



CÓD SMACHTA NA SCOILE.

‘MOL AN ÓIGE’.

Bíonn dea-iompar bunaithe ar chaidreamh mhaith idir mhúinteoirí, tuismitheoirí/caomhnóirí agus an páiste. I Scoil Fhionnbarra déanaimid gach iarracht an meon seo a chothú i gcomhoibriú le tuismitheoirí/caomhnóirí. Tá cód smachta i bhfeidhm againn sa scoil le béim ar mholadh ionas go gcuirfear dea-iompar chun cinn i gcónaí. Is ar an mBord Bainistíochta a bhfuil an freagracht deireanach d'iompar na daltaí sa scoil. Ó lá go lá tá sé de dhualgas ar an bpríomhoide an cód smachta a chur i bhfeidhm agus dea-iompar i measc na daltaí a spreagadh. Tá freagracht ar gach múinteoir caighdeán ard d'iompar a spreagadh ina rang féin agus tá freagracht roinnte idir an fhoireann ar fad dea-iompar a chothú i measc gach éinne i bpobal na scoile.

Is féidir le tuismitheoirí tacú leis an scoil tríd na rialacha a mhíniú dá leanaí agus an gá a bhíonn le rialacha a phlé leo.

Aidhmeanna:

1. Tá sé mar phríomhaidhm ag an gCód Smachta féinsmacht na daltaí a chothú agus é bunaithe ar chuimhneamh ar dhaoine, ar mheas agus ar thuiscint dá chéile.
2. Go gcothófar ardaighdeán smachta ar fud na scoile i dtreo is go mbraithfidh gach páiste sábhálta agus go mbeidís in ann lán-fhorbairt a dhéanamh.
3. Trí shíor-chomhrá agus dea-shamplaí, na páistí a threorú ina bpróiseisanna pearsanta de fhreagracht is breithiúnas a fhorbairt i dtreo is go mbeidh siad ábalta deileáil lena saol mar dhéagóirí agus mar dhaoine fásta.
4. Chun a chinntiú go n-aithníonn an scoil an éagsúlacht de dhífriochtaí atá ann i measc páistí agus an riachtanas atá ann deileáil leo.
5. Go gcoiméadfar dea-fheidhmiú na scoile agus go gcothófar meas ar thimpeallacht na scoile.
6. Déanfar gach iarracht ag baill uile na foirne bealach deimhneach a thabhairt do cheist an iompair sa scoil agus é a chur i bhfeidhm chomh cothrom agus is féidir leo.
7. Déanaimid éascaíocht d'fhoghlaim agus d'fhorbairt an pháiste
8. Go mbeadh sé ar a gcumas ag gach mhúinteoir múineadh gan éinne a bheith ag cur isteach orthu.

9. Go mbeadh tuismitheoirí agus múinteoirí ar aon fhocal faoi cur i bhfeidhm an polasaí seo.

Freagracht ar dhaoine fásta

Tá freagracht thábhachtach ar na daoine fásta sa scoil na páistí a mhúnlú i ndea-nósanna iompair ní h-amháin ag deighleáil leis na leanaí ach ag deighleáil lena chéile chomh maith.

Ba chóir dos na daoine fásta sa scoil:

- Timpeallacht dearfach a chruthú ina bhfuil an iompar go bhfuil an múinteoir ag súil leis réalaíoch
- Dea-iompar a chur chun cinn tré dea-shampla, ionracas agus curtéis
- Timpeallacht foghlama éifeachtach agus cineálta a chur ar fail do dhaltaí
- Caidreamh agus cairdeas bunaithe ar chineáltas, meas agus tuiscint do riachtanaisí daoine eile a spreagadh
- Caitheamh le daoine go cothrom cóir is cuma a n-aois, a n-inscne, a gcine a gcumas nó a mhíchumas.
- Meas a léiriú ar iarrachtaí agus cúnaimh (contributions) gach éinne
- Iompar bhagrach ionsaitheach a dhí-spreagadh
- **“Lámha chugat féin” “Cosa chugat féin” “Tuairimí diúltacha chugat féin”**

CÓD SMACHTA NA SCOILE:

1. Is í Gaeilge teanga labhartha na scoile. Ní foláir do gach páiste Gaeilge amháin a labhairt ar scoil. Beifear ag súil go dtabharfaidh na tuismitheoirí gach spreagadh do na leanaí agus go ndéanfaidh siad féin iarracht leis í a labhairt, go mórmhór i dtimpeallacht na scoile.

