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## Cód Iompair

### 1. Forbairt an Chóid

Tá Cód Iompair Ghaelscoil Áine ag forbairt le cúpla mí anuas. Tá sé seo faoi réir ag riachtanais TUSLA [An ghníomhaireacht um Leanaí agus an Teaghlach] agus leanann sé na treoirlínte atá le fáil sa bhfoilsíúchán “*Ag Forbairt Cód Iompair: Treoirlínte do Scoileanna*” (2008). Mar chuid den bpróiseas dréachta, pléadh an chóid leis an bhfoireann, leis na tuismitheoirí, chomh maith le plé ag cruinnithe an Bhord Bainistíochta.

### 2. Ár bhFís i leith Caidreamh agus Iompar sa Scoil

- Sa Ráiteas Misean atá ag Gaelscoil Áine, táimid tiomanta an seans is fearr gur féidir a thabhairt do dhaltáí leas iomlán a bhaint as oideachas leathan, atá oiriúnach do chumas gach páiste, agus faoi réir ag éiteas ilchreidmheach na scoile. Tá sé mar aidhm ag an gCód Iompair creat a chur ar fáil a chothóidh iompar dearfach tairbheach chun go n-éireoidh leis an misean seo.
- Déanaimid iarracht timpeallacht oibre a chruthú a bheidh sábháilte agus ina mbeidh cothrom na Féinne, obair foirne, freagracht phearsanta agus an seans cur leis an scoil, fás agus foghlaim. Is comhpháirtithe iad múinteoirí agus tuismitheoirí/caomhnóirí in oideachas na bpáistí. Tá comhoibriú agus cumarsáid idir an baile agus an scoil fíor-thábhachtach i bpróiseas an oideachais. Tá an aidhm chéanna againn, leas na bpáistí atá faoinár gcúram.
- Tá ról ag pobal iomlán na scoile, tuismitheoirí/caomhnóirí, daltaí, príomhoide, foireann teagaisc, cúntóirí riachtanas speisialta, rúnaí, airíoch, timpeallacht mheasúil shábháilte a chruthú. Teastaíonn uainn go léir go mbeadh meas orainn, go mbéimis sábháilte, cothrom na Féinne a fháil, go n-éistear linn agus a bheidh páirteach.
- Beidh meas againne, mar phobal scoile, ar dhaltáí ó chúlraí, tíortha agus cultúir éagsúla.
- Glacaimid leis go n-iompróidh daltaí iad féin chomh maith agus is féidir leo.

## **3. An méid ar féidir le Daltaí, an Fhoireann agus Tuismitheoirí/ Caomhnóirí a bheith ag súil leis.**

### **3.1 Daltaí**

#### **Is féidir le daltaí a bheith ag súil:**

- Go gcaithfear go cothrom agus le meas leo i gcónaí;
- Go mothóidh siad sábháilte agus go bhfuil meas orthu;
- Go dtabharfar aitheantas d'iompar dearfach;
- Go bpléifear le mí-iompar ar bhealach cuí;
- Go n-aithneofar agus go dtabharfar aitheantas don éagsúlacht a bhaineann leo.

#### **Ó dhaltaí táimid ag súil:**

- Go mbeidh siad ar scoil gach lá;
- Go mbeidh siad poncúil;
- Go mbeidh éide scoile néata orthu;
- Go n-oibreoidh siad chomh ciúin agus chomh sábháilte agus is féidir leo i gcónaí;
- Go léireoidh siad meas ar cheart an dalta eile chun foghlama;
- Go léireoidh siad meas ar bhaill uile phobal na scoile;
- Go léireoidh siad meas ar shealúchas na scoile, ar shealúchas daoine eile agus ar a sealúchas féin;
- Go gcoimeádfaidh siad timpeallacht na scoile glan agus néata;
- Go mbeidh na leabhair agus na hábhair chearta acu ar scoil;
- Go leanfaidh siad rialacha an ranga;
- Go mbogfaidh siad go ciúin agus go cúramach timpeall na scoile;
- Go seasfaidh siad in ord sa líne roimh am sosa agus ina dhiaidh;
- Go bhfanfaidh siad ar thalamh na scoile agus laistigh d'áiteanna ainmnithe i rith am scoile;
- Go ndéanfaidh siad a gcuid obair bhaile chomh maith agus is féidir leo.

### **3.2 Foireann na Scoile**

#### **Is féidir le foireann na scoile a bheith ag súil:**

- Go léireofar meas orthu;
- Teagasc a dhéanamh i dtimpeallacht atá coinnithe go maith agus atá saor ó chur isteach;
- Tacaíocht agus comhoibriú a fháil ó chomhghleacaithe agus ó thuismitheoirí/chaomhnóirí chun aidhmeanna agus cuspóirí na scoile a bhaint amach;
- Go n-éistfear leo agus go mbeidh siad páirteach i ndéanamh cinntí a bhfuil tionchar acu ar a gcuid oibre agus obair na scoile go ginearálta;

- Obair a dhéanamh i dtimpeallacht a chothaíonn forbairt ghairmiúil;
- Tacaíocht agus comhairle ghairmiúil a fháil ón mBord Bainistíochta, ón Roinn Oideachais agus Scileanna, ón mBord Náisiúnta Leasa Oideachais, ón gComhairle Náisiúnta um Oideachas Speisialta, ón tSerbhís Náisiúnta Síceolaíochta Oideachais agus ó fhorais ábhartha eile chun déileáil le riachtanais shíceolaíocha, mhothúchána agus fhisiciúla a gcuid daltaí;
- Go bpléifear le gearáin de réir nósanna imeachta aontaithe, mar atá leagtha amach i lámhleabhar an Fhorais Patrúnachta.

### **Ón bhfoireann táimid ag súil:**

- Go mbeidh siad eolach ar Chód Iompair na Scoile, go dtacódh siad leis agus go gcuirfidh siad i bhfeidhm é;
- Go mbeidh siad eolach ar an ndualgas cúraim atá orthu;
- Go gcothóidh siad atmasféar sábháilte fáilteach dá ndaltaí;
- Go ndéanfaidh siad forbairt air agus go gcothóidh siad féin-mheas i ngach dalta;
- Go molfaidh siad iompar inmhianaithe;
- Go gcabhróidh siad le daltaí barr a gcumas acadúil a bhaint amach;
- Go n-aithneoidh siad agus go gceadóidh siad difríochtaí sa mhéid is gur féidir é, go réasúnta;
- Go mbeidh siad béasach, seasmhach agus cothrom le páistí agus le comhghleacaithe;
- Go mbeidh siad ar a n-aird gan cur isteach ar ranganna eile;
- Go gcoimeádfaidh siad taifead ar mhí-iompar tromchúiseach, nó mí-iompar leanúnach;
- Go dtabharfaidh siad tacaíocht do chomhghleacaithe;
- Go gcuirfidh siad an bhainistíocht ar an eolas nuair a fhágann siad talamh na scoile i rith an lá scoile.

## **3.3 Tuismitheoirí**

### **Is féidir le tuismitheoirí/caomhnóirí a bheith ag súil:**

- Go léireofar meas orthu;
- Go mbeidh timpeallacht sábháilte agus fáilteach ann dá bpáistí;
- Go dtabharfar aitheantas do dhifríochtaí idir dhaltaí, faoi réir ag na hacmhainní atá ar fáil;
- Go mbeidh nósanna imeachta cothroma agus seasmhacha i bhfeidhm sa chaoi a phléann an scoil le daltaí;
- Go bhfaighidh siad tuairiscí de réir pholasaí aontaithe na scoile (cruinnithe idir múinteoirí agus tuismitheoirí/caomhnóirí, scrúdaithe cáighdeánacha, agus tuairiscí dheireadh na bliana);
- Go dtabharfar eolas dóibh ar pholasaithe agus nósanna imeachta na scoile.

### **Ó thuismitheoirí/chaomhnóirí táimid ag súil:**

- Go ndéanfaidh siad cinnte go mbeidh a bpáistí ar scoil gach lá;
- Go ndéanfaidh siad cinnte go dtugtar a bpáistí chun na scoile agus go mbailítear in am iad;(8:30 r.n.- 1:10 i.n(Naíonáin) 8:30r.n.- 2:10 i.n (gach rang eile)
- Go dtreoraíonn siad a bpáistí chun cloí le Cód Iompair na Scoile;
- Go ndéanfaidh siad cinnte go gcaitheann a bpáistí an éide scoile;
- Go ndéanfaidh siad cinnte go bhfuil na leabhair agus na hábhair chearta ag a bpaistí;
- Go gcuirfidh siad ainm a bpáistí ar a gcuid giúirléidí;
- Go léifidh siad cumarsáid ón scoil agus go gcuirfidh siad freagra nuair is cuí;
- Go mbuailfidh siad isteach in oifig na scoile ar dtús más gá dóibh a bheith sa scoil ar aon chúis i rith an lae;
- Go ndéanfaidh siad coinne roimh ré más gá dóibh labhairt le múinteoir;
- Go léireoidh siad meas ar phobal uile na scoile;
- Go gcuirfidh siad cúiseanna neamhláithreachta in iúl don scoil, trí nóta nó ríomhphost a chur chuig an múinteoir ranga (féach roinn 9);
- Go gcuirfidh siad athruithe maidir le bailiú a bpáistí in iúl don mhúinteoir ranga;
- Go gcabhróidh siad lena bpáistí dea-iompar a fhoghlaim agus a chleachtadh, agus dearcadh dearfach a bheith acu ina leith féin, i leith daoine eile agus i leith na scoile;
- Go ndéanfaidh siad comhoibriú le múinteoirí nuair a bhíonn iompar a bpáistí ag cur isteach ar dhaoine eile;
- Go gcuirfidh siad an scoil ar an eolas má tá fadhbanna ann atá ag cur isteach ar iompar a bpáistí;
- Go dtiocfaidh siad chuig cruinnithe sa scoil má iarrtar orthu é sin a dhéanamh;
- Go gcabhróidh siad lena bpáistí a gcuid obair bhaile a dhéanamh, agus go gcinnteoidh siad go bhfuil sé déanta.

