**Cód Iompraíochta Scoil Charman**

 **Réamhrá**

 I gcomhréir le hAlt 23 den Acht Oideachais (Leas) 2000 tá Bord Bainistíochta Scoil Charman tar éis Cód Iompraíochta dá daltaí, dá dtuismitheoirí agus dá foireann a ullmhú agus a chur ar fáil.

 Sonraí an Chóid Iompraíochta

1. Caighdeáin Iompraíochta ar gá do gach dalta a fhreastalaíonn ar Scoil Charman cloí leo.
2. Cur chuige sa scoil uile chun iompraíocht dhearfach a chur chun cinn
3. Na bearta a ghlacfar i gcás ina dteipeann ar dhalta cloí leis na caighdeáin sin nó i gcás ina dhiúltaíonn sé/sí dá leithéid a dhéanamh
4. Na nósanna imeachta ar cheart a leanúint sula bhféadfaí dalta a chur ar fionraí nó a dhíbirt ón scoil.
5. Beartas frithbhulaíochta na scoile
6. Na nósanna imeachta ar cheart a leanúint maidir le leanbh atá as láthair ón scoil.

 Forbraíodh an cód trí phróiseas comhairliúcháin sa scoil uile ina ndearnadh tagairt don Treoir Náisiúnta Leasa Oideachais le haghaidh scoileanna chun Cód Iompraíochta a Fhorbairt (2008) agus trí athbhreithniú a dhéanamh ar Chód Iompraíochta reatha Scoil Charman.

Is é cuspóir an bheartais seo ná iompraíocht dhearfach a chur chun cinn agus cur ar chumas na scoile feidhmiú ar bhealach ordúil agus comhchuí. Tá sé d’aidhm leis freisin an timpeallacht foghlama a fheabhsú i dtreo is go mbeidh leanaí in ann dul chun cinn a dhéanamh i ngach gné dá bhforbairt.

 **An Gaol idir an Cód Iompraíochta agus Ráiteas Misin/ Ráiteas Éitis na Scoile**

 Baineann ár gCód Iompraíochta le ráiteas misin Scoil Charman sa mhéid is a fhorbrófar timpeallacht chomhbhách leis ina mbeidh deis ag an leanbh a chumas iomlán a fhorbairt agus ina mbeidh sé ar eolas aige/aici agus é/í ag fás go bhfuil meas ar a c(h)uid buanna.

 **Aidhmeanna agus Spriocanna**

* Dea-iompraíocht a chur chun cinn inár scoil.
* Cur ar chumas na scoile feidhmiú ar bhealach ordúil agus comhchuí.
* An timpeallacht foghlama a fheabhsú i dtreo is go mbeidh leanaí in ann dul chun cinn a dhéanamh i ngach gné dá bhforbairt.
* Atmaisféar a chruthú ina bhfuil meas, caoinfhulaingt agus tuiscint ar dhaoine eile le feiceáil.
* Dea-iompraíocht agus féin-araíonacht a chur chun cinn agus aird á tabhairt ar na héagsúlachtaí idir leanaí agus an gá freastal do na héagsúlachtaí sin.
* Sábháilteacht agus folláine bhaill uile phobal na scoile a dheimhniú.
* Cabhrú le tuismitheoirí agus daltaí tuiscint a fháil ar na córais agus na nósanna imeachta atá ina gcuid den Chód Iompraíochta agus iarraidh orthu comhoibriú leis an bhfoireann chun na nósanna imeachta sin a chur i bhfeidhm.
* Deimhin a dhéanamh de go ndéantar an córas rialacha, luach saothair, agus pionós a chur i bhfeidhm ar bhealach cothrom agus comhsheasmhach.

**Tuiscint ar Iompar/Prionsabail**

Táimid ag súil go ngníomhóidh na daltaí de réir Chód Iompraíochta Scoil Charman, agus mar sin go n-iompróidh siad iad féin go maith agus go léireoidh siad meas cuí ar dhaoine eile. Táimid ag súil freisin go mbeidh meas acu ar a gcuid maoine féin, ar mhaoin daoine eile agus ar mhaoin na scoile.

Táimid ag súil chomh maith go bhfreastalóidh gach dalta ar an scoil gach lá, agus in am, mura bhfuil cúis mhaith dháiríre lena mhalairt .i. breoiteacht, méala srl.

