ar taispeáint sa seomra ranga
- Meallfaidh siad iompar dearfach agus féinsmacht ó na daltaí
- Féachfaidh siad chuige go bhfuil feitheoireacht chuí á déanamh i gcónaí
- Cuirfidh siad an córas luaíochta/smachtbhannaí i bhfeidhm ar bhealach atá cothrom agus comhsheasmhach.
- Déanfaidh siad taifead scríofa ar gach eachtra de drochiompar tromchúiseach. Beidh taifead den chomhairle a tugadh don dalta faoin drochiompar, den rabhadh a tugadh agus den toradh a bheidh ann don dalta má leanann an dromhiompar ar aghaidh
- Cuirfidh siad daltaí ar an eolas faoin taifead d'eachtraí drochiompair
- Cuirfear an Príomhoide ar an eolas faoi eachtraí leanúnacha de dhrochiompar, mioneachtraí agus eachtraí tromchúiseacha san áireamh.

Tuismitheoirí/Caomhnóirí

Tá ról tábhachtach ag tuismitheoirí /caomhnóirí tionchar a imirt ar a bpáistí, dea-iompair a chleachtadh ar scoil. Cabhraíonn siad agus iad ag moladh dá bpáistí cloí le rialacha na scoile, féachaint chuige go dtagann a bpáistí ar scoil in am, tinreamh maith a chinntiú agus an obair bhaile a dhéanamh go snasta.

Fáiltímid roimh thuismitheoirí coinne a dhéanamh leis an scoil, má tá siad buartha faoi ghné ar bith d'iompar a bpáistí, chun é seo a phlé linn.

Sa chás go n-aithnítear patrún cinnte de dhrochiompar, tugtar cuireadh do thuismitheoirí/chaomhnóirí a bheith páirteach sa phróiseas idirghabhála.

Iompar Dearfach á chur chun cinn.

Déantar dícheall i gcónaí atmasféar a chruthú sa scoil ina dtugtar aitheantas do dea-iompar. Úsáideann foireann na scoile teanga agus gothaí dearfacha sa seomra ranga agus i dtimpeallacht na scoile sa tslí is go bhfaigheann dea-iompar aitheantas agus go dtugtar aitheantas ar leith do fheabhas in iompar.

Úsáitear córais chun dea-iompar a aithint

- Moltar daltaí ag tionól na maidine
- Moltar daltaí ag ócáid "Dalta na Seachtaine"
- Tugtar cead do dhaltaí a bheith saor ó obair bhaile
- Tabhair faoi deara gur liosta nach bhfuil uileghabhálach é an liosta seo.

Iompar Mí-chuí

Tá drochiompar aicmithe i dtrí leibhéal, ag brath ar an gcur isteach a dhéanann an drochiompar sin. Is ar mhaithe le freagairt chomhsheasmach agus le tuiscint chomónta ar an gcód é seo. Sonraíonn an Cód Iompair na gníomhaíochtaí smachtaithe agus aon idirdhealú tacaíochta a chuirtear i bhfeidhm.

Leibhéal a hAon

Iompar ar leibhéal a 1.

'Sé atá i gceist le leibhéal a haon ná iompar a chuireann isteach ar thimpeallacht fhoghlama na scoile, an tseomra ranga agus na scoile go ginearálta. Foghlaimíonn leanaí trína ndearmadaí. Beidh an fhreagairt a tharlaíonn sa scoil don iompar seo cuí, sa mhéid is go mbeidh sí dearfach agus go dtabharfaidh sí treoir. Múinfear an t-iompar a bhfuiltear ag súil leis do na daltaí agus léireofar dóibh conas iad féin a iompar. Seo thíos liosta de na saghasanna iompair atá i gceist ag leibhéal a 1.

Tabhair faoi deara gur liosta nach bhfuil uileghabhálach é an liosta seo.

- Ullmhúchán don rang de réir mar a lorgaíonn an múinteoir ranga gan a bheith déanta.
- Ag rith sna pasáistí
- Ag cur isteach ar obair / shúgradh dhaoine eile
- Teanga, meoin nó béas drochmheasúil á úsáid
- Neamhshuim á dhéanamh de threoracha ón bhfoireann

Leibhéal a hAon: Gníomhaíochtaí Smachtaithe.