## **4. Rialacha na Scoile**

Chun timpeallacht sona, sláintiúil agus sábháilte a bheith ann, ina gcothaítear meas idir daoine, glactar leis go gcloífidh gach dalta leis na rialacha seo a leanas:

### **4.1 Meas agus Cúirtéis**

Táimid ag súil go gcaithfidh gach dalta leis an bhfoireann agus le daltaí eile le meas agus le cúirtéis. Ní ghlacfar le hiompar míchuí i.e. imirt gharbh, drochtheanga, tagairtí pearsanta, brú, ciceáil, bualadh, caitheadh seile agus troid fisiciúil.

Caithfear meas a thaispeáint i gcónaí do shealúchas na scoile agus do shealúchas daoine eile.

## 4.2 Úsáid na Gaeilge

Caithfidh na páistí úsáid a bhaint as an nGaeilge i gcónaí, laistigh agus lasmuigh den seomra ranga, agus nuair a bhíonn éide scoile á chaitheamh acu i.e. i gclós na scoile, ag teacht agus ag imeacht ón scoil, ar thurais scoile agus le linn imeachtaí scoile eile. Glacfar leis mar “iompar míchuí” nuair nach labhrann dalta Gaeilge, agus beidh piónós ann d’iompar leanúnach den tsórt sin. (Tagairt: **Polasaí Gaeilge Labhartha/ Policy on Oral Irish; agus Ranna 6.1 agus 6.2 den Chód Iompair**).

## 4.3 Gnás Feistis

Caithfidh daltaí an éide scoile **iomlán** a chaitheamh gach lá ach amháin ar laethanta áirithe atá fógraithe roimhré ag an bPríomhoide.

## 4.4 Lón Sláintiúil (Tagairt: **Polasaí Lón Sláintiúil/ Healthy Eating Policy**)

Cabhraíonn lón sláintiúil le páistí obair níos éifeachtaí a dhéanamh – tagairt: **Polasaí Lón Sláintiúil**.

- **Ní cheadaítear** criospaí, deochanna súilíneacha agus guma coganta.
- D’fhéadfaí cosc a chur le cnónna (má tá páiste sa rang a bhfuil ailléirge cnóite aige/aici).
- Itheann daltaí a lóna sa seomra ranga. Níl cead bia a ithe sa chlós.

## 4.5 Obair Bhaile (Tagairt: **Polasaí Obair Bhaile/ Homework Policy**)

- Glactar leis go ndéanfar an obair bhaile go cúramach.
- Glactar leis go síneoidh tuismitheoirí/caomhnóirí an obair bhaile go laethúil.(\*dialann ó R1 ar aghaidh)
- Caithfidh tuismitheoir/caomhnóir míniú a thabhairt, i scríbhinn, ar obair bhaile nach bhfuil críochnaithe.

## 4.6 Tinreamh

- Glactar leis go mbeidh gach páiste sa scoil ag 8.30 r.n. (nuair a bhuaileann an clog.) \* Covid-19 Naíonáin Sóisir 8:25- 1:05 Naíonáin Sinsir \*8:30-1:10
- Caithfear páistí a bhailiú go pras ag am baile (1.10 i.n Naíonáin/2.10i.n gach rang eile).\* Féach thuas- Covid- 19
- Glactar leis go mbeidh páistí i láthair gach lá.
- Caithfear an scoil a chur ar an eolas maidir le neamhláithreacht.(Féach Roinn 9)
- Má tá sé i gceist go bhfágfaidh páiste an scoil go luath, caithfear fógra faoi seo a thabhairt ar an nguthán, i ríomhphost nó i nóta scríofa sa dialann.

Má tá páiste á b(h)ailiú ón scoil caithfidh tuismitheoir/caomhnóir dul chuig an oifig agus cuirfear an múinteoir ranga ar an eolas ansin. Iarraimid ar thuismitheoirí /caomhnóirí gan páistí a bhailiú i rith amanna sosa; 10.20-10.40/12.10-12.30, nuair a bhíonn na ranganna amuigh sa chlós.

- Má tá páiste ag fágáil na scoile go luath caithfidh tuismitheoir/caomhnóir an leabhar lasmuigh den oifig a shíniú. \* Covid -19- ríomhphost le seoladh

## **4.7 Gluaiseacht ar fud na scoile agus ar thalamh na scoile**

### ***Daltaí***

- Caithfidh daltaí a bheith múinte, dea-bhéasach ag teacht isteach agus ag imeacht amach as an scoil.
- Iarrtar ar dhaltaí an ráille láimhe a úsáid ar na staighre.
- Iarrtar ar dhaltaí seasamh siar agus ligint do dhaoine fasta dul tharstu.
- Tá cosc iomlán ar rith sa seomra ranga agus ar na dorchlaí.
- Níor chóir troscán a bhogadh ó rang go rang ach amháin faoi fheitheoireacht mhúinteora.
- Iarrtar ar dhaltaí a rothaíonn ar scoil tuirlingt den rothar taobh amuigh den scoil, ag ráille na scoile.

### ***Tuismitheoirí***

- Iarrtar ar thuismitheoirí/caomhnóirí talamh na scoile a fhágáil nuair a bhailíonn siad a bpáistí, go háirithe ag 1.10 i.n.
- Iarrtar ar thuismitheoirí/chaomhnóirí a rothaíonn chun na scoile tuirlingt den rothar taobh amuigh, ag ráille na scoile.

## **4.8 Amanna Sosa**

- Caithear teoracha an fheitheora sa rang/ sa dorchla/ sa chlós a leanúint i gcónaí.
- Níl cead dul ar ais isteach sa scoil i rith am sosa gan cead ón mhúinteoir/ ón gCúntóir Riachtanas Speisialta.
- Nuair a bhuaileann an clog, agus nuair a thugann an múinteoir le fios go bhfuil deireadh leis an sos, caithfidh daltaí seasamh go ciúin, agus in ord, sa líne, go dtí go mbaillíonn an múinteoir ranga iad.
- Nuair a bhíonn an aimsir go holc fanfaidh daltaí istigh sa seomra ranga, agus tabharfar gníomhaíochtaí cuí dóibh le déanamh i rith an tsosa. Níor chóir do dhaltaí a bheith ag bogadh timpeall an tseomra ranga le linn na ngníomhaíochtaí

sin. D'fhéadfaí go dtógfaí na daltaí chuig an halla in amanna, má tá an aimsir go holc.

#### **4.9 Fóin Phóca (Tagairt: Polasaí Fón Póca/ Mobile Phone Policy)**

- Ní cheadaítear fóin phóca ach amháin sa chás go bhfuil fógra scríofa tugtha ag an bPríomhoide, agus gur pléadh an chúis go bhfuil gá leis an bhfón póca.
- Go heisceachtúil, nuair a thugtar an cead sin, caithfear an fón póca a mhúchadh agus a thabhairt don mhúinteoir ranga ag tús an lae scoile. Is ar an bpáiste an dualgas an fón a bhailiú ag am dul abhaile.

#### **4.10 Sláinte agus Sábháilteacht**

- Iarrtar ar thuismitheoirí/caomhnóirí múinteoirí a chur ar an eolas má bhíonn aon riachtanas speisialta ag a bpáiste i.e. ailléirgí.

Iarrtar ar thuismitheoirí/caomhnóirí gruaig a bpáistí a sheiceáil go rialta ar eagla briseadh amach míolta gruaige, agus cóir leighis a chur orthu más gá.

- Níor chóir go mbeadh páistí atá breoite ar scoil.
- Caithfear iarratais, ar fhanacht istigh le linn am sosa, a chur is scríbhinn agus a bheith sínithe ag thuismitheoir/caomhnóir.
- Iarrtar ar thuismitheoirí/chaomhnóirí agus ar chuairoteoirí dul chuig an oifig ar dtús, agus fanacht sa bhforhalla. Ar chúiseanna sláinte agus sábháilteachta, ní cheadaítear do thuismitheoirí/chaomhnóirí ná do chuairoteoirí siúl ar fud na scoile gan tionlacan. \* Leasuithe ar an méid seo- Féach Plean freagartha Covid-19

## **5. Córais chun Dea-iompar, Dul Chun Cinn agus Iarracht a Aithint**

### **Béim ar Dea-iompar a chothú agus a aithint**

#### **5.1 Samplaí de Dhea-iompar**

Tá go leor samplaí ann de **dhea-iompar** ó dhaltaí i rith an lá scoile gur fiú a mholadh m.sh.:

- Ag roinnt le chéile,
- Ag labhairt go múinte le daoine eile,
- Ag comhlíonadh iarratas ón mhúinteoir,
- Ag leanúint treoracha,
- Ag tabhairt aird iomlán sa rang,
- Ag baint triail as gach tasc,

- Ag éisteacht le daltaí eile agus leis an múinteoir,
- Ag críochnú tascanna,
- A bheith smaointeach,
- A bheith foighneach,
- Ag cabhrú le daoine eile,
- Ag fanacht suaimhneach, socair agus faoi smacht nuair a bhíonn deacrachtaí ann,
- Ag comhoibriú agus cairdiúil sa chlós le comhpháirtíthe.

## **5.2 Maidir le daoine indibhidiúla is féidir aitheantas a thabhairt do dhea-iompar mar seo a leanas:**

Laistigh den scoil moltar dea-iompar ar bhealaí éagsúla.

- Focal ciúin nó comhartha a léiríonn dearbhú,
- Focal molta os comhair an ghrúpa/an ranga nó ag an tionól,
- Teastas gaisce/ bonn/ trofaí
- An iompar a lua leis an bpríomhoide,
- Tagairt/straiseog/greamán sa chóipleabhar nó ar chairt indibhidiúla
- An iompar a lua le tuismitheoirí/caomhnóirí (i bhfocal nó i scríbhinn),
- Rud éigin speisialta a fháil/a dhéanamh e.g. má chomhlíontar na téarmaí i gconradh iompair.