Táimid ag súil go ndéanfaidh na leanaí a ndícheall a bheith éisteach sa rang agus obair scoile agus obair bhaile a dhéanamh chomh fada lena gcumas.

Ní mór éide scoile a chaitheamh sa scoil agus nuair atá leanaí ag freastal ar ghníomhaíochtaí scoile.

Bainfidh na rialacha atá sonraithe sa bheartas seo thíos le gníomhaíochtaí uile na scoile agus beifear ag súil go gcloífidh leanaí leis an gcód seo.

**Straitéisí chun dea-iompraíocht a chur chun cinn.**

Déanfar dea-iompraíocht agus cloí le rialacha na scoile a aithint agus a mholadh i gcónaí.

Tabharfar moladh ó bhéal do dhea-iompraíocht agus tabharfar luach saothair aisti freisin

**Ó bhéal**

* Moladh.
* Imchaint dhearfach don phríomhoide nó do mhúinteoirí eile.
* Imchaint dhearfach do thuismitheoirí.
* Aitheantas ó phiaraí mar chuid de phlé éascaithe in OSPS.
* Aitheantas poiblí i dtionól

**Luach Saothair**

* Féiríní
* Greamáin
* Réaltaí
* Dearbhán i gcomhair oíche gan obair bhaile
* Dámhachtainí/Teastais do na Daltaí
* Nóta sa dialann
* Cuairt ar rang eile chun moladh a fháil
* Gníomhaíocht/féirín don rang
* Am súgartha breise don rang

**Ionchais Dea-Iompraíochta i Scoil Charman**

**(Rialacha na Scoile mar atá taifeadta i ndialann an linbh)**

* Labhróidh mé Gaeilge i gcónaí.
* Beidh mé ar scoil in am.
* Caithfidh mé m’éide scoile go néata i gcónaí.
* Déanfaidh mé mo dhícheall i mo chuid oibre go léir.
* Beidh meas agam orm féin agus ar dhaoine eile.
* Beidh mé macánta.
* Léireoidh mé meas ar mo pháirtithe ranga, ar mo mhúinteoirí agus ar chuairteoirí chuig an scoil agus beidh mé béasach leo i gcónaí.
* Déanfaidh mé mo dhícheall mo thimpeallacht scoile a choimeád glan agus sábháilte.
* Siúlfaidh mé i gcónaí laistigh d’fhoirgneamh na scoile.
* Leanfaidh mé treoirlínte na scoile maidir le sláinte agus sábháilteacht.

**Iompraíocht Dho-ghlactha**

Aithnítear trí leibhéal mí-iompraíochta

1. Mionchúiseach
2. Tromchúiseach
3. Deargchúiseach

Déileálann an múinteoir ranga le gach eachtra mí-iompraíochta mionchúisí. I gcás mí-iompraíocht thromchúisigh nó mí-iompraíocht dheargchúisigh, iarrfar ar thuismitheoirí a bheith páirteach go luath agus iarrfar orthu bualadh leis an múinteoir nó leis an bpríomhoide chun iompraíocht an linbh a phlé.

***Samplaí de mhí-iompraíocht mhionchúiseach***

* Teanga eile seachas Gaeilge a labhairt.
* Gan obair bhaile a dhéanamh.
* Éadaí seachas éide scoile a chaitheamh gan chúis mhaith
* Cur isteach ar obair sa rang
* Cur isteach ar dhaoine eile (a gcuid oibre, a maoin, nó an duine féin)
* Féinmhuinín duine eile a lagú (trí imchaint agus iompraíocht).
* Imirt gharbh
* Droch-chaint

***I measc na bpionós tá***

* Iomardú béil
* Scaradh ó phiaraí go sealadach
* Réasúnú
* Seal Fanachta
* Pribhléidí a Chailleadh
* Tasc Scríofa

 ***Samplaí de Mhí-iompraíocht Thromchúiseach***

* Mí-iompraíocht mhionchúiseach a athdhéanamh
* Iompraíocht trína ngortaítear daoine eile d’aon ghnó m.sh. sá, seiliú, bualadh, ciceáil, troid, ciapadh, idirdhealú, íospairt, bulaíocht
* Iompraíocht a chuireann isteach ar mhúineadh agus ar fhoghlaim go seasta.
* Leanbh eile a ghortú go fisiceach
* Damáiste do mhaoin
* Goid
* Neamhchomhlíonadh bheartas na scoile maidir le húsáid fón póca
* Neamhchomhlíonadh bheartas na scoile maidir le húsáid inghlactha an idirlín agus na teicneolaíochta faisnéise