2. Ba choir do gach dalta a bheith in am don scoil. Ní mór do gach aon pháiste bheith ina rang féin ar 9.20 r.n. Tá sé fíor-thabachtach leis, na páistí a bhailiú díreach ar a 2.00 i.n. (Naíonáin Shóisireacha/Shínsireacha nó 3.00 i.n.(na ranganna eile).

3. Obair bhaile a dhéanamh go rialta. Beidh ar an tuismitheoir obair bhaile a shíniú gach oíche chun a chinntiú go bhfuil an obair bhaile déanta ag an bpáiste. Munar féidir leis an bpáiste an obair a chríochniú, ba cheart don tuismitheoir nóta míniúcháin ina leith a thabhairt do mhúinteoir ranga, nó nóta a chur sa chóipleabhar obair bhaile. Ní bheidh obair bhaile ag na páistí don deireadh seachtaine.

4. Iarrtar ar na daltaí a bheith dea-bhéasach I gconaí lena chéile, lena múinteoirí agus le cuairteoirí chun na scoile. Níor chomhair dóibh am an ranga a chur amú, trí chaint, siúil timpeall nó cur isteach ar an oide.

5. Níl sé ceadaithe an scoil a fhágaint i rith an lae gan nóta ó thuismitheoir a thaispeáint don mhúinteoir ranga. Beidh ar thuismitheoir nó duine freagrach an páiste a bhailiú ag doras an tseomra ranga.

6. Níl cead ag páistí dul abhaile ag am lóin.

7. Tá cosc iomlán ar gharbhshúgradh, (m.sh. éadaí páistí eile a tharraingt, páistí a bhrú, dreapadóireacht nó rith) a chuireann páistí eile I mbaol, sa seomra ranga, sa chlós, nó san siúltán. Ba chomhair dóibh meas a bheith acu ar a chéile agus a bheith cineálta.

8. Ní foláir do gach páiste aire a thabhairt do shealúchas na scoile, sealúchas na bpáistí eile agus sealúchas na múinteoirí. Níl cead suí ar na teitheoirí, ná scríobh ar na bínsí agus fallaí.
9. Tá cead ag na páistí scriosán nó an Tippex (Pocket Mouse nó peann) a úsáid le haghaidh ceartúcháin.
10. Déantar gach iarracht an scoil a choimeád slachtmhar. Níl sé ceadaithe bruscar a chaitheamh sna seomraí, sa chlós agus sna leithrisí.
Chun cabhrú linn an riail sin a chur i bhfeidhm níl cead ag na páistí lón a ithe sa chlós ach oiread.
11. B'fhearr linn dá mbeadh lón folláin sláintiúil ag na páistí ar scoil m.sh. sú oráiste, bainne, ceapairí, torthaí srl. Níl cead buidéal gloine a thabhairt ar scoil. Tá cosc ar ghuma coganta, críospaí agus cannaí.
12. I rith na bliana, beidh cleachtadh le haghaidh aon bhaol tionóisce m.sh. tine.
13. Níl sé ceadaithe droch-chaint a úsáid, ainmeacha a ghlaoch ar dhaoine eile, nó bulaíocht d'aon sort a dhéanamh.
14. Caithfidh na daltaí an éide scoile cheart a chaitheamh.
15. Moltar do na páistí a leabhair/a gcóipleabhair a choimeád néata agus gan dearmad a dhéanamh ar uirlísí ceoil ar na laethanta feiliúnacha.
16. Níl an scoil freagrach as páistí a bhíonn ar áitreabh na scoile lasmuigh den am oscailte oifigiúil.
17. Ba chomhair go mbeadh lipéidí soiléir ar shealúchas na bpáistí m.sh. geansaithe, éide spóirt, camáin, leabhair srl.
18. Má tá fadhbanna sláinte ag do pháiste nó má táid ar leigheas áirithe moltar bualadh leis an múinteoir ranga ag tosach na bliana chun é seo a phlé. Ní féidir leis na múinteoirí a bheith freagrach as aon leigheas a thabhairt do no páistí.
19. Níl sé ceadaithe rothaíocht laistigh de gheataí na scoile, nó i gclós na scoile.
20. Níl sé ceadaithe fón na scoile a úsáid ach amháin i gcás éigeandála práinneach m.sh. breoiteacht srl.