## **5.3 Grúpa/Rang**

Is féidir rud éigin speisialta a thabhairt do Ghrúpa/Rang uaireanta ar nós:

- Níos lú obair bhaile,
- Rud éigin speisialta le n-ithe,
- DVD,
- Am chun gníomhaíocht a roghníonn siad a dhéanamh, (Am breise imeartha/Am órga),
- Do ghrúpaí laistigh den rang, córas marcanna tuillte,
- An iompar a lua leis an bpríomhoide,
- An iompar a lua leis na tuismitheoirí/caomhnóirí.

# **6. Iompar nach bhfuil inghlactha agus an toradh a bhíonn air**

## **6.1 Iompar nach bhfuil inghlactha**

Sna liostaí seo a leanas tá iompar a cheaptar a bheith míchuí, ó eachtraí beaga go hiompar tromchúiseach nach bhfuil inghlactha:



# 1. Míoneachtraí Iompair nach bhfuil Inghlactha

## (a) Sa rang

- Gan aird a thabhairt/ag brionglóidí sa rang,
- Rannpháirtíocht neamh-ghníomhach sa rang,
- Cumarsáid neamh-bhriathartha – gothaí gnúise/ comharthaí,
- Ag útamáil,
- Ag cur isteach ar dhaoine eile,
- Ag glaoch ainmneacha ar dhaoine eile
- Giodam,
- Ag labhairt ag an am mícheart,
- Easpa foighne le daoine eile sa rang,
- Ag athrú suíochán,
- Ag siúl ar fud an tseomra ranga,
- Ag rith sa seomra ranga/sa dorchla,
- Gan tascanna a chríochnú,
- Gan teoracha a leanúint (easumhlaíocht),
- Ag insint bréag,
- Dímhúineadh/ ag aisfhreagairt,
- Ag labhairt i mBéarla (Tagairt: **Polasaí Gaeilge Labhartha/Policy on Oral Irish**).

## (b) Sa chlós/Ag imirt

- Ag baint as daoine eile,
- Ag glaoch ainmneacha ar dhaoine eile,
- Ag baint úsáide as teanga mhíchuí,
- Ag achrann le comhpháirtithe,
- Ag cur isteach, d'aon ghnó, ar chluichí daoine eile,
- Ag brú sa líne,
- Ag caitheamh seile,
- Míoneachtraí ionsaitheacha fisiciúla – ag brú/ag bualadh, Ag rith sa chlós ar bhealach neamhaireach.

Glactar leis an liosta thuas mar mhíoneachtraí iompair nuair nach dtarlaíonn siad ach anois is arís. Ach glactar go dáiríre leo má tharlaíonn siad go minic agus go leanúnach.

# 2. Iompar Tromchúiseach nach bhfuil Inghlactha

## (a) Sa rang

- Ag troid,

- Ag bualadh buillí,
- Ag ciceáil,
- Iompar fisiciúil míchuí,
- Insint bréag leanúnach,
- Cur isteach leanúnach ar obair an ranga,
- Cur isteach ar shealúchás daoine eile sa rang,
- Diúltú dúshlánach iarratas nó treoir an mhúinteora a leanúint,
- Ag caitheamh rudaí,
- Ag cur nótaí maslacha timpeall,
- Ag déanamh comharthaí nó tagairtí dímheasúla agus míchuí faoi dhaoine eile sa rang,
- Ag gaoch ainmneacha/ ag déanamh tagairtí ciníocha,

Aon iompar bulaíochta (Féach: **Polasaí Frith-bhulaíochta/ Policy on Bullying**)

- Aon iompar a chuireann isteach ar shábháilteacht dhaoine eile,
- Damáiste do shealúchas,
- Goid,
- Toitíní sa scoil,
- Ag diúltú go leanúnach Gaeilge a labhairt (Tagairt: **Polasaí Gaeilge Labhartha/ Policy on Oral Irish**).

**(b) Sa chlós/ Ag imirt**

- Ag troid/ ag bualadh/ ag ciceáil,
- Pleidhcíocht dháinséireach,
- Iompar fisiciúil míchuí,
- Ag caitheamh seile le duine eile,
- Imeaglú,
- Páistí a fhágáil amach as cluichí,
- Bulaíocht (Tagairt: **Polasaí Frith-Bhulaíochta/ Anti-Bullying Policy**).

### **3. Iompar an-tromchúiseach nach bhfuil Inghlactha**

Bulaíocht (Tagairt: **Polasaí Frith-Bhulaíochta/ Anti-bullying Policy**),

- Íde béil do pháistí nó do bhaill foirne,
- Tagairtí ciníocha,
- Ionsaí fisiciúil ar pháistí nó ar bhaill foirne,
- Sábháilteacht dhaoine eile a chur i mbaol,
- Toitíní a bheith ina seilbh,
- Ag caitheamh toitíní ar thalamh na scoile,
- Alcól nó drugaí a bheith ina seilbh,

- Alcól nó drugaí a úsáid ar thalamh na scoile,
- Nithe dáinséireacha a thabhairt ar scoil,
- Ábhar léitheoireachta, irisí, nó pictiúir míchuí a bheith ina seilbh,
- Damáiste a dhéanamh do shealúchas na scoile,
- Talamh na scoile a fhágáil gan cead,
- Múitseáil,
- Briseadh isteach sa scoil,
- Goid,
- Loitiméireacht.

## 6.2 An Toradh a bhíonn le hlompar Do-ghlactha

### Go ginearálta

Léireoidh ceartú ar iompar do-ghlactha/míchuí tromchúis agus minicíocht an iompair, agus bunófar an cur chuige ar chéimiúlacht sna gníomhartha smachta.

Is é seo a leanas liosta den saghas ceartú ar féidir a úsáid sa scoil:

- Ceartú ó bhéal agus réasúnaíocht (ag léiriú go soiléir cén iompar a bhí do-ghlactha),
- Seal i leataobh,
- Cailliúint rud éigin speisialta/ cuid de ghníomhaíochta spraoi a chailleadh,
- Pribhléid a chailleadh,
- Seasamh i leataobh le linn am sosa ar feadh tréimhse ama,
- Ainm a chur sa Leabhar scoile – Leabhar Eachtra na Scoile,
- Bogadh go rang eile ar feadh tréimhse ama,
- Cur ar aghaidh chuig an bPríomhoide/Leas-phríomhoide,
- Teagmháil le tuismitheoir/caomhnóir,
- Coinneáil istigh ag am sosa,
- Cúiteamh le déanamh i ngach cás ina bhfuil cailliúint nó damáiste,
- Fionraí/ Díbirt mar atá leagtha síos i Roinn 7 agus 8.

## 1. Míneachtraí Iompair nach bhfuil Inghlactha:

### Torthaí

- Bainfidh an múinteoir úsáid as a d(h)iscreid féin chun a chinntiú cé acu is oiriúnaí -ceartú ó bhéal nó ainm an pháiste a chur sa leabhar eachtraí. Nuair a tharlaíonn an eachtra sa seomra ranga, déanfaidh an múinteoir an ceartú cuí. Coimeádfaidh gach múinteoir taifead den iompar míchuí a tharlaíonn ina rang féin, ag brath ar mhinicíocht an iompair m.sh., Rianaire Iompair. Ar Aladdin
- Má leanann an iompar do-ghlactha, leanfaidh ceartú de shaghasanna éagsúla: i)Seal i leataobh ii)Cailliúint rudaí speisialta nó pribhléid iii)Ainm sa Leabhar Eachtra

- Tar éis eachtraí leanúnacha de **Mhíoneachtraí Iompair nach bhfuil Inghlactha**, agus gan aon fhianaise go bhfuil feabhas ag teacht, cuirfear fios ar thuismitheoirí/caomhnóirí an pháiste chun an iompar agus na torthaí a bheidh leis a phlé.

## **2. Iompar Tromchúiseach nach bhfuil Inghlactha:**

### **Torthaí**

- Déanfar taifead ar an eachtra sa leabhar eachtra, agus cuirfear litir abhaile chuig na thuismitheoirí/caomhnóirí, á gcur ar an eolas faoi seo. Caithfear an litir a shíniú agus a thabhairt ar ais chuig an múinteoir ranga.
- Ag brath ar nádúr agus ar mhínicíocht an **Iompar Tromchúiseach Do-ghlactha**, iarrfar ar na thuismitheoirí/caomhnóirí teacht isteach chun na scoile. Ní thabharfar cead don pháiste filleadh ar an rang go dtí go ndéanann siad é seo.

## **3. Iompar An-tromchúiseach nach bhfuil Inghlactha:**

### **Torthaí**

- Déanfar taifead ar an eachtra agus iarrfar ar na thuismitheoirí/caomhnóirí teacht isteach chun na scoile láithreach chun an cás a phlé leis an múinteoir ranga agus an príomhoide. Is é an aidhm leis an gcuairt ná réiteach cuí ar an bhfadhb a fháil.
- Ní thabharfar cead don pháiste filleadh ar an rang go dtí go dtagann na thuismitheoirí/caomhnóirí isteach chuig an scoil, ach déanfaidh sé/sí obair an ranga faoi fheitheoireacht mhúinteoir ranga eile.
- Is féidir le fionraí a bheith mar thoradh ar Iompar An-tromchúiseach Do-ghlactha. Tá sé de cheart ag an mBord Bainistíochta fionraí a mholadh faoi réir ag an Acht Oideachais agus Treoirlínte TUSLA – An ghníomhaireacht um Leanaí agus an Teaghlach. Is féidir cruinnithe speisialta den Bhord Bainistíochta a ghairm chun daltaí a chur ar fionraí.

## **7. Polasaithe agus Níosanna Imeachta i leith Fionraíochta**

## 7.1 Cinntí i leith Fionraíochta

Ní chuirfear dalta ar fionraí go dtí go mbaintear triail as idirghabháil eile, agus go bhfuil athbhreithniú déanta ag foireann na scoile ar na cúiseanna nár oibrigh an idirghabháil seo.