***I measc na bpionós tá***

* An dalta a chur chuig an múinteoir ainmnithe( Caroline Ní Chrualaoich).
* An dalta a chur chuig an bpríomhoide.
* Teagmháil le tuismitheoirí / caomhnóir.
* Réasúnú agus leithscéal ina dhiaidh.
* Tasc Scríofa
* Iarracht an phobail
* Conradh rúin
* Taifead sa leabhar teagmhais

***Samplaí de Mhí-iompraíocht Dheargchúiseach***

* Ionsaí Fisiceach nó Béil ar dhalta nó ar mhúinteoir
* Goid thromchúiseach
* Damáiste tromchúiseach do mhaoin
* Iompraíocht mhígheanasach / mhíchuí
* Earra nó rud a thabhairt ar scoil a bheadh dainséarach, go fisiceach nó go morálta, do dhaoine eile.

***I measc na bpionós tá***

* Mar atá thuas i gcomhair mí-iompraíocht thromchúiseach
* Comhairliúchán le húdarás bainistíochta na scoile .i. An Bord Bainistíochta
* An Dalta a Chur ar Fionraí / a Dhíbirt de réir na dTreoirlínte ón NEWB (ar fáil ón scoil nó is féidir a íoslódáil ón suíomh www.newb.ie

Beidh feidhm ag na caighdeáin ionchais sa Chód Iompraíochta i suíomh ar bith ina bhfuil na daltaí fós faoi chúram na scoile. Áirítear leis sin turais scoile, snámh, turais allamuigh, cluichí i ndiaidh scoile, cuairteanna ar an séipéal nó leabharlann áitiúil.

**Daltaí a bhfuil Riachtanais Speisialta (Iompraíochta/Mothúchánach) acu**

* Beidh ar dhaltaí a bhfuil Riachtanais Speisialta acu cloí le Cód Iompraíochta na scoile ach úsáidfidh na múinteoirí a mbreithiúnas gairmiúil agus an cód á chur i bhfeidhm acu.
* Beidh obair na múinteoirí dírithe ar na rialacha a mhúineadh do na leanaí a bhfuil Riachtanais Speisialta Oideachais acu agus ar chabhrú leo tuiscint a fháil ar iompraíocht agus ar na hiarmhairtí a bhíonn aici.
* Beidh ról ag an bhfoireann tacaíochta foghlama, an DDLP san áireamh, i bpleanáil agus i bhfeidhmiú na hoibre seo.
* Coimeádfar tuismitheoirí na leanaí ar an eolas faoi iompraíocht a gcuid leanaí ar bhonn rialta agus d’fhéadfaí iarraidh orthu oibriú leis an scoil chun straitéisí éifeachtacha a cheapadh d’fhonn iompraíocht a linbh a fheabhsú. D’fhéadfadh go mbeadh orthu oibriú leis an gCúntóir Riachtanas Speisialta agus leis an múinteoir chun plean iompraíochta a cheapadh agus a chomhaontú.

D’fhéadfadh Seirbhísí Tacaíochta, amhail NEPS, SENO, SESS, a bheith páirteach sa chomhthéacs seo freisin.

**Straitéisí chun dea-iompraíocht a chur chun cinn agus chun déileáil le mí-iompraíocht**

* Ba cheart go ndéanfaí féinmhuinín na leanaí a fhorbairt agus a chur chun cinn trí OSPS, OCG, An Clár Bí Sábháilte agus Walk Tall a úsáid mar aon le Beo go Deo.
* Gheobhaidh siad straitéisí ó na cláir seo freisin chun déileáil le cásanna deacra agus freagairt orthu go cuí.
* Bainfidh an fhoireann leas as cur chuige réiteach fadhbanna maidir le gach eachtra mí-iompraíochta.
* Leanfar an próiseas chun déileáil le mí-iompraíocht
	1. Múinteoir
	2. Leas-Phríomhoide
	3. Príomhoide
	4. Tuismitheoirí
	5. An Bord Bainistíochta
	6. Gníomhaireachtaí Eile
		+ Gearrfar pionóis ar bhealach measúil ina gcuirfear an bhéim ar chabhrú le leanaí tuiscint a fháil ar iarmhairtí a gcuid iompraíochta agus freagracht a ghlacadh aisti.
		+ Bainfidh na múinteoirí uile leas as pionóis ar bhealach chomh comhsheasmhach agus is féidir. I gcás ina bhfuil amhras ar mhúinteoirí faoi oiriúnacht pionóis, rachaidh siad i gcomhairle lena gcomhghleacaithe agus leis an bpríomhoide.
		+ Beidh na pionóis i gcomhréir le nádúr agus tromchúis na hiompraíochta.
		+ Déanfaidh an múinteoir eachtraí mí-iompraíochta a imscrúdú chun tosca amhail rún, briogadh, an tuiscint atá ag an leanbh ar an mí-iompraíocht agus a hiarmhairtí a fháil amach, mar aon le tosca comhthéacs áirithe amhail staid mhothúchánach an linbh, chun comhréireacht a chinntiú.