Braithfidh an tslí ina gcaithfear le hiompar ar leibhéal a hAon ar mhinicíocht agus ar olcas an iompair. Is iad na múinteoirí a smachtóidh na daltaí. Seo a leanas liosta in a bhfuil samplaí de ghníomhaíochtaí smachtaithe.

- An dalta a cheartú ó bhéal
- Treisiú a dhéanamh ar iompar difriúil dearfach
- Scaradh ar feadh tréimhse ón rang/ó na cairde/ó dhaoine eile
- Obair Scoile bhreise a thabhairt
- Fios a chur ar mhúinteoir eile
- Pribhléidí a chailliúint
- Coinneáil istigh faoi fheitheoireacht
- Teagmháil a dhéanamh le tuismitheoirí
- Conradh Iompair a chomhlánadh agus a shíniú.

Leibhéal a hAon

Idirghabhálacha Tacaíochta

Seo liosta d'idirghabhálacha tacaíochta le haghaidh leibhéal a hAon.

- Idirghabháil sa seomra ranga: mar shampla, cruinniú ranga nó plé ag “am ciorcail” agus an fhéidearthacht dul i gcomhairle le tuismitheoir/caomhnóir/ ball foirne
- An t-iompar a phlé leis an dalta
- Nótaí faoin eachtra idirghabháil dáta. Bheadh an t-eolas seo úsáideach dá mbeadh an drochiompar leanúnach.

Leibhéal a Dó: Iompar

'Sé atá i gceist le hiompar ag leibhéal a dó ná iompar a chuireann isteach go mór ar chúrsaí sa scoil agus a fhéadfadh sábháilteacht agus leas na ndaltaí agus na foirne a chur i mbaol.

Seo a leanas liosta ina bhfuil samplaí den iompar atá i gceist anseo. Tabhair faoi deara gur liosta nach bhfuil uilghabhálach é an liosta seo.

- Eachtraí leanúnacha d'iompar leibhéal a hAon nach bhfuil maolaithe ag idirdhealú.
- Iompar a chuireann an dalta féin /daoine eile i mbaol (ag brú, ag tarraingt, ag bualadh agus rl.).
- Sealúchas pearsanta, sealúchas scoile á scrios d'aonghnó
- Gadaíocht
- Cneamhaireacht
- Eascaine a úsáid
- Ag caitheamh anuas ar chine, inscne, chreideamh, chuma fhisiciúil, mháchail nó ar bhunús eitneach dhuine eile.
- Teanga nó iompar drochmheasúil i leith dhuine fásta
- Seilbh ar nó úsáid a bhaint as bréagáin nó fearas spóirt atá dainséarach. (scian de shaghas de bith, saigheadh is bogha agus rl.)

Leibhéal a Dó: Gníomhaíochtaí Smachtaithe

Braitheann smachtú na ndaltaí le haghaidh drochiompair ag Leibhéal a 2 ar mhinicíocht agus ar thromchúiseacht an drochiompair agus ar an leibhéal forbartha atá i gceist. Is í an Príomhoide a chuireann an smacht i bhfeidhm ag Leibhéal a dó. Cuirtear tuismitheoirí ar an eolas ar bhonn oifigiúil agus déantar taifead scríofa. Seo a leanas cuid de na gíomhaíochtaí smachtaithe.

- Coinneáil istigh faoi fheitheoireacht

- Tuairisc curtha ar aghaidh go dtí an Bord Bainistíochta
- Cruinniú le Tuismitheoirí/caomhnóirí
- Fionraí ón scoil – tréimshe ó lá amháin go 5 lá (ag brath ar thromchúiseacht an iompair)
- Plean Bainistíú Iompair cuimsitheach á chur i bhfeidhm

Leibhéal a 2: Idirghabhálacha Tacaíochta

Seo a leanas samplaí de ghníomhaíochtaí tacaíochta ag Leibhéal a 2.