Is gá cúiseanna tromchúiseacha a bheith ann sula gcuirtear dalta ar fionraí, ar nós:

i) Tá drochthionchar tromchúiseach ag iompar an dalta ar oideachas daltaí eile,

ii) Is baol sábháilteachta é an dalta a bheith fós sa scoil, ag an am seo,

iii) Tá an dalta freagrach as damáiste tromchúiseach do shealúchas.

D'fhéadfaí dalta a chur ar fionraí tar éis eachtra amháin mí-iompair tromchúiseach.

## 7.2 Nósanna Imeachta Fionraíochta

Nuair a dhearbhaíonn measúnú ar na fíricí go bhfuil mí-iompar tromchúiseach ann (féach liosta), agus go mb'fhéidir gur gá an dalta a chur ar fionraí, leanfaidh an scoil na nósanna imeachta seo a leanas:

### 1. Cuir an dalta agus na tuismitheoirí/caomhnóirí ar an eolas

Inis don dalta agus do na tuismitheoirí/caomhnóirí faoin ngearán, faoin gcaoi a ndéanfar fiosrú air, agus go mb'fhéidir go mbeidh fionraí mar thoradh air.

Is féidir tuismitheoirí/caomhnóirí a chur ar an eolas ar an nguthán agus i scríbhinn. Is buntáiste é litir a chur chuig na tuismitheoirí/caomhnóirí mar go gcinntíonn sé go bhfuil taifead foirmeálta agus buan ann. Cinntíonn sé chomh maith go dtuigeann tuismitheoirí/caomhnóirí go soiléir cad tá curtha i leith a mac/iníon. Tá d'fheidhm aige go léiríonn sé do thuismitheoirí/caomhnóirí a thabhadh is a ghlacann an scoil leis an mí-iompar atá curtha i leith an pháiste.

### 2. Tabhair seans freagartha

Tabharfar seans freagartha don dalta agus do na tuismitheoirí/caomhnóirí sula ndéanfar aon chinneadh, agus sula gcuirfear aon phíonós i bhfeidhm.

De ghnáth, tugann cruinniú leis an dalta agus a t(h)uismitheoirí/ c(h)aomhnóirí seans dóibh a dtaobh féin den scéal a thabhairt, agus ceisteanna a chur faoin bhfianaise atá ann gur mí-iompar tromchúiseach atá i gceist, go háirithe nuair atá aighneas ann faoi na fíricí. Seans a bheidh ann, freisin, do thuismitheoirí/ caomhnóirí, cás a dhéanamh ar son píonós níos lú a fháil, agus don scoil fadhb an mhí-iompair a phlé leis na tuismitheoirí/caomhnóirí agus an tslí is fearr chun déileáil leis. Má theipeann ar dhalta nó a t(h)uismitheoirí/ c(h)aomhnóirí freastal ar

an gcruinniú, scríobhfaidh an Príomhoide chucu, ag díriú ar a thábhachtaí is atá sé freastal ar chruinniú athsceideálaithe eile, agus má theipeann air sin, go bhfuil sé de dhualgas ar údarás na scoile cinneadh a dhéanamh freagairt don iompar diúltach. Coimeádfaidh an scoil taifead de na cuirí a cuireadh chuig na tuismitheoirí/caomhnóirí, agus an fhreagairt a tugadh orthu.

I gcás fionraí láithreach, caithfear tuismitheoirí/caomhnóirí a chur ar an eolas, agus socruithe a dhéanamh leo an dalta a bhailiú. Féachfaidh an scoil i ndiaidh a dualgas cúraim i leith an dalta. Ní chuirfear dalta abhaile, i gcás ar bith, gan na tuismitheoirí/caomhnóirí a chur ar an eolas ar dtús.

### **7.3 An nós imeachta i leith fionraí láithreach**

Nuair a cheapann an Príomhoide gur gá dalta a chur ar fionraí láithreach, ar mhaithe le sábháilteacht an dalta féin, sábháilteacht daltaí eile, foireann na scoile nó daoine eile, déanfar réamh-fhiosrú chun an cás a chur le chéile le fionraí a chur i bhfeidhm. Déanfar an fiosrú foirmeálta díreach tar éis an fionraí a chur i bhfeidhm. Tagann na coinníolacha go léir a bhaineann le fionraí i gceist le fionraí láithreach freisin. Ba cheart go mbeadh teorainn cinnte le gach fionraí.

I gcás fionraí láithreach, caithfear tuismitheoirí/caomhnóirí a chur ar an eolas, agus caithfear socruithe a dhéanamh leo an dalta a bhailiú. Féachfaidh an scoil i ndiaidh a dualgas cúraim i leith an dalta. Ní chuirfear dalta abhaile, i gcás ar bith, gan na tuismitheoirí/caomhnóirí a chur ar an eolas ar dtús.

### **7.4 An Tréimhse Fionraíochta**

Is é an gnáth-thréimhse fionraíochta ná lá amháin as a chéile. Níor chóir dalta a chur ar fionraí ar feadh tréimhse níos mó ná lá amháin, ach i gcásanna eisceachtúla, nuair a cheapann an Príomhoide gur gá tréimhse níos faide ná seo chun cuspóir faoi leith a bhaint amach. (Ba chóir don Bhord Bainistíochta comhairle a chur ar an bPríomhoide maidir leis na cásanna inar féidir fionraí níos mó ná lá amháin a cheadú).

Tugtar cur chuige céimnithe m.sh.:

- i) Rabhadh ó bhéal
- ii) Glaoch/litir chuig tuismitheoirí/caomhnóirí
- iii) Fionraí lá amháin/dhá lá/trí lá
- iv) Díbirt

### **7.5 Athchomhairc**

Caithfidh an Príomhoide seans a thabhairt athchomhairc a dhéanamh ar chinneadh an Phríomhoide maidir leis an dalta a chur ar fionraí.

## 7.6 Ag cur Fionraí i bhfeidhm

### (a) Fógra scríofa

Cuiridh an Príomhoide in iúl, i scríbhinn, don dalta agus do na tuismitheoirí /caomhnóirí faoin gcinneadh an dalta a chur ar fionraí. Dearbhóidh an litir:

- i) An tréimhse fionraíochta agus an dáta a thosóidh agus a chríochnóidh an fionraí,
- ii) Cúiseanna na fionraíochta,
- iii) Aon chlár staidéir atá le déanamh,
- iv) Na socruithe chun filleadh ar scoil, maraon lena dtiomantas i leith an Chóid Iompair,
- v) Dearbhú na dtuismitheoirí/gcaomhnóirí (m.sh. Tá seans go n-iarrfar ar na tuismitheoirí/caomhnóirí athdhearbhú a dhéanamh ar a dtiomantas i leith an Chóid Iompair),
- vi) Soláthar maidir le hathchomharc chuig an mBord Bainistíochta,
- vii) An ceart atá acu athchomharc a dhéanamh chuig Rúnaí Ginearálta na Roinne Oideachais agus Eolaíochta (*An tAcht Oideachais 1998*, Roinn 29).  
Ba chóir go mbeadh an litir soiléir agus éasca a thuiscint.

### (b) Taifid agus Tuairiscí

Ba chóir taifid fhoirmeálta a choimeád de na nithe seo a leanas:

- i) An fiosrú a rinneadh ar an míghníomh (más gá),
- ii) An próiseas cinnteoireachta,
- iii) An cinneadh agus an bunús a bhí leis,
- iv) An tréimhse fionraíochta agus aon choinníollacha atá ag dul leis.

### (c) Tuairisc chuig an mBord Bainistíochta

Tá sé de dhualgas ar an bPríomhoide tuairisc a thabhairt ar aon fhionraí, faoi réir ag treoirlínte tuairisciú TUSLA – An ghníomhaireacht um Leanaí agus an Teaghlach, (*An tAcht (Leasa) Oideachais, 2000*, Roinn 21 (4) (a)).

### (d) Athbhreithniú ar úsáid na fionraíochta

Ba chóir don Bhord Bainistíochta athbhreithniú rialta ar úsáid na fionraíochta sa scoil a dhéanamh, le cinntiú go bhfuil sé á úsáid i gcomhréir le polasaithe na scoile; go ndéantar iniúchadh ar an bpatrún a bhaineann lena úsáid chun tosca atá ag dul i bhfeidhm, b'fhéidir, ar iompar sa scoil a aithint; agus le cinntiú go bhfuil úsáid na fionraíochta cuí agus éifeachtach.

# Polasaithe agus Nósanna Imeachta maidir le Díbirt

Rinneadh dréachtú ar an doiciméad seo i gcomhréir le treoirínte TUSLA – An Ghníomhaireacht um Leanaí agus an Teaghlach maidir le Cód Iompair a chur le chéile .

Tá údarás ag an mBord Bainistíochta dalta a chur ar fionraí. Ó thaobh dea-chleachtais de ba chóir go bhfanfadh an t-údarás sin leis an mBord Bainistíochta, agus níor chóir an tasc a dháileadh ar éinne eile

## 8.1 An Bunús leis an nDíbirt

Ba chóir go mbeadh an díbirt ag brath ar iompar an dalta. Is céim an-tromchúiseach é dalta a dhíbirt ón scoil, agus níor chóir don Bhord Bainistíochta é a chur i bhfeidhm ach i gcásanna as cuimse d'iompar do-ghlactha. Beidh céimeanna suntasacha tógtha ag an scoil chun dul i ngleis leis an mí-iompar, agus chun díbirt an dalta a sheachaint.

Tá bunús tromchúiseach ag teastáil nuair a dhéantar moladh dalta a dhíbirt ar nós:

- i) Tá iompar an dalta ag cur isteach go mór agus go leanúnach ar fhoghlaim daoine eile nó ar an bpróiseas teagaisc,
- ii) Is fíor-bhagairt suntasach don tsábháilteacht é an dalta fanacht sa scoil ar bhonn leanúnach,
- iii) Tá an dalta freagrach as damáiste suntasach do shealúchas.