**Cleachtais na scoile maidir le neamhláithreacht ón scoil.**

* Déantar neamhláithreacht gach linbh a thaifeadadh ar Aladdin an ranga agus ar loga rolla san oifig riaracháin.
* Tá sé de fhreagracht ar na tuismitheoirí neamhláithreacht a linbh a chur in iúl don scoil agus cúis na neamhláithreachta a lua.
* Is féidir an neamhláithreacht a thaifeadadh agus síniú a chur leis sa dialann scoile (leathanaigh 95, 97, 99) nó é a chlárú ar Aladdin
* I gcás na Naíonán Sóisearach agus na Naíonán Sinsearachba choir é a chlárú ar Aladdin.
* Má theipeann ar thuismitheoir teagmháil a dhéanamh leis an scoil déanfar an neamhláithreacht a thaifeadadh mar neamhláithreacht gan chúis.
* Cuirfidh an scoil fógra i scríbhinn chuig na tuismitheoirí má tá leanbh tar éis a bheith as láthair 17 lá.
* Má bhíonn leanbh as láthair 20 lá nó níos mó i mbliain amháin cuirfidh an scoil a leithéid in iúl do Tusla.

**Rannpháirtíocht na leanaí**

Tá liosta de rialacha na scoile ina ndialann obair bhaile ag na leanaí ó Rang a 1 go dtí Rang a 6. Déanfar na rialacha seo a phlé agus a mhíniú ag tús gach scoilbhliana. Iarrtar ar leanaí a shíniú go dtuigeann siad na rialacha agus go gcloífidh siad leo.

**Rannpháirtíocht Tuismitheoirí / Caomhnóirí.**

Cuirtear cóip den chód araíonachta ar fáil do na tuismitheoirí agus na caomhnóirí nuair a thagann siad chuig an oíche faisnéise do thuismitheoirí/chaomhnóirí sula dtosaíonn a leanbh sa scoil.

Bheifí ag súil go léifeadh tuismitheoirí/caomhnóirí an cód agus go gcuirfeadh siad in iúl go bhfuil siad sásta tacú leis an gcód trí dhuillín comhaontaithe a shíniú

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Iarrtar ar thuismitheoirí a chomhshíniú go nglacann siad le rialacha na scoile agus go dtuigeann siad iad sa dialann scoile ag tús na scoilbhliana.

**Ról Fhoireann na Scoile.**

Is é ról fhoireann uile na scoile a bheith go hiomlán ar an eolas faoi na nósanna imeachta mar atá leagtha amach sa chód araíonachta.

 Tá príomh ról ag an bhfoireann uile i gcur i bhfeidhm an chód.

Tá príomh ról ag an bhfoireann freisin i ndeimhniú go gcloítear leis an gcód araíonachta

**Ról an Bhoird Bainistíochta**

Is é ról an bhoird ná cinntiú go bhfuil an cód curtha i bhfeidhm sa scoil. Iarrfaidh an Bord ar an bPríomhoide tuairisc a thabhairt ar cé chomh sásúil ‘s atá an cód ag an gcéad chruinniú gach bliain agus arís ag an gcruinniú ag deireadh na bliana.

**Glacadh a cur i bhfeidhm**

Ghlacadh leis an gCód Iompraíochta ag cruinniú an bhoird ar an 17/01/2011

* Chuirfear an cód i bhfeidhm díreach tar éis glacadh.
* Chuirfidh an scoil cóip chuig gach clann sa scoil i Mí Eanáir 2011.
* Déanfar athbhreithniú ar an gCód i Mí Bealtaine2017
* Rinne foireann na scoile agus an Bord Bainsitíochta athbhreithniú ar an gCód Iompar mar chuid den taighde ginearálta a bhí déanta ar nósanna imeachta ó thaobh smachta de i Meitheamh / Meán Fómhair 2017
* Athbhreithniú úr déanta agus athraithe cuí curtha sa pholasaí Eanáir 2020.