- Comhdháil fhoirne ag a mbeidh an múinteoir ranga, múinteoirí eile a bhí i gceist, An Príomhoide Tánaisteach agus /nó an Príomhoide.
- Iarratas chuig an tSeirbhís Náisiúnta Siceolaíochta Oideachais, chuig Seirbhísí Pobail Fheidhmeannacht na Seirbhíse Sláinte, chuig an tSeirbhís Náisiúnta Tacaíochta Iompraíochta, chuig Seirbhísí Meabhairshláinte do Leanaí d'Ógánaigh agus chuig an gComhairle Náisiúnta um Oideachas Speisialta.
- Tarchur le haghaidh measúnú siceolaíoch de bharr fadhbanna iompair (le cead na dtuismitheoirí/ caomhnóirí)

Leibhéal a Trí

Leibhéal 3: Iompar (sárú ar an rialacha)

Glactar leis gur sárú ar na rialacha ag leibhéal a trí an sárú is tromchúisí. Cuireann an t-iompar seo sláinte, sabháilteacht agus leas na ndaltaí agus na foirne i mbaol. Is bagairt dhíreach ar fheidhmiú na scoile é.

D'fhéadfadh teagmháil leis na gardaí a bheith i gceist chomh maith le teagmháil leis na tuismitheoirí i gcás iompair mhídhleathach.

Seo a leanas samplaí de na saghasanna iompair atá i gceist. Tabhair faoi deara gur liosta nach bhfuil uileghabhálach é an liosta seo.

- Eachtraí tromchúiseacha nó leanúnacha d'iompar ag leibhéal a dó nach bhfuil maolaithe ag idirdhealú.
- Tinte á lasadh
- Troid fhíochmar nó duine/daoine eile a ghortú d'aonghnó.
- Gníomhaíochtaí idirdhealaithe nó claontacha nó gníomhaíochtaí bainteach le cine, inscne, creideamh, cuma fhisiciúil, máchail nó bunús eitneach.

Leibhéal a Trí: Gníomhaíochtaí Smachtaithe

D'fhéadfadh fionraí a bheith i gceist le hiompar ag leibhéal a 3. Braithfidh fad na tréimhse fionraíochta ar mhínicíocht agus ar thromchúiseacht an drochiompair. Tá saineolas faoi phróis chúí agus faoi nósanna imeachta maidir le fionraí sa doiciméad seo. Seo freagairt Leibhéal a 3.

- Curtha ar fionraí ar feadh tréimhse ó lá amháin go cúig lá. Beidh sé seo i gceist an chéad uair a tharlóidh iompar ar leibhéal a 3 nó iompar tromchúiseach ag leibhéal a 2. Ag cloí le próis chúí agus le nósanna imeachta, féadfaidh an Príomhoide dalta a chur ar fionraí.
- Fionraí ar feadh tréimhse cúig go deich lá. Tarlóidh sé seo má bhíonn eachtraí leanúnacha d'iompar ag leibhéal a 3 nó eachtraí fíorthromchúiseacha den iompar seo. Caithfidh an Bord Bainistíochta tréimhse fhionraíochta ag an leibhéal seo a cheadú.

- Díbirt

Is féidir dalta a dhíbirt má bhíonn eachtraí leanúnacha d'iompar ag leibhéal a trí i gceist.

Nósanna Imeachta le hAghaidh Fionraí agus Díbirt

Díbirt

Sainmhíniú

Dalta a bheith as láthair ón scoil ar feadh tréimhse cinnte teoranta ama.

An t-údaras chun dalta a chur ar fionraí.

Tá údarás Bhord Bainistíochta Ghaelscoil Mhic Easmainn tarmligthe don bPríomhoide i scríbhinn dalta a chur ar fionraí láithreach.

Féadfaidh tréimhse ó lá amháin go trí lá a bheith i gceist le fionraí láithreach, ag brath ar thromchúiseacht an iompair a bhí i gceist. I gcásanna eisceachtúla agus le faomhadh Chathaoirleach an Bhoird Bhainistíochta, féadfaidh tréimhse níos faide a bheith i gceist, ach go háirithe tréimhse nach bhfuil níos faide ná cúig lá.