## 8.2 Díbirt “uathfheidhmeach”

Is féidir leis an mBord Bainistíochta dalta a dhíbirt go huathfheidhmeach as cionta áirithe. É sin ráite, ní bhaineann an cinneadh seo an dualgas an próis chúí agus nósanna imeachta cothroma a leanúint.

Díbirt ar an gcéad chion:

Sa saghas iompair, as a dtiocfadh moladh, b'fhéidir, dalta a dhíbirt de bharr sárú amháin ar Chód Iompair na Scoile, ba chóir go mbeadh:

- i) Bagairt thromchúiseach fhoréigineach in aghaidh dalta eile nó ball foirne,
- ii) Foréigean nó ionsaí fisiciúil,
- iii) Drugaí mídhleathacha a sholáthar do dhaltaí eile sa scoil,
- iv) Ionsaí gnéasach.

## 8.3 Nósanna Imeachta maidir le Díbirt



Leanfar an nós imeachta seo a leanas i gcás díbeartha:

### **Céim 1: Déanfar mionfhiosrú faoi threoir an Phríomhoide.**

Agus é/í ag déanamh fiosrú ar líomhain, faoi réir ag nós imeachta cothrom, déanfaidh an Príomhoide na rudaí seo a leanas:

i) Cuirfidh sé/sí an dalta agus a t(h)uismitheoirí/c(h)aomhnóirí ar an eolas faoi shonraí an mhí-iompair atá curtha ina leith, an chaoi a ndéanfar fiosrú air, agus go bhféadfadh díbirt a bheith mar thoradh leis.

ii) Tabharfaidh sé/sí gach seans don dalta agus do na tuismitheoirí/caomhnóirí freagairt don ghearán faoi mhí-iompar tromchúiseach, sula ndéantar cinneadh, agus sula gcuirtear piónós i bhfeidhm.

Cuirfear tuismitheoirí/caomhnóirí ar an eolas, i scríbhinn, faoin mí-iompar atá curtha i leith an pháiste, agus faoin bhfiosrú atá le déanamh, le go mbeidh taifead buan ann gur cuireadh ar an eolas iad. Caithfear gach seans a thabhairt don dalta agus do na tuismitheoirí/caomhnóirí freagairt don ngearán faoi mhí-iompar tromchúiseach sula ndéantar cinneadh faoi fhírinne na líomhna, agus sula gcuirtear piónós i bhfeidhm. Sa chás go mb'fhéidir go mbeidh díbirt mar thoradh ar an bhfiosrú, tá sé den riachtanas go mbeidh cruinniú ann leis an dalta agus leis na tuismitheoirí /caomhnóirí.

Má theipeann ar dhalta agus a t(h)uismitheoirí/ c(h)aomhnóirí freastal ar chruinniú, scríobhfaidh an Príomhoide chucu ag cur comhairle orthu ar a thábhachtaí is atá sé freastal ar chruinniú athsceidealaithe, agus má theipeann air sin, an dualgas atá ar údarais na scoile cinneadh a dhéanamh faoin iompar diúltach.

Coimeádfaidh an scoil taifead ar na cuirí a cuireadh amach chuig na tuismitheoirí/caomhnóirí, agus ar a bhfreagairt dóibh.

### **Céim 2: Moladh ón bPríomhoide don Bhord Bainistíochta**

Nuair a thagann an Príomhoide ar an dtuiscint, bunaithe ar fhiosrú ar an iompar atá curtha i leith an pháiste, gur gá, b'fhéidir, an páiste a dhíbirt ón scoil, molfaidh sé/sí don Bhord Bainistíochta machnamh a dhéanamh ar an dalta a dhíbirt.

Déanfaidh an Príomhoide na rudaí seo a leanas:

i) Cuirfidh sé/sí in iúl don dalta agus do na tuismitheoirí/caomhnóirí gur iarradh ar an mBord Bainistíochta machnamh a dhéanamh ar an bpáiste a dhíbirt.

ii) Cinnteoidh sé/sí go bhfuil taifead ar na líomhaintí i gcoinne an dalta ag na tuismitheoirí/caomhnóirí, an fiosrú, agus fógra, i scríbhinn, ar an mbunús gur iarradh ar an mBord Bainistíochta machnamh a dhéanamh ar an dalta a dhíbirt.

iii) Tabharfaidh se/sí na taifid chuimsitheacha chéanna don Bhord Bainistíochta is a thug sé/sí do na tuismitheoirí/caomhnóirí.

iv)Cuirfidh sé/sí dáta éisteachta an Bhoird Bainistíochta in iúl do na tuismitheoirí /caomhnóirí, agus tabharfaidh sé/sí cuireadh dóibh a bheith i láthair ag an éisteacht sin.

v)Cuirfidh sé/sí in iúl do na tuismitheoirí/caomhnóirí gur féidir leor aighneacht ó bhéal agus i scríbhinn a dhéanamh don Bhord Bainistíochta.

vi)Cinntoidh sé/sí go bhfuil dóthain fógra ag na tuismitheoirí/caomhnóirí chun seans a thabhairt dóibh ullmhú don éisteacht.

### **Céim 3:Machnamh an Bhord Bainistíochta ar mholadh an Príomhoide; agus reachtáil na hÉisteachta.**

Tá sé de dhualgas ar an mBord athbhreithniú a dhéanamh ar an mbunfhiosrú, agus a bheith sásta go ndearnadh an fiosrú i gceart agus faoi réir ag nósanna imeachta cothroma. Ba chóir don Bhord a fhiosrú féin a dhéanamh ar na doiciméid uile agus na tosca a bhain leis an gcás. Ní mór dó a chinntiú nach bhfuil aon bhaint ag éinne, a bhí bainteach le tosca an cháis, le plé an Bhoird (m.sh. ball den Bhord a rinne líomháin i gcoinne an dalta).

Nuair a shocraíonn an Bord Bainistíochta dalta a dhíbirt, ní mór dó éisteacht a reachtáil. Ba chóir cruinniú an Bhoird, a bhfuil an éisteacht mar chuspóir aige, a reachtáil i gceart faoi réir ag nósanna imeachta na mBord. Ag an éisteacht, déanfaidh an Príomhoide agus na tuismitheoirí/ caomhnóirí a n-argóintí don Bhord, i láthair a chéile. Ba chóir go dtabharfaí cead do gach páirtí fianaise an pháirtí eile a cheistiú go díreach. Seans atá sa chruinniú, chomh maith, do thuismitheoirí/caomhnóirí argóint a dhéanamh chun piónós níos lú a fháil, má theastaíonn uathu. I reachtáil na héisteachta, caithfidh an Bord a bheith cúramach a chinntiú go bhfuil sé, agus go bhfeictear mar sin é, neamhchlaonta idir an Príomhoide agus an dalta. D'fhéadfadh gur mhaith le tuismitheoirí/caomhnóirí duine éigin a thabhairt leo chun na héisteachta, agus ba chóir don Bhord é seo a cheadú, faoi réir ag dea-chleachtas agus nósanna imeachta na mBord.

Nuair a bhíonn deireadh ráite ag an dá thaobh, ba chóir don Bhord a chinntiú nach bhfuil an Príomhoide agus na tuismitheoirí/caomhnóirí i láthair do phlé an Bhoird.

### **Céim 4:Plé an Bhord Bainistíochta agus bearta i ndiaidh na héisteachta**

Tar éis éisteacht le gach taobh, tá sé de dhualgas ar an mBord cinneadh a dhéanamh an féidir glacadh leis an liamhain agus , más féidir, an piónós cuí é an díbirt.

Nuair a bhíonn an Bord Bainistíochta den tuairim, tar éis sonraí an cháis ar fad a phlé, gur chóir an dalta a dhíbirt ón scoil, caithfidh sé an tOifigeach Leasa Oideachais a chur ar an eolas, i scríbhinn, maidir leis an tuairim seo agus an chúis

atá leis (An tAcht Oideachais (Leas) 2000, roinn 24 (i)). Ba chóir don Bhord Bainistíochta tagairt do nósanna tuairisciú an Bhoird Leasa Náisiúnta nuair a mholtar díbirt. Ní féidir an dalta a dhíbirt go dtí go bhfuil 20 lá caite ón uair a bhfaigheann an tOifigeach Leasa Oideachais an fógra seo (An tAcht Oideachais (Leas)2000, roinn 24 (i)).

Éireoidh, go huathfheidhmeach, le hathchomharc i gcoinne an díbeartha faoi Roinn 29 den Acht Oideachais 1998 má thaispeántar nár cuireadh an tOifigeach Leasa Oideachais ar an eolas i gcomhréir le Roinn 24 (i), nó nach raibh 20 lá imithe ón uair ar cuireadh fógra chuig an Oifigeach Leasa Oideachais go dtí gur cuireadh an díbirt i bhfeidhm (An tAcht (Soláthar Ilchineálach) Oideachais 2007, S4A).

Ba chóir don Bhord na tuismitheoirí/caomhnóirí a chur ar an eolas maidir lena gconclúidí agus na céimeanna atá le teacht sa phróiseas. Nuair a mholtar díbirt, ba chóir a rá leis na tuismitheoirí/caomhnóirí go gcuirfidh an Bord Bainistíochta an tOifigeach Leasa Oideachais ar an eolas anois.

## **Céim 5: Seisiún Chomhairliúcháin a eagróidh an tOifigeach Leasa Oideachais**

Laistigh de 20 lá ón uair go bhfaigheann sé/sí fógra ó Bhord Bainistíochta faoin tuairim atá aige gur chóir dalta a dhíbirt, ní mór don Oifigeach Leasa Oideachais:

- i) Gach iarracht réasúnta a dhéanamh seisiún comhairliúcháin indibhidiúla a bheith aige/aici leis an bPríomhoide, leis na tuismitheoirí/caomhnóirí, leis an dalta agus le héinne eile gur féidir leis cabhrú leis an scéal.