 Siniú : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tomás Ó Gallachóir 16/1/2020

**Code of Behaviour of Scoil Charman**

**Introductory Statement**

In compliance with Section 23 of the Education Welfare Act 2000 the Board of Management of Scoil Charman has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details

1. Standards of Behaviour to be observed by each pupil attending the school
2. The whole school approach in promoting positive behaviour
3. The measures that shall be taken when a pupil fails or refuses to observe those standards
4. The procedures to be followed before a pupil may be suspended or expelled from school.
5. The school’s anti- bullying policy
6. The procedures to be followed in relation to a child’s absence from school.

The code was developed through a process of whole school consultation with reference to the National Education Welfare Guideline for schools in Developing a Code of Behaviour(2008) and through reviewing the existing Code of Behaviour of Scoil Charman.

The purpose of this policy is to promote positive behaviour and to allow the school to function in an orderly and harmonious way. Its purpose is also to enhance the learning environment where children can make progress in all aspects of their development

**Relationship of Code of Behaviour to School Mission/ Ethos Statement**

Our Code of Behaviour relates to the mission statement of Scoil Charman in that it will nurture a caring environment in which each child can develop his/her full potential and grow in the knowledge that his /her individual talents are valued.

**Aims and Goals**

* To promote good behaviour in our school.
* To allow the school to function in an orderly and harmonious way.
* To enhance the learning environment 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 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.

**Understanding of Behaviour/ Principles**

We expect the pupils to behave in accordance with the Code of Behaviour of Scoil Charman, and therefore to be well behaved and to show due consideration for others. To have respect for their own property, that of others together with the property of the school.

We also expect that each child attend school everyday on time, unless there is a truly genuine reason for not attending i.e illness, bereavement etc.

Children are expected to endeavour to be attentive in class and to complete assigned schoolwork and homework to the best of their ability.

The school uniform is to be worn in school and when attending school based activities.

The rules specified in the policy below will apply to all school activities and children will be expected to abide by this code.

**Strategies for promoting positive behaviour.**

At all times good behaviour and adherence to school rules will be acknowledged and praised.

Positive behaviour will be acknowledged verbally and by means of rewards

**Verbal**

* Praise.
* Positive comment to the principal or other teachers.
* Positive comment to parents.
* Acknowledgement by peers as part of facilitated discussions in SPHE.
* Public acknowledgment at assembly

**Rewards**

* Treats
* Stickers
* Stars
* Free homework voucher
* Student Awards/ Certificates
* Note in journal
* Visit to another class for approval
* Class treat /activity
* Extra play time for class

**Expectations for Good Behaviour in Scoil Charman**

**( School Rules as recorded in children’s journal )**

* I will speak Irish always.
* I will be in time for school.
* I will dress neatly in my school uniform always.
* I will do my best in all my work.
* I will respect myself and others.
* I will be honest.
* I will be respectful and mannerly to my classmates, my teachers and visitors to the school.
* I will make every effort to keep my school environment clean and safe.
* I will walk always within the school building.
* I will obey the schools guidelines for health and safety.

**Unacceptable Behaviour**

Three levels of misbehaviour are recognised

1. Minor
2. Serious
3. Gross

All everyday instances of a minor nature are dealt with by the class teacher. In the case of serious misbehaviour or instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher or principal to discuss their child’s behaviour.

 ***Examples of minor misbehaviour***

* Not speaking in Irish
* Non completion of homework.
* Not wearing uniform without excuse
* Interruption of the smooth flow of the work of the classroom
* Interfering with others (work, property, or person)
* Undermining another’s self esteem (through comments and behaviour.)
* Rough play
* Bad Language

 ***Sanctions Include***

* Verbal reprimand
* Temporary separation from peers
* Reasoning
* Time out
* Loss of Privileges
* Written Task

***Examples of Serious Misbehaviour***

* Repeated instances of minor misbehaviour
* Behaviour that is intentionally hurtful to others e.g. pushing, spitting hitting kicking fighting harassment discrimination victimisation bullying
* Behaviour that consistently interferes with teaching and learning.
* Physical hurt to another child
* Damage to property
* Theft
* Non adherence to schools policy on the use of mobile phones
* Non adherence to schools policy on the acceptable use of internet and IT

***Sanctions include***

* Referral to the nominated teacher( Caroline Ní Chrualaoich).
* Referral to the principal.
* Contact with parents / guardian.
* Reasoning followed by apology.
* Written Task
* Community effort
* Contract of intention
* Record in the Incident book

***Examples of Gross Misbehaviour***

* Physical or Verbal Assault on pupil or teacher
* Serious theft
* Serious damage to property
* Immodest / inappropriate behaviour
* Bringing an article or item to school which would be a source of physical or moral danger to others.