Straitéisí chun an Cód Smachta a chur i bhfeidhm.

Duaiseanna:

Leagann an scoil béim níos mó ar dhuaiseanna seachas ar phionóis ar an tuiscint gur fearr iad, i ndeireadh thiar, na torthaí a thiocthaidh as a leithéid. Déantar gach iarracht dea-iompar a thaispeáint agus é a mholadh m.sh.

- Focal molta nó comhartha chun sásamh a thaispeáint.
- Moladh scríobhta sa chóipleabhair.
- Cuairt a thabhairt ar mhúinteoir eile nó ar an bPríomhoide chun moladh a fháil.
- Moladh os comhair grúpa, os comhair an ranga, nó os comhair na scoile.
- Córas marcanna luaíochta.
- Dualgais nó pribhléid áirithe a thabhairt dóibh.
- É a luaigh le tuismitheoir (ó bhéal nó é a scríobh).
- Duaiseanna a thabhairt.

- Pribhléidí m.sh. seisiún de sport/scéalaíocht/ealaín breise a thabhairt dóibh.

Smachtbhannaí:

Má bhíonn smachtbhannaí á chur i bhfeidhm caithfear tuiscint gurbh é an iompar in ionad an páiste atá á cháineadh. Déanfar gach iarracht a fháil amach cad is cúis an mhí-iompar agus chun cabhrú leis an bpáiste an fhadhb a réiteach. Chomh maith leis sin tá solúbthacht ag baint leis an gcóras seo agus cuirtear tosca gach dalta (aois, forbairt, srl.) ar leith san áireamh.

Cuirtear na straitéisí a leanas i bhfeidhm chun iompar do-ghlactha a chuir i gcéill:

1. Dul chun reasúin leis an dalta.
2. Spraic a dhéanamh (modh feabhsaithe a mholadh san áireamh).
3. Scaradh sealadach ó chomhghleacaithe, ó chairde agus ó pháistí eile.
 - (a) Páiste a chur ag suí in aice le bord an mhúinteora.
 - (b) Páiste a chur ag suí ag bord leis/leí féin i dtreo is nach mbeidh sé/sí ag cur isteach ar obair páistí eile
 - (c) Má leanann an páiste ar aghaidh ag cur isteach ar obair an Ranga, iad a chur isteach go dtí seomra ranga an Phríomhoide.
4. Obair sa bhreis a thabhairt sa bhaile, nó ar scoil m.sh. Matamaitic nó scríobhneoireacht. (Ní thugtar línte dóibh)
5. Coimeád istigh le linn am sosa. An páiste a chur I gcoinne an falla sa chlós ar feadh tréimhse.
6. An dalta a chur chuig an bPríomhoide.
7. Dul i gcomhairle leis na tuismitheoirí i gcás ath-eachtraí de mhí-iompar mionchúiseach nó i gcás mí-iompar bhrúidiúlach tabharfar cuireadh do na tuismitheoirí ar leith teacht chun na scoile chun cás a bpáiste a phlé leis an múinteoir ranga agus/nó an Príomhoide. Cuirtear fáilte roimh tuismitheoirí i gconaí teacht chun na scoile chun fadhbanna a bpáistí a phlé. Caithfear coinne a dhéanamh i gconaí roimhré.
8. Fionraíocht/Díbirt (de réir na Rialacha 130 de na Rialacha le haghaidh na Scoileanna Náisiúnta a bhí leasaithe le Imlitir 7188) Cuirfear fionraíocht san áireamh i dtoscaí an-dáirire. Breathnófar ar iompar borb, bagrach no foréigeanach i leith an oide, nó i leith páistí eile mar mhí-iompar trom-chúiseach nó bruidiúlach. Is féidir leis an bPríomhoide tar éis dul i gcomhairle leis an mBord Bainistíochta páiste a ionnarbadh ón scoil do chúig(5) lá scoile. Is gá cinneadh ar leith den Bhord Bainistíochta tréimshe sa bhreis d'ionnarbadh, nach rachaidh thar 10 lá scoile ar a mhéad, a cheadú chun gur féidir comhairle a dhéanamh le tuismitheoirí nó le caomhnóirí an dalta.