- ii) Cruinniú a ghairm de na páirtithe sin atá sásta freastal (An tAcht Oideachais (Leas) 2000, Roinn 24).

Is é cuspóir na gcomhairliúchán agus an chruinnithe a chinntiú go bhfuil socruithe i bhfeidhm le gur féidir leis an dalta leanúint air/uirthi lena c(h)uid oideachais. D'fhéadfadh aontú, faoi idirghabháil eile a chabhródh le díbirt a sheachaint, a bheith mar thoradh ar na comhairliúcháin seo. É sin ráite, nuair nach bhfuil aon seans gur féidir leis an dalta leanúint air/uirthi sa scoil, sa ghearrthearma ar a laghad, ba chóir don gcomhairliúchán díriú ar fhéidearthachtaí oideachasúla eile.

Ar mhaithe le leas oideachais an dalta, ba chóir dóibh siúd a bhfuil baint acu leis an scéal, teacht le chéile leis an Oifigeach Leasa Oideachais, chun plean a dhéanamh d'oideachas an dalta sa todhchaí.

Fhad is atá na comhairliúcháin seo ar siúl faoi oideachas an dalta, tá sé de cheart ag an mBord Bainistíochta céimeanna a thógáil chun dea-ord a choimeád, agus chun sábháilteacht na ndaltaí a chinntiú (An tAcht Oideachais (Leas) 2000, Roinn 25 (5)).

D'fhéadfadh an Bord a mheas gurb é an rud ceart é dalta a chur ar fionraí le linn an ama seo. Níor chóir fionraí a thabhairt san áireamh ach sa chás go bhfuil an-seans ann go gcuirfidh láithreach an dalta le linn an ama seo isteach go mór ar fhoghlaim daoine eile, nó gur bagairt a bheadh ann do shabháilteacht dhaltaí eile nó an fhoireann.

## **Céim 6: Dearbhú ar an gcinneadh athchomharc a dhéanamh**

Nuair a bhíonn an 20 lá tar éis fógra a chur chuig an Oifigeach Leasa Oideachais caite, agus nuair a bhíonn an Bord fós den tuairim gur cheart an dalta a dhíbirt, déanfaidh an Bord dearbhú foirmeálta ar an gcinneadh an dalta a dhíbirt ón scoil (is féidir an tasc seo a thabhairt don Chathaoirleach agus don Phríomhoide). Ba chóir tuismitheoirí/caomhnóirí a chur ar an eolas láithreach agus bogfaidh an díbirt ar aghaidh ansin. Ba chóir an dalta agus na tuismitheoirí/caomhnóirí a chur ar an eolas maidir lena gceart athchomharc a dhéanamh, agus ba chóir an gnáthfhoirm, trína ndéantar athchomharc, a chur ar fáil dóibh. Ba chóir taifead foimeálta a dhéanamh ar an gcinneadh an dalta a dhíbirt.

## **8.4 Athchomhairc**

Is féidir le tuismitheoir/caomhnóir athchomharc in aghaidh an chinnidh an dalta a dhíbirt, a dhéanamh chuig Rúnaí Ginearálta na Roinne Oideachais agus Eolaíochta (An tAcht Oideachais 1998, Roinn 29). Is féidir athchomharc a dhéanamh chomh maith, ar shon an dalta, chuig TUSLA- an Ghníomhaireacht um Leanaí agus an Teaghlach.

## **8.5 Athbhreithniú ar úsáid an díbeartha**

Ba chóir don Bhord Bainistíochta athbhreithniú rialta a dhéanamh ar an úsáid a bhaintear as díbirt sa scoil, le cinntiú go bhfuil sé á úsáid i gcomhréir le polasaithe na scoile, go ndéantar iniúchadh ar an bpatrún a bhaineann lena úsáid chun tosca atá ag dul i bhfeidhm, b'fhéidir, ar iompar sa scoil a aithint, agus le cinntiú go bhfuil díbirt á húsáid i gceart.

## **9. Nósanna Imeachta chun Neamhláithreachta a chur in iúl don Scoil (Tagairt: Polasaí Tinrimh/ Attendance Policy)**

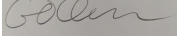
Táthar ag súil go gcuirfidh tuismitheoirí/caomhnóirí cúiseanna neamhláithreachta a bpáistí in iúl don scoil trí:

- An scéal a chur in iúl don scoil (m.sh. gaoch ar an Rúnaí/an Príomhoide) maidir le cúis neamhláithreachta faoi dheireadh an tríú lá den neamhláithreacht ar a laghad; Agus
- Nóta a mhíníonn an neamhláithreacht, sínithe agus le dáta air, a chur isteach nuair a fhilleann an dalta ar scoil. Is cuid thábhachtach den taifead é an nóta seo, a chomhlíonann riachtanais thuairisciú TUSLA – An Ghníomhaireacht um Leanáí agus an Teaghlach.

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Glacadh leis an bpolasaí seo ag cruinniú den Bhord Bainistíochta ar 27/10/20.

Gearóid Ó Cleircín(Cathaoirleach)

Sínithe:  Dáta:27/10/20



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**Leagan Béarla/ English Version**

## **Code of Behaviour**

# **1. Code Development**

**Gaelscoil Áine's** Code of Behaviour has been developing over the last number of months. This is in keeping with the requirements of TUSLA – Child and Family Agency and follows the guidelines of its publication “Developing a Code of Behaviour: Guidelines for Schools” (2008). As part of the drafting process, discussions took place at staff level, at class level, discussions by the principal with pupil representatives and with parent representatives as well as discussions at Board of Management meetings.

## **2. Our vision for Relationships and Behaviour in the School.**

- In Gaelscoil Áine's Mission Statement, we commit ourselves to affording the pupils the best opportunity possible to avail of an all-rounded education, suitable to the ability of each child and in keeping with the multi-denominational ethos of the school. This Code of Behaviour aims to provide a framework to promote positive constructive behaviour so that this mission is achieved.
- We aim for a work environment that will be safe and characterised by fair treatment, team work, personal accountability and opportunity to contribute, learn and grow. Teachers and parents are partners in the children's education. Co- operation and communication between home and school are vital ingredients in the educational process. We share the same aim, the well-being of the children in our care.
- The whole school community which consists of parents, pupils, principal, teaching staff, special needs assistants, secretary, caretaker, ancillary staff have a role to play in

creating a respectful, secure, inclusive environment. We want all to feel respected, safe, fairly treated, listened to and involved.

- We as a school community will respect pupils from different backgrounds, countries and cultures.
- As Gaelscoil Áine is a multidenominational school, pupils from different religious denominations are welcomed and cherished.
- We expect all students to behave to the best of their ability.

### **3. The expectations for Students, Staff and Parents.**

#### **3.1 Pupils**

##### ***Pupils can expect to:***

- Be treated fairly and with respect at all times;-
- To feel safe, respected and secure;
- Have positive behaviour reaffirmed;
- Have misbehaviour dealt with appropriately;
- Have their individual differences recognised and acknowledged when, and if, possible.

##### ***Pupils are expected to:***

- attend school daily
- be punctual
- wear a neat school uniform;
- work quietly and safely to the best of their ability at all times;
- respect the right of others pupils to learn;
- show respect for all members of the school community;
- respect school property, the property of others and their own belongings;
- keep the school environment clean and tidy;
- have the correct books and materials in school;
- follow class rules;
- move quietly and carefully around the school;
- line up in an orderly manner before and after break;
- stay on the premises and within designated areas during school times; do their homework to the best of their ability.

#### **3.2 Staff**

##### ***Staff can expect to:***

- be treated with respect
- teach in a well maintained physical environment relatively free from disruption;
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- be listened to and participate in decision making which affects their own work and that of the school in general;
- work in an atmosphere that encourages professional development;

- get support and professional advice from the Board of Management, Department of Education and Skills, the national Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services and other relevant bodies to help to cater for the psychological, emotional and physical needs of their pupils;
- have grievances dealt with according to agreed procedures as set out by An Foras Patrúnachta ( see appendix1)

***Staff are expected to:***

- be au fait with, support and implement the School's Code of Behaviour;
- be cognisant of their duty of care;
- create a safe, welcoming atmosphere for their pupils;
- develop and nurture a sense of self-esteem in each pupil;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- recognise and provide for individual differences as far as is reasonable;
- be courteous, consistent and fair to children and colleagues alike;
- be cognisant of disruption to other classes;
- keep record of serious misbehaviour or repeated instances of misbehaviour;
- provide support for colleagues
- notify management when leaving the premises during school day.

### **3.3 Parents**

***Parents can expect to:***

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition for individual differences among pupils having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- receive progress reports in accordance with agreed school policy (P.T. meetings, standardised tests, and end of year reports)
- receive information on school's policies and procedures.

***Parents are expected to:***

- ensure their children attend school on a daily basis
- ensure that their children are brought to and collected from school on time;
- direct their children to follow the school's Code of Behaviour;
- ensure their children wear the school uniform;
- ensure their children have the correct books and materials;
- have their children's belongings labeled;
- read written communication received from the school and respond appropriately;
- report to the office if calling to the school during the day for any reason;
- make an appointment beforehand if they need to see a teacher;
- to treat all members of the school community with respect;
- to communicate with the school the reasons for absenteeism by phone to the office or by means of a note or email to the class teacher (see Section 9);
- inform class teacher of any change to collection procedure for their children;



- help their children to learn and practice good behaviour and to have a positive attitude towards themselves, other people and towards the school;
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- communicate to the school problems which may affect their child's behaviour;
- attend meetings at the school if requested;
- help their children with their homework and ensure it is completed.

## 4. School Rules

In order to achieve a happy, healthy and safe working environment, where a sense of mutual respect is fostered, every pupil is expected to keep the following rules.

### 4.1 Respect and Courtesy

All pupils are expected to treat staff and fellow pupils with respect and courtesy. Inappropriate behaviour i.e. rough play, bad language, personal remarks, pushing, kicking, hitting, punching, spitting, physical fighting or any form of bullying will not be tolerated. School property and the property of others must be respected at all times.