Is ag an mBord Bainistíochta atá an t-údarás dalta a chur ar fionraí i ngach cás eile.

Fionraí Láithreach agus Uathfionraí.

Glactar leis go mbeidh fionraí láithreach i gceist nuair a léireoidh na fiosrúcháin bhunúsacha gur bagairt do shábháilteacht agus do leas na ndaltaí agus na foirne é an dalta a fhágaint sa scoil. Féadfaidh tréimhse ó lá amháin go trí lá a bheith i gceist ag brath ar thromchúiseacht an iompair áirithe a bhí i gceist. I gcásanna eisceachtúla agus le faomhadh Chathaoirleach an Bhoird Bhainistíochta, féadfaidh tréimhse níos faide a bheith i gceist, ach go háirithe tréimhse nach bhfuil níos faide ná cúig lá.

Is é atá i gceist le huathfionraí ná fionraí le haghaidh iompair aitheanta. Is é cinneadh Bhord Bainistíochta Ghaelscoil Mhic Easmainn agus feasacht aige ar a dhualgas cúraim, mar atá leagtha síos san Reachtaíocht Sláinte agus Sábháilteachta, go dtuillfidh an t-iompar ainmnithe seo a leanas uathfionraí:

- Ionsaí fisiciúil/foiréigin agus dalta nó múinteoir a bheith gortaithe mar thoradh air.
- Ionsaí fisiciúil agus damáiste tromchúiseach do shealúchas scoile mar thoradh air.
- Féadfaidh tréimhse ó lá amháin go trí lá scoile a bheith i gceist le haghaidh uathfionraí, ag brath ar thromchúiseacht an iompair áirithe a bhí i gceist. I gcásanna eisceachtúla agus le faomhadh Chathaoirleach an Bhoird Bhainistíochta, féadfaidh tréimhse níos faide a bheith i gceist, ach go háirithe tréimhse nach bhfuil níos faide ná cúig lá.

Cuirfear tuismitheoirí/caomhnóirí ar an eolas láithreach, ar an teileafón, mar gheall ar fionraí láithreach nó uathfionraí agus déanfar socruithe chun an dalta a bhailiú ón scoil. Ní tharlóidh sé riamh go gcuirfear dalta abhaile ón scoile sula mbeidh teagmháil déanta leis na tuismitheoirí. Cuirfear fógra oifigiúil scríofa faoin fionraí ar fáil ar ball ach cinnte taobh istigh de dhá lá ó thús na tréimhse fionraíochta.

San fhógra sonrúfar

- Tréimhse ama na fionraíochta, na dátaí a thosóidh agus a chríochnóidh an tréimhse fhionraíochta.
- An chúis gur cuireadh an dalta ar fionraí
- An Cúrsa staidéir a dhéanfaidh an dalta (más ann dá leithéid)
- Na socruithe maidir le fillleadh ar scoil chomh maith le dearbhuite ón dalta agus ó na tuismitheoirí/caomhnóirí

Aithníonn an Bord Bainistíochta go gcaithfear cloí le próis chúí agus le nósanna imeachta cothroma maidir le fionraí láithreach agus le huathfhionraí. Tárlóidh fiosrúchán oifigiúil faoin eachtra taobh istigh de dhá lá agus ansin tabharfaidh an Bord cuireadh don dalta agus do na tuismitheoirí/caomhnóirí chuig cruinniú, chun plé a dhéanamh ar:

- Cúinsí an fhionraithe
- idirghabálacha chun a leithéid a chosc feasta.

Aithníonn Bord Bainistíochta Ghaelscoil Mhic Easmainn an tábhacht a bhaineann le neamhchlaontacht sa phróiseas fiosraithe. Dearbhaítear nach mbeidh baint ag éinne ag a bhfuil leas dílsithe nó baint phearsanta aige/aici leis an ábhar le heagrú nó le cur i gcrích an fhiosrúcháin.