Fionraíocht/Díbirt a bhaint ó dhalta

I ndiaidh thréimhse fionraíochta nó díbirte tá sé de cheart ag tuismitheoirí cead a lorg a bpáiste a athchur thar nais sa scoil. Caithfidh an tuismitheoir/tuismitheoirí geallúint a thabhairt go mbeidh iompar a bpáiste sásúil agus de réir rialacha an cód smachta. Caithfidh an príomhoide a bheith sásta nach gcuirfear sábháilteacht na páistí eile i mbaol nó fiú sábháilteacht an té a bhí ar fionraí. Déanfaidh an príomhoide éascaíocht do phlean iompair don páiste ionas gur féidir é/í a chur thar nais sa rang.

Daltaí le riachtanaisí speisialta

Caithfidh gach dalta sa scoil cloí leis an gcód smachta. Faraor tuigtear go mbíonn páistí le riachtanaisí speisialta, agus bíonn cabhair uatha rialacha áirithe a thuiscint. Cuirfear pleananna speisialta i bhfeidhm do dhaltaí a bhfuil riachtanaisí speisialta acu i gcomhairle leis na tuismitheoirí, múinteoir ranga, múinteoir tacaíocht foghlama/múinteoir achmhainne agus an príomhoide. Déanfar gach iarracht gach tacaíocht a thabhairt dos na leanaí seo. Tógfar a bhforbairt feasa (chognaíoch) san áireamh i gcónaí. Tógfar comhairle ós na measúnaithe siceolaíoch chomh maith.

Cuirfear ar chumas na bpáistí eile sa scoil freisin stratéisí chun deighleáil le leanaí a bhfuil riachtanaisí speisialta acu.

Comhoibriú idir Tuismitheoirí/Múinteoirí.

Is féidir le tuismitheoirí comhoibriú leis an scoil trí na rialacha a phlé lena bpáistí agus iad a spreagadh chun na rialacha scoile a chomhlíonadh.

Iarrtar ar na páistí ard-chaighdeán smachta a choiméad sa scoil an t-am ar fad. Má tá aon fhadhb beidh an scoil i dteangmháil leis na tuismitheoirí/caomhnóirí gan mhoill.

- Is ionchur géibheannach é ról na dtuismitheoirí maidir le dearcadh a mhúnlú a chothaíonn dea-bheasaí go hiomlán le gach moch cumarsáide, foirmiúil ar fail.
- Eagraítear cruinnithe múinteoirí/tuismitheoirí rith na bliana.
- Chun bualadh le múinteoir i rith na bliana, ní gá ach coinne a dhéanamh.
- Má tá gearán ag tuismitheoir, beidh orthu é a chur in iúl don mhúinteoir ranga.
- Muna dtagtar ar réiteach, cuirfear in iúl don Phríomhoide é.
- Muna n-eíríonn leis an réiteach seo beidh air/uirthi litir a sheoladh go dtí an Bord Bainistíochta.
- Cabhraíonn sé go mór leis an scoil má tá caidreamh maith idir tuismitheoirí agus múinteoirí.
- Tá tacaíocht na dtuismitheoirí ag teastáil ón scoil chun go gcomhlíonfaí na hioncais dlisteanacha maidir le hiompar agus le smacht. Braitheann oideachais na bpáistí go mór ar an gcaidreamh idir an baile agus an scoil. Ní féidir le ceann amháin dul chun cinn ceart a dhéanamh gan tacaíocht ón gceann eile.

Seo a leanas na slite teagmhála gur féidir a úsáid chun cumarsáid le tuismitheoirí nó múinteoirí

- 1) Cruinniú foirmiúil nó neamhfhoirmiúil idir mhúinteoir/tuismitheoir.
- 2) Dialann Obair Bhaile na bpáistí. (Níl aon dialann obair bhaile ag na naíonáin mar sin ba chóir do thuismitheoirí féachaint sna málaí le h-aghaidh nótaí.
- 3) Litreacha/ Nótaí ón scoil go dtí tuismitheoirí nó a mhalairt
- 4) Nuachtlitir/ suíomh gréasáin na scoile/téacs suíomh sóisialta FACEBOOK.