### 4.2 Use of Irish

The children must use Irish at all times both inside and outside the classroom and when in school uniform i.e. in the school yard, coming to and leaving the school premises, on school trips and during all other school events. Failure to speak in Irish will be deemed to be 'inappropriate behaviour' and sanctions will follow if such behaviours persist (Reference **Polasaí Gaeilge Labhartha/ Policy on Oral Irish and Sections 6.1 and 6.2 of the Code of Behaviour**).

### 4.3 Dress Code

Pupils are required to wear the **complete** uniform everyday except on sanctioned non-uniform days.

### 4.4 Healthy Lunches (Reference Polasaí Lón Sláintiúil/ Healthy Eating Policy)

Healthy lunches enable a child to work more efficiently.

- Crisps, fizzy drinks and chewing gum are not allowed.
- Nuts may be banned if required (if a child in the class has an allergy to nuts).
- Food must be eaten in the classroom.

## 4.5 Homework (Reference Polasaí Obair Bhaile/ Homework Policy)

- Homework is expected to be completed with care.
- Checking and signing by parents/guardians on a daily basis is expected.
- Incomplete homework must be explained in writing by a parent/guardian.

## 4.6 Attendance

- Each child is expected to be in school at 8:30 a.m. when the bell rings. \* Covid-19 Naíonáin Sóisir 8:25- 1:05 Naíonáin Sinsir \*8:30-1:10
- Children need to be collected promptly at home time (1.10/ 2.10).(1.10 i.n Naíonáin/2.10i.n gach rang eile).\* Féach thuas- Covid- 19
- Pupils are expected to be present every day
- Notification of absences is expected. These must be written, by email or note in the 'dialann'.(\*dialann from 1st class)
- Prior notice of early departure from school is expected by phone, email or written note in the 'dialann'.
- On collection of the pupil from school, the parent/ guardian is required to go through the office from where the class teacher will be informed. We would ask parents/guardians to refrain from collecting children during break times
- Pupils leaving school early must be signed out by parent/guardian in the book available outside the office.

## 4.7 Movement throughout the school/ school grounds

### *Pupils*

- Entering and leaving the school must be done in an orderly manner.
- Pupils are asked to use the handrail on stairs.
- Pupils are asked to stand back and allow adults to pass.
- Running is strictly forbidden in classrooms and on corridors.
- Movement of furniture between floors is not allowed. In circumstances where it is necessary to do so, the lift will be used.
- Movement of furniture between classes should only be done under supervision of a teacher.
- Pupils who use bicycles are asked to alight at the school gate.

### *Parents*

- Parents/guardians are asked to leave the school grounds upon collecting pupils particularly at 1.10p.m as school activities are on-going for the older pupils.
- Parents who use bicycles/scooters are asked to alight at the school gate.

## 4.8 Break-times

- Classroom/corridor/yard supervisors are to be obeyed at all times.
- No re-entering the school building during the breaks without permission of teacher/ SNA and without permission.
- When the bell rings and teacher signals the end of break-time, pupils are to line up quietly and stand in an orderly manner until collected by class teacher.
- During inclement weather pupils remain indoors in their classrooms and will be given appropriate activities for the duration of the break. Such activities should not involve children moving around the classroom. The hall may also be used on such occasions.

## 4.9 Mobile Phones (Reference Polasaí Fón Póca/ Mobile Phone Policy)

- Mobile phones are not permitted unless written notification has been given by the principal and prior discussion around the necessity for the phone has taken place.
- In exceptional cases, where permission has been granted, the mobile phone must be handed up to the class teacher in the morning. Responsibility for collecting the phone at the end of the school day will be on the student.

## 4.10 Health and Safety

- Parent(s)/guardian(s) are asked that teachers be made aware of any special needs which a child may have i.e. allergies
- Parent(s)/guardian(s) are asked to please check your child's hair regularly for outbreaks of head lice and treat if necessary.
- Children who are ill should not be in school.
- Requests to remain indoors during break times must be made in writing and signed by parent/guardian.
- All parents/guardians and visitors are required to report to the office and should remain in the foyer. For health and safety reasons parents/ visitors are not permitted to walk through the school unattended.

## 5. Systems for Acknowledging Good Behaviour, Progress and Effort.

### 5.1 Examples of Good Behaviour

There are many examples of **good behaviours** exhibited by pupils during the school day which are praise worthy e.g.

- sharing,
- talking politely to others,

- complying with teacher requests,
- following directions,
- paying attention in class,
- attempting all tasks,
- listening to other pupils and to the teacher,
- completing assignments,
- being thoughtful,
- being patient,
- helping others,
- staying calm, cool and in control in conflict situations, co-operating on the playground with peers, being friendly.

## **5.2 For Individuals, good behaviour may be acknowledged as follows:**

Within the school, good behaviour is praised in a number of ways.

- A quiet word or gesture to show approval;
- A word of praise in front of group/class/ assembly (tionól)
- A certificate of achievement (teastas)
- A mention to the principal;
- A comment/smiley/sticker in the exercise book;
- A mention to parents (verbal or written);
- A treat e.g. if terms of a behaviour contract are fulfilled.

## **5.3 Group/Class**

A Group/Class treat may be given at times and can include:

- Reduction in homework
- Edible treat
- DVD
- Time given to preferred activity
- Extra playtime
- For groups within a class a system of merit marks
- A mention to the principal
- A mention to parents
- Announcement by principal over intercom or at assembly.

# **6. Unacceptable Behaviours and Consequences**

## 6.1 Unacceptable Behaviours

The following lists include behaviours which are deemed to be inappropriate, extending from minor instances to severe and unacceptable behaviours.

### 1. Minor Unacceptable Behaviour a) In class

- Inattention/ daydreaming in class
- Passive engagement in class
- Non-verbal communications – facial expressions/ gestures
- Fidgeting
- Distracting others
- Name calling
- Giddiness
- Talking out of turn
- Being intolerant of others in class
- Changing seats
- Walking around the classroom
- Running in classroom/ corridor
- Failure to complete assignments
- Failing to follow instructions (disobedience)
- Telling lies
- Rudeness/ talking back

Use of English (**Reference Polasaí Gaeilge Labhartha/ Policy on Oral Irish**)

### b) In Yard/ At play

- Teasing others
- Any form of bullying (**Reference Polasaí Frithbhulaíochta / Antibullying Policy**)
- Name calling
- Use of inappropriate language
- Quarrelling with peers
- Deliberate interference in the games of others
- Pushing in the line
- Spitting
- Minor incidents of physical aggression – pushing/ hitting
- Running in the yard without due care

The above are deemed minor incidences of misbehaviour when occurring infrequently. However, these same behaviours will be regarded as serious if regular and persistent.

## 2. Serious Unacceptable Behaviour

#### **a) In class**

- Fighting
- Punching
- Kicking
- Inappropriate physical conduct
- Persistent telling of lies
- Continuous disruption of class lessons
- Interfering with the property of others in the class
- Refusing to carry out a teacher's requests or instructions in a defiant manner
- Throwing missiles
- Passing derogatory notes
- Making rude and inappropriate remarks or gestures about individuals in the class

Name calling/ racist remarks

- Any bullying behaviour (**Reference Polasaí Frithbhulaíochta / Anti-bullying Policy**)
- Any behaviour which endangers the safety of others
- Damage to property
- Stealing
- Cigarettes in school
- Continual refusal to speak in Irish (**Reference Polasaí Gaeilge Labhartha / Policy on Oral Irish**)

#### **b) In Yard/ At play** Fighting/ punching / kicking

- Dangerous horse play
- Inappropriate physical conduct
- Spitting at an individual
- Intimidation
- Exclusion of children from games
- Bullying (**Reference Polasaí Frith-Bhulaíochta/ Anti-bullying Policy**)

### **3. Very Serious Unacceptable Behaviour**

- Bullying (**Reference Polasaí Frithbhulaíochta / Anti-bullying Policy**)
- Verbal abuse of children or staff members
- Racist Remarks
- Physical assault on children or members of staff
- Endangering the safety of others
- In possession of cigarettes
- Smoking on the premises
- In possession of alcohol or drugs
- Use of alcohol or drugs on the premises
- Bringing dangerous items into the school
- Possession of inappropriate reading material, magazines or pictures
- Damage to school property
- Leaving the school premises without permission
- Truancy
- Breaking into the school
- Stealing

- Vandalism

## 6.2 Consequences of Unacceptable Behaviours

### In general

Reprimands for unacceptable/inappropriate behavior will reflect the severity and frequency of the behaviour and the approach will be based on a hierarchy of disciplinary actions. The following are a **list of reprimands** which may be used within the school:

- Verbal reprimand and reasoning (making clear what behaviour was unacceptable);
  - Time out
  - Loss of treat/ miss out on part of fun activity
  - Loss of privilege
  - Stand aside at playtime for a period of time
  - Record name in School Incident Book – Leabhar Dubh
  - Send to another class for a period of time
  - Referral to Principal/Deputy
  - Communication with parent
  - Detention at break time
  - Losses and damage caused must be made good in all cases
- Suspension/expulsion as outlined in **Section 7 and 8**.

## 1. Minor Unacceptable Behaviours - Consequences

- The teacher will use his/ her discretion to determine whether a verbal correction or entry into the incident book is appropriate. Where the incident occurs in the classroom the class teacher will apply an appropriate sanction. Each teacher will keep a record of incidences of unacceptable behaviour in their own class depending on the frequency of the behaviour e.g. Behaviour Tracker.
- If the unacceptable behaviour continues various reprimands will ensue ranging from
  - i)time out
  - ii)loss treat or privilege
  - iii)additional homework or punishment exercise
  - iv)entry in Incident Book

After continuous incidences of **Minor Unacceptable Behaviour** with no evidence of improvement, the child's parent(s) will be sent for to discuss the behaviour and appropriate consequences.