Nósanna Imeachta maidir le tréimhse fionraíochta

Úsáidfeadh na nósanna imeachta seo a leanas i gcás fionraí nach fionraí láithreach nó uathfhionraí é.

Sa chás go gcinntíonn réamh-mheasúnú drochiompar tromchúiseach a thuilleann fionraí, cuirfidh Bord Bainistíochta Ghaelscoil Mhic Easmainn fiosrúchán oifigiúil faoin scéal ar bun.

- Cloífeadh leis na nósanna imeachta seo a leanas:

Cuirfeadh litir ina mbeidh an t-eolas seo a leanas chuig na tuismitheoirí/caomhnóirí -

(1) Sonraí an iompair líomhnaithe, sonraí an fhiosrúcháin a bheidh ar siúl agus fógra go bhféadfadh fionraí a bheith mar thoradh ar an líomhain

(2) Cuireadh chuig cruinniú a tharlóidh taobh istigh de chúig lá ó éisiúint na litreach, chun deis a thabhairt do thuismitheoirí/caomhnóirí a dtaobh den scéal a thabhairt, sula gcuirtear smachtbhanna i bhfeidhm.

Aithníonn Bord Bainistíochta Ghaelscoil Mhic Easmainn an tábhacht a bhaineann le neamhchlaontacht sa phróiseas fiosrúcháin agus sa phróiseas teacht ar chinneadh.

Dearbhaítear iad seo a leanas

(1) Ní bheidh baint ag éinne ag a bhfuil leas dílsithe nó baint phearsanta aige/aici leis an ábhar, le heagrú nó le cur i gcrích an fhiosrúcháin, ná ní bheidh aon bhaint ag a leithéid de dhuine leis an bpróiseas cinnteoireachta.

(2) Cuirfidh siadsan atá i mbun an fhiosrúcháin, tuairisc iomlán ar na fírící ar fáil agus ní bheidh siad i láthair le haghaidh an phróiseas cinnteoireachta.

(3) Sa chás go ndéantar cinneadh chun an dalta a chur ar fionraí, cuirfidh Cathaoirleach an Bhoird Bhainistíochta litir chuig tuismitheoirí/caomhnóirí agus chuig an dalta faoin gcinneadh.

- Sa litir cinnteofar fad na tréimhse fionraíochta mar aon leis an dáta tosaithe agus an dáta críche
- An chúis gur cuireadh an dalta ar fionraí

- Clár staidéir le déanamh (más ann dá leithéid)
- Na socruithe maidir le filleadh ar ais ar scoil mar aon le dearbhuite atá le tabhairt ag na tuismitheoirí/caomhnóirí agus ag an dalta
- An fhoráil le haghaidh achomhairc chuig an mBord Bainistíochta.

Sa chás go gcaillfidh an dalta 20 lá scoile agus é/í ar fionraí, de bharr na tréimhse fionraíochta sin, cuirfear na tuismitheoirí/caomhnóirí ar an eolas faoin gceart atá acu achomharc a dhéanamh chuig Rúnaí Ginearálta na Roinne Oideachais agus Eolaíochta faoi Rannóg 29 den Acht Oideachais 1998 agus cuirfear iad ar an eolas faoi chonas is féidir achomharc a dhéanamh.

Díbirt

Sainmhíniú

Díbrítear mac léinn as scoil nuair a dhéanann Bord Bainistíochta cinneadh an mac léinn sin a eisiáil go buan ón scoil, tar-éis don Bhord forálacha alt 24 den Acht Oideachais (Leas) 2000 a chomhlíonadh. (Cód Iompair a fhobairt: Treoirilínte i gcomhair scoileanna).

An t-údarás chun dalta a dhíbirt

Is ag an mBord Bainistíochta amháin atá an t-údarás dalta a dhíbirt.

Beidh na nósanna imeachta seo a leanas i bhfeidhm, sa chás go gcinntíonn reáimh-mheasúnú de na fíricí drochiompar tromchúiseach go bhféadfadh díbirt a bheith mar thoradh air.