***Sanctions Include***

* As for serious misbehaviours
* Consultation with the school management authority i.e. The Board of Management
* Suspension/ Expulsion as per NEWB Guidelines (available from the school or as a download from www. newb. ie

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, fieldtrips, after school games, visiting the local church or library.

**Pupils with Special Needs (Behavioural / Emotional)**

* Pupils with Special Needs will be required to follow the school’s Code of Behaviour but teachers will use their professional judgement in the application of the code.
* Teaching children with Special Educational Needs the rules and helping them to understand behaviour and its’ consequences will be the focus of the teachers work.
* The learning support team including the DDLP will have a role planning and implementing in this work.
* Parents of children will be kept informed of their child’s behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help improve his/her behaviour. This may involve working with and co-operating with a Special Needs Assistant and the teacher in devising and agreeing on a behavioural plan.

Support Services such NEPS, SENO, SESS, may be involved in this context also.

**Strategies for promoting Positive behaviour and for dealing with misbehaviours**

* The use of SPHE, RSE, Stay Safe Programme and Walk Tall together with Beo go Deo should promote and develop self-esteem in the children.
* These programmes should also give them strategies for coping with and responding appropriately to difficult situations.
* The staff will approach all misbehaviours in a problem solving approach.
* The process for dealing with misbehaviours will be followed
	1. Teacher
	2. Vice principal
	3. Principal
	4. Parents
	5. Board of Management
	6. Other Agencies
		+ Sanctions will be applied in a respectful manner with the emphasis on helping children to understand the consequences of their behaviour and take responsibility for same.
		+ Sanctions will be used as consistently as possible for all teachers. When teachers are in doubt as to the appropriateness of a sanction, they will consult with colleagues and the principal.
		+ Sanctions will be proportionate to the nature and seriousness of the behaviour.
		+ Teacher will investigate incidents of behaviour to clarify factors such as intent, provocation, the child’s understanding of the misbehaviour and its’ consequences, together with particular context factors such as emotional state of the child in order to apply proportionately.

**School practices with regard to school absences.**

* Each child’s absence is recorded in the class roll book and on a roll log in the administration office.
* It is the responsibility of the parents to inform the school of their child’s absence and to state the reason for the absence.
* The absence can be recorded and signed in the school journal ( pages 95,97,99.)
* In the case of Junior and Senior Infants (who don’t have a school journal) a note should be sent to the teacher.
* If a parent fails to make contact with the school the absence will be recorded as one without cause.
* The school will inform parents in writing when a child has missed 17 days.
* In the event of a child being absent for 20 days or more in a year the school will inform the National Educational Welfare Board.

**Involvement of children**

Children from 1st to 6th classes have a list of the school rules in their homework journal. These rules will be discussed and explained at the beginning of each new class year. Children are asked to sign that they understand the rules and are will comply with same.

 **The role of Parents and Guardians**

The parents and guardians will be provided with a copy of the code of discipline when they come to the information night for parents prior to their child starting school.

Parents are expected to read the code and indicate that they agree with and are willing to support the code by signing an agreement slip

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Parents are asked to co-sign acceptance and understanding of school rules in school journal at the beginning of the school year.

 **The role of the School Staff**

It is the role of all staff member to be fully aware of the procedures as laid out in the code of discipline.

 All members of staff have a key role in implementing the code.

Staff members also have a key role in ensuring adherence to the code of discipline.

**The Role of the Board of Management**

It is the role of the Board of Management to ensure that the Code of Behaviour is being implemented in the school.

The Board will ask the principal to report on the implementation of the code at the first and last meeting of the board in each school year.

**Adoption and Implementation**

The Code of Behaviour was adopted at the Board of Management meeting of January 17th 2011.

* The code will be implemented from the date of adoption.
* Copies of the code will be sent to each family in January 2011
* The Code will be revised in June 2013.