- **Bullying** (Reference **Polasaí Frith-Bhulaíochta/ Anti-bullying Policy**) is considered to be a very serious issue and the school will take the appropriate steps to ensure that such incidents are dealt with accordingly. The following stages outline the procedures which will be followed if incidents of bullying are found to be taking place:

### 1<sup>st</sup> Stage:

The teacher will investigate every incident which is brought to his/ her attention. All the children involved will be given an opportunity to explain their actions. The incident should be recorded in the teacher's diary/journal. If the incident involves a child from another

class the information will be shared with the teacher of the child involved e.g. if the incident occurred at playtime.

### **2<sup>nd</sup> Stage:**

If incidents occur on a regular basis, a comprehensive written report should be made by the teacher. This account should be made following discussions with the children involved on a one-to one basis and finally with the children together. This should happen outside of the classroom. The children should be asked to present a written description of the incident or in picture depending on the child's age. If it is found that the child(ren) have broken the Anti-bullying Policy, they will be informed of this. A copy of the report will be made, signed by the principal and filed.

To ensure that the parents are made aware of the situation the matter is recorded on the child's homework journal which should be signed by the parent.

At this stage the principal has the choice whether or not to inform the Board of Management.

### **3<sup>rd</sup> Stage**

If the child is involved in another incident of bullying the third stage is followed and the parent is called in to speak with the class teacher. It is at the discretion of the teacher to invite the child to be present at the meeting. A report on the happenings at this meeting should be made, copied, kept in the classroom and a copy sent to the office.

If the Board has not already been informed of the incident they should now be informed. It is now the discretion of the Board to deal with the situation.

If the Board of Management is unable to deal with the situation, the Gardaí should be informed.

## **2. Serious Unacceptable Behaviour- Consequences**

- The incident will be recorded in the incident book and a letter will be sent home to the parents informing of this. The letter must be signed and returned to the class teacher.
- A written exercise, appropriate to the behaviour will be given. This is to be completed by the child and signed by the parent.
- Depending on the nature and persistence of the **Serious Unacceptable Behaviour** parents will be requested to visit the school. The child will not be allowed to return to the class until they have done so.
- In the case where a child persists in speaking English the school will follow sanctions as referred to in **Polasaí Gaeilge Labhartha/ Oral Irish Policy**
  - i)The child will be given an oral warning.
  - ii)The child's name may be recorded in "An Leabhar Béarla" on the next occasion and extra homework or other age-appropriate reprimand will be given as a punishment. Extra homework will have to be signed by the parents.



iii) If the child's name is recorded three times the parents will be asked to attend a formal meeting with the principal and the class teacher. The child will be removed from their class and will work in another classroom until this meeting has occurred.

iv) If the child persistently uses an unacceptable level of English a special meeting of the Board of Management will be convened to discuss the suspension of the child from the school.

### **3. Very Serious Unacceptable behaviour - Consequences**

- The incident will be recorded and parents will be requested to visit the school immediately to discuss the matter with the class teacher and principal. The purpose of the visit is to reach an appropriate solution to the problem.
- The child will not be allowed to return to the class until the parents have visited the school but will complete classwork under the supervision of another class teacher.
- The Chairperson of the Board of Management will be informed of the incident immediately.
- Very Serious Unacceptable Behaviour can lead to suspension. The Board of Management has the discretion to recommend suspension within the parameters of the Education Act and TUSLA – Child and Family Agency guidelines. Special Board of Management meetings may be called for the purpose of suspension of pupils.

## **7. Policies and Procedures for Suspension**

### **7.1 Decisions around Suspension**

Suspension will only occur when other interventions have been tried and the school staff have reviewed the reasons why these have not worked.

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

- i) the student's behaviour has had a seriously detrimental effect on the education of other students
- ii) the student's continued presence in the school at this time constitutes a threat to safety
- iii) the student is responsible for serious damage to property.

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

### **7.2 Procedures for Suspension**

Where a preliminary assessment of the facts confirms serious misbehaviour (see list) that could warrant suspension, the school will observe the following procedures:

### ***Inform the student and parents***

Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension.

Parents may be informed by phone and in writing. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

### ***Give an opportunity to respond***

Parents and the student will be given an opportunity to respond before a decision is made and before any sanction is imposed.

Under normal circumstances, a meeting with the student and his or her parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make the case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and his or parents fail to attend a meeting, the Principal will write advising of the gravity of , the importance of attending a rescheduled and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

In the case of immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school will have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

## **7.3 Procedure in relation to immediate suspension**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended.

In the case of immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school will have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

## 7.4 The period of suspension

The normal period of suspension is 1 day at a time / A student must not be suspended for more than one day at a time, except in exceptional circumstances where the Principal considers that a period of suspension longer than this is needed in order to achieve a particular objective. (The Board of Management should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than one day might be approved.

Stepped Approach listed i.e

- i) verbal Warning
- ii) call to parents/ letter to parents
- iii) suspension 1 day/ 2/3 etc
- iv) expulsion

## 7.5 Appeals

The Board of Management must offer an opportunity to appeal the Principal's decision to suspend a student.

## 7.6 Implementing a Suspension

### ***a) Written notification***

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

- i) the period of the suspension and the dates on which the suspension will begin and end
- ii) the reasons for the suspension
- iii) any study programme to be followed
- iv) the arrangements for returning to school, including any commitments to be entered into by the student and
- v) the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- vi) the provision for an appeal to the Board of Management
- vii) the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

The letter should be clear and easy to understand.

### ***b) Records and reports***

Formal written records should be kept of:

i)The investigation into misdemeanor (if applicable) ii)The decision-making process iii)The decision and the rationale for the decision iv)The duration of the suspension and any condition attached to the suspension.

### ***c)Report to the Board of Management***

The Principal is required to report suspensions in accordance with the TUSLA – Child and Family Agency reporting guidelines (Education (Welfare) Act, 2000, Section 21 (4) (a)).

### ***d) Review of use of suspension***

The Board of Management should review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective

## **8. Policies and Procedures for Expulsion**

This document is drafted in accordance with TUSLA – Child and Family Agency guidelines for developing a Code of Behaviour.

The Board of Management has the authority to expel a student. As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated.

### **8.1 Grounds for expulsion**

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

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

i)the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process ii)the student's continued presence in the school constitutes a real and significant threat to safety iii)the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

## 8.2 "Automatic" expulsion

The Board of Management may automatically suspend a student for certain offences. However, this decision does not remove the duty to follow due process and fair procedures.

Expulsion for a first offence

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the school code could include:

- i) a serious threat of violence against another student or member of staff
- ii) actual violence or physical assault
- iii) supplying illegal drugs to other students in the school
- iv) sexual assault.

## 8.3 Procedures for expulsion

The following procedure will be followed in the case of an expulsion.

### **Step 1 A detailed investigation will be carried out under the direction of the Principal.**

In investigating an allegation, in line with fair procedure, the principal will:

- i) inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- ii) give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the students and their parents is essential.

If a student and his or her parents fail to attend a meeting, the Principal will write advising of the gravity of the , the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

## **Step 2 A Recommendation to the Board of Management by the Principal**

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

The Principal will:

i)inform the parents and the student that the Board of Management is being asked to consider expulsion. ii)ensure that parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board of Management is being asked to consider expulsion. iii)provide the Board of Management with the same comprehensive records as are given to parents. iv)notify the parents of the date of the hearing by the Board of Management and invite them to that hearing. v)advise the parents that they can make a written and oral submission to the Board of Management vi)ensure that parents have enough notice to allow them to prepare for the hearing.

## **Step 3 Consideration by the Board of Management of the Principal's recommendation; and the holding of the hearing**

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has any involvement with the circumstances of the case is part of the Board's deliberation (for example, a member of the Board who may have made an allegation about the student).

Where the Board of Management decides to consider expelling a student, it must hold a hearing.

The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

## **Step 4 Board of Management deliberations and actions following the hearing**

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is sustained and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Education Welfare Officer in writing of its opinion, and the reason for this opinion. (Education (Welfare) Act 2000, Section 24 (1) the Board of Management should refer to TUSLA – Child and Family Welfare Agency reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this notification (Education (Welfare) Act 2000, Section 24 (1)).

An appeal against an expulsion under Section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with Section 24 (1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of expulsion (Education (Miscellaneous Provisions) Act 2007, S4A).

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

## **Step 5 Consultations arranged by the Educational Welfare Officer**

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

i) make all reasonable efforts to hold individual consultations with the Principal, the parents and the student and anyone else who may be of assistance. ii) convene a meeting of those parties who agree to attend (Educational (Welfare) Act 2000, Section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

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

Pending these consultations about the student's continued education, the Board of Management may take steps to ensure that good order is maintained and that safety of students is secured (Education (Welfare) Act 2000, section 25(5)). The Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

## **Step 6 Confirmation of the decision to appeal**

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 would formally confirm the decision to expel (this task may be delegated to the Chairperson and the Principal). Parents should be notified immediately and the expulsion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

## **8.4 Appeals**

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29). An appeal may also be brought to TUSLA – Child and Family Agency on behalf of a student.

## **8.5 Review of use of expulsion**

The Board of Management should review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that expulsion is used properly.

## **9. Procedures for Notification of Absence from School (Reference Polasaí Tinrimh/ Attendance Policy)**

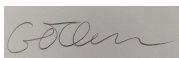
Parents/ Guardians are expected to communicate the reasons for the non-attendance of their child by:

- Notifying the school (e.g. phone call to Secretary/ principal) of the cause of the absence not later than the end of the third day of absence;
  - Sending in a signed dated explanation of absence when the pupil returns to school.
- Such notes are an important part of the record keeping done to fulfill the requirements of reporting to TUSLA – Child and Family Agency.

This policy was ratified at a meeting of the B.O.M on 27/10/20..

Gearóid Ó Cleircín(Cathaoirleach)

Síniú:



Dáta:27/10/20



The next review will take place in Meán Fómhair 2021.