(a). Déanfar mionfhiosrúchán faoi threoir an Phríomhoide nó An Phríomhoide Tánastaigh nó ball ainmnithe den mBord Bainistíochta (más gá).

Mar chuid den fhiosrúchán eiseofar litir ina mbeidh an t-eolas seo a leanas chuig na tuismitheoirí/caomhnóirí.

- (1) sonraí an drochiompair líomhnaithe
sonraí phróiseas an fhiosrúcháin atá le déanamh agus fógra go bhféadfadh díbirt a bheith mar thoradh ar an líomhain.
- (2) Cuireadh chuig cruinniú, a bheidh ar súil taobh istigh de 5 lá scoile ó dháta eisiúint na litreach, ag a mbeidh deis ag tuismitheoirí/caomhnóirí a dtaobh den scéal a thabhairt.

(b). Déanfaidh an Príomhoide/Príomhoide Tánaisteach/duine atá ainmnithe ag an mBord, moladh don mBord Bainistíochta.

Sa chás go ndéanann an Príomhoide/Príomhoide Tánaisteach/duine ainmnithe ag an mBord cinneadh, bunaithe ar an bhfiosrúchán ar an iompar líomhnaithe, go bhfuil díbirt tuillte, moltar don mBord Bainistíochta an dalta sin a dhíbirt.

Sa chás seo feidhmeoidh an Príomhoide/an Príomhoide Tánaisteach/duine ainmnithe ag an mBord mar seo a leanas

- (1) Cuirfidh sé/sí na tuismitheoirí/caomhnóirí ar an eolas go bhfuiltear ag iarraidh ar an mBord Bainistíochta machnamh a dhéanamh ar an dalta a dhíbirt.
- (2) Déanfaidh sé/sí deimhin de go bhfaighidh na tuismitheoirí/caomhnóirí taifead den líomhain in aghaidh an dalta, den fhiosrúchán, agus den fhógra scríofa ar na cúiseanna ar iarradh ar an mBord Bainistíochta machnamh a dhéanamh ar dhíbirt.
- (3) An taifead ceannann céanna a chur ar fáil don mBord Bainistíochta.

(c). Machnamh an Bhoird Bhainistióchta ar mholadh an Phríomhoide/an Phríomhoide Tánastaigh/duine ainmnithe ag an mBord Bainistióchta agus Éisteacht a eagrú.

Agus machnamh déanta acu ar an tuairisc agus cinneadh déanta chun an dalta a dhíbirt, eagróidh an Bord Bainistióchta éisteacht.

Tabharfar fógra i scríbhinn do na tuismitheoirí/caomhnóirí ina mbeidh an t-eolas seo a leanas.

- (1) dáta, ionad agus am na hÉisteachta
- (2) an ceart atá acu aighneacht scríofa agus ó bhéal a dhéanamh
- (3) an ceart atá acu comhlúadar a bheith acu ag an Éisteacht

Déanfaidh an Bord Bainistióchta deimhin de go bhfuil dóthain ama tugtha san fhógra scríofa do thuismitheoirí/chaomhnóirí chun ullmhúchán a dhéanamh don Éisteacht.

Maidir leis an Éisteacht faoi dhíbirt, dearbhaíonn an Bord Bainistióchta

- (1) Go mbeidh teorú an chruinnithe ag teacht le nósanna imeachta an Bhoird Bhainistióchta
- (2) Go gcuirfidh an Príomhoide (Príomhoide Tánaisteach/duine atá ainmnithe ag an mBord Bainistióchta) agus na tuismitheoirí/caomhnóirí a gcás i láthair a chéile os comhair an Bhoird Bhainistióchta
- (3) Go dtabharfar deis do gach páirtí fianaise an pháirtí eile a cheistiú.
- (4) Féadfaidh na tuismitheoirí/caomhnóirí smachtbhanna níos boige a lorg (más mian leo).

(d) Machnamh agus Gníomhaíochtaí an Bhoird Bhainistióchta, i ndiaidh na hÉisteachta.