Code of Behaviour
Scoil Fhionnbarra
Reviewed 30-01-2019

Good behaviour is based on good relations between parents/guardians, child and school.

In *Scoil Fhionnbarra*, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

Aims of the code

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.

- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage ‘*Kind Hands, Kind Words, Kind Feet*’.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

School Rules

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect other students and their learning
4. We are kind and willing to help others
5. We follow instructions from staff immediately
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to use respectful ways of resolving difficulties and conflict
9. We ask permission to leave the classroom/school.
10. We do our best in class
11. We take responsibility for your own work
12. We wear the appropriate uniform.
13. We follow our Healthy Eating Policy.

These can be summed up as 6 Golden Rules:

1. We listen. We don’t interrupt.
2. We are gentle. We don’t hurt others.
3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don’t waste time.
6. We look after property. We don’t damage things.

These 6 “Golden Rules” will be the main ones used for infant classes. Rules apply during school-time and during all school related activities.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the “Golden Rules”. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. ‘Walk’ and not, ‘Don’t run’). Rules will be applied in a fair and consistent manner,

with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Incentives/Reward System

Part of the vision of *Scoil Fhionnbarra* is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- 'Bualadh Bos' in class or special mention at assembly.

Field trips, annual school tours and our end of year special event will be reserved for those who have consistently strived to behave well.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property

- Theft
- Bringing dangerous equipment to school
- Leaving/ Absconding from school/school activities without permission.
- Using repeated vulgar and inappropriate language to staff and other children.

Examples of gross misbehaviour include:

- Assault on any member of staff or pupil (Any assault on a member of staff will be recorded by the principal and reported to the BOM in her standard report to the Board)
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.
- VERBAL: name calling which hurts, insults or humiliates.
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

*Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. **The first person to be informed should be the class teacher.***

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during breaks
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents
10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Usually sanctions will relate as closely as possible to the behaviour.

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding five school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parents

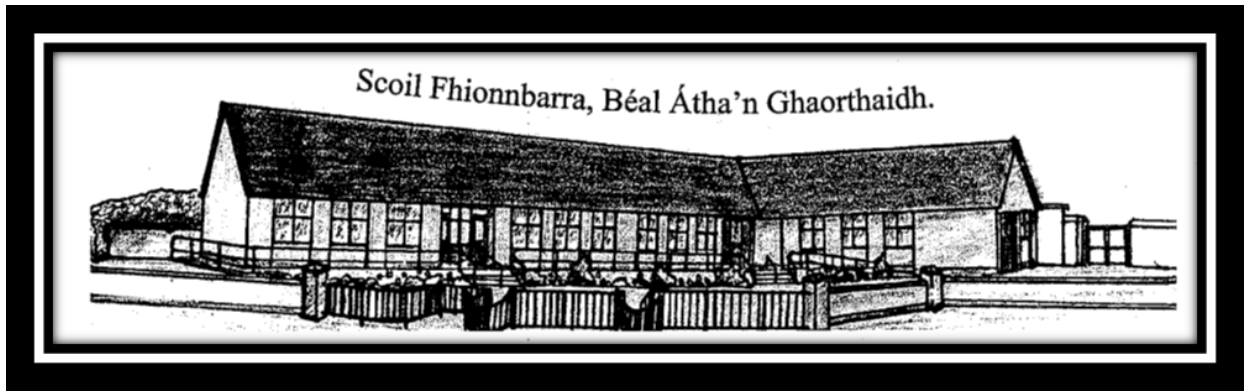
Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- School notice board
- Newsletters/school web-site/e-mails/ social media site Facebook
- TextaParent service.



-Gearr anseo agus cuir ar ais chuig Scoil Fhionnbarra:

Tá polasaí Cód Smachta Scoil Fhionnbarra curtha le chéile ag an mBord Bainistíochta, ag Foireann an Scoile agus ag Cumann na dTuismitheoirí agus tá sé daingnithe ag an mBord Bainistíochta.

Táim/Táimid atá thíosluaite tar éis Cód Smachta Scoil Fhionnbarra a léamh ina iomláine agus aontaím/ aontaímid lena bhfuil ann.

Ainm an Dalta: _____

Rang: _____

Síniú (1)-----

Síniú (2)-----