Sa chás go gcinneann an Bord Bainistióchta, agus na fíricí go léir tógtha san áireamh aige, go bhfuil díbirt tuillte ag an dalta, feidhmeoidh sé mar seo a leanas:

- (1) Cuirfear an tOifigeach Oideachais (Leas) ar an eolas, i litir chláráithe, faoi thuairim an Bhoird agus na cúiseanna atá taobh thiar den tuairim sin.
- (2) Ní dhéanfar an dalta a dhíbirt roimh 20 lá scoile ón dáta a fuair an tOifigeach (Leas) an fógra scríofa.
- (3) Cuirfear na tuismitheoirí/ caomhnóirí ar an eolas i scríbhinn faoi chinneadh an Bhoird Bhainistióchta agus faoin eolas a bheith curtha chuig an Oifigeach Oideachais (Leas).
- (4) Roghnófar ionadaí an Bhoird chun a bheith i láthair ag an gcomhairliúchán a eagróidh an tOifigeach Oideachais (Leas).
- (5) Díbreoidh an Bord Bainistióchta an dalta, má chinntear go gcuirfidh iompar an dalta isteach go mór ar fhoghlaim dhaltaí eile nó má bheidh an t-iompar ina bhagairt do shábháilteacht na ndaltaí eile agus do shábháilteacht na foirne i rith an ama seo

(e) Cinntiú an chinnidh chun dalta a dhíbirt.

Sa chás go bhfuil an tréimhse fiche lá ó cuireadh an tOifigeach Oideachais (Leas) ar an eolas faoin díbirt istigh agus go bhfuil an Bord Bainistióchta fós den tuairim gur ceart an dalta a dhíbirt, cinnteoidh an Bord Bainistióchta an cinneadh go foirmiúil. Cuirfear tuismitheoirí/caomhnóirí ar an eolas i scríbhinn go leanfar leis an díbirt ag an bpointe ama seo. Cuirfear ar an eolas iad freisin faoina gceart achomharc a dhéanamh le Rúnaí Ginearálta na Roinne Oideachais agus Eolaíochta, Rannóg 29

An tAcht Oideachais 1998, agus tabharfar eolas dóibh faoi chonas an achomharc a dhéanamh.

Aithníonn Bord Bainistíochta Ghaelscoil Mhic Easmainn an tábhacht a bhaineann le neamhchlaontacht sa phróiseas fiosraithe agus cinnteoireachta.

Dearbhaítear mar sin iad seo a leanas.

(1). Ní bheidh baint ag éinne, ag a bhfuil leas dílsithe nó baint phearsanta aige/aici leis an ábhar, le heagrú nó le cur i bhfeidhm an fhiosrúcháin, ná ní bheidh aon bhaint ag a leithéid de dhuine leis an bpróiseas cinnteoireachta.

(2). Cuirfidh siadsan atá i mbun an fhiosrúcháin, tuairisc iomlán de na fírící ar fáil agus ní bheidh siad i láthair le haghaidh an phróiseas cinnteoireachta.

Taifead

Úsáidfeadh córas taifid caighdeánaithe chun cuntas a choimeád ar iompar dalta.

Sonrófar sa taifead sin:

- Eachtraí drochiompair
- Idirghabhálacha a úsáideadh chun feabhas a chur ar an iompar, teagmháil le tuismitheoirí/caomhnóirí nó tarchur chuig áisíneachtaí eile.
- Fianaise ar iompar feabhsaithe
- Smachtbhannaí a cuireadh i bhfeidhm agus an chúis gur cuireadh i bhfeidhm iad
- Cuirfeadh daltaí ar an eolas go bhfuil taifead á dhéanamh den iompar agus míneofar dóibh an chúis go bhfuil an taifead sin á dhéanamh

Cloífeadh le fóráilacha “an tAcht Cosaint Sonraí 1988” agus “an tAcht Cosaint Sonraí (Leasú) 2003”

Daingniú an Pholasaí

An Fhoireann.

Deineadh athbhreithniú ar an bpolasaí seo i mí Samhna 2015 agus deinfear ceann eile i 2018

An Bord Bainistíochta . _____

Sínithe: _____
Cathaoirleach, Bord Bainistíochta

Gaelscoil Mhic Easmainn

Code of Behaviour

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Gaelscoil Mhic Easmainn* (in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', *National Educational Welfare Board, 2008*) has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Staff

In our school, we must all engage in a way that shows respect and dignity for each other. The principal and the teaching staff put a very strong emphasis on the importance of collaboration and positivity among the public so as to promote good behaviour and give a central place to the dignity of everyone in the school. Pupils in the school can see this collaboration, and it is the responsibility of every member of staff to help to promote it.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. Every effort is made to celebrate and recognise good behavior... pupil of the week, in the classroom/ in the yard.
3. The whole school approach in promoting positive behaviour;
4. The measures that shall be taken when a pupil fails or refuses to observe those standards;
5. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
6. The grounds for removing a suspension imposed in relation to a pupil
7. The school's Anti-Bullying Policy; and
8. The procedures to be followed in relation to a child's absence from school.

POLICY FORMULATION

In formulating this policy the Board of Management completed the following steps;

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Vice- Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the Patron's Approval.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To promote the Gaelscoil ethos in the school.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

STANDARDS OF BEHAVIOUR

Pupils

General Behaviour

Respect for myself

- Respect for myself and my things....school bag, lunch box, books to be neat and organised.
- To be in school on time ...8.50.
- To wear school clothes.
- To be clean.
- Have a healthy lunch box.

Each pupil is expected to:

- Speak Irish
- Be gentle Do not hurt anybody

- Be kind and helpful Do not hurt another's feelings
- Listen to others Do not interrupt others when they are speaking
- Work hard Do not waste your own or other's time
- Take good care of property Do not damage or lose it
- Be honest Be truthful

Classroom Behaviour

Each pupil is expected to

- Speak Irish the language of the school
- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- Speak Irish the language of the school
- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling
- play with pupils in same class group

Behaviour in other School Areas

Each pupil is expected to:

- walk – on the right-hand side in the school corridors
- clean shoes on mats on the way into school

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of each term.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

PROMOTING POSITIVE BEHAVIOUR

The school will endeavour to create an environment where positive Behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive Behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor Behaviour so that not only good Behaviour but also improvement in Behaviour is acknowledged.

A reward scheme for promoting positive behaviour will be used.

- Pupils are singled out for special praise at Tionól na Maidine.
- Pupils are singled out for praise at Dalta na Seachtaine.
- Special privileges such as an exemption from homework are allowed.
- This list is not exhaustive.

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests
-

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Send for and share information with another teacher
- Supervised detention
- Loss of privileges
- Parent contact
- Behaviour contract
-

Level 1: Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)

- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour
- Implementation of extensive Behaviour management plan

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the 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.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Violent fighting or intentionally causing physical harm to others

- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- Suspension from school for one to five days:
This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
- Suspension from school for five to ten days:
This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- Expulsion:
Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Definition of Suspension:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of Gaelscoil Mhic Easmainn has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the

suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of *Gaelscoil Mhic Easmainn*, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Gaelscoil Mhic Easmainn acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Gaelscoil Mhic Easmainn will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of *Gaelscoil Mhic Easmainn* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.
- Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision.

The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed

- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Expulsion

Definition of Expulsion:

'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.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
 - ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion

- ii. ensure that parent(s)/guardians 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
 - iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely 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 pupils or staff.

(e) 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 will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Gaelscoil Mhic Easmainn acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Recording.

A standardized recording system will be used to record pupil behaviour.

This record keeping will include

- Incidents of misbehaviour
- Interventions used to improve behaviour, contact with parents/guardians and/or referral to other agencies
- Evidence of improved behaviour
- Sanctions imposed and reasons why they were imposed
- Pupils are made aware that incidences of behaviour are being recorded and an explanation of why is given

The provisions of the Data Protection Act 1988 and the Data Protection Act (Amendment) 2003 are adhered to.

Ratification of Policy

This policy was reviewed in November 2015 and will be reviewed again in 2018_____.

Signed:_____

Cathaoirleach, Bord Bainistíochta

