



Gaelscoil an Choillín Cód Iompair na Scoile



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Fís na Scoile & Ráiteas Misin na Scoile

I nGaelscoil an Choillín is é ár misean oibre uathúlacht gach leanbh a cheiliúradh agus tacaíocht a thabhairt do gach dalta scoile a p(h)oitéinseal a bhaint amach dó/di féin, ag cur ar chumas an pháiste é/í fein a fhorbairt mar dhuine sóisialta agus saol iomlán a bheith aige/aici, ag maireachtáil agus ag comhoibriú le daoine eile agus ag cur le maitheas na sochaí.

Spiorad Féiniúlachta na Scoile

I nGaelscoil an Choillín déanaimid sár-iarracht cuidiú lenár daltaí scoile fás agus forbairt chun go mbeidh siad ina ndaoine fásta sláintiúla, féinmhuineacha, aibí agus go mbeidh sé ar a gcumas acu a bpotéinseal iomlán mar dhaoine a bhaint amach. Déanaimid sár-iarracht i gcónaí timpeallacht shábháilte, áthasach a chruthú do na leanaí ina mbraithfidh siad sochar agus ar an eolas go n-éistfeair leo le tuiscint agus le meas má tá cúiseanna inní acu agus go dtugfar faoi na cúiseanna inní sin a shárú.

Éiteas Sainiúil na Scoile

Is scoil lán-Ghaeilge í Gaelscoil an Choillín ag a bhfuil éiteas sainiúil Idirchreidmheach aici. Tabharfar aitheantas don chaoi a shaibhríonn an dá chreideamh agus na sainchreidimh laistigh den Phrotastúnachas an saol in Éirinn. Spreagfar tuiscint agus inghlacthacht ar mhodhanna adhartha Caitliceach agus Protastúnach agus ullmhófar na daltaí do na sacraimintí a bhaineann leo, más cuí é sin.

Réamhráiteas

Chuir Bord Bainistíochta Ghaelscoil an Choillín, i gcomhairle leis an bPríomhoide, na múinteoirí agus na tuismitheoirí, an Cód Iompair seo le chéile don chéad uair nuair a d'oscail an scoil i Meán Fómhair 2006.

School Vision & Mission Statement

At Gaelscoil an Choillín it is our mission to cherish all children and to assist each school pupil in realising his or her potential, enabling the child to live a full life as a social being, living and co-operating with others and contributing to the good of society.

Characteristic Spirit of the School

At Gaelscoil an Choillín we seek to assist our pupils to grow and develop into healthy, confident, mature adults, capable of realising their full potential as human beings. We strive to create a happy and safe environment for the children where they feel secure, knowing that if they have concerns, they will be listened to with understanding and respect and that their concerns will be addressed

School Ethos

Gaelscoil an Choillín has an Interdenominational Ethos respecting all Christian Faiths and implementing the Alive O and Follow Me Religious Programmes.

Introductory Statement

The Board of Management, in consultation with the Principal, teachers and parents first prepared our Code of Behaviour in 2006 when the school first opened.

Réasúnaíocht

- Atmaisféar/timpeallacht a chuirfidh leis an bhfoghlaim a chothú sa scoil.
 - Is ceanglas é faoin Acht Oideachais (Leas), 2000, Alt 23(1) a dhéanann tagairt don cheanglas ar scoileanna Cód Iompair a ullmhú i leith na mac léinn atá cláraithe sa scoil.
 - In Alt 23(2) sonraíonn sé go saineoidh an Cód Iompair;
- (a) Caighdeáin iompair a bheidh le hurramú ag gach páiste inár scoilse.
 - (b) Bearta a fhéadfar a dhéanamh nuair a mhainneoidh nó nuair a dhiúltóidh páiste na caighdeáin sin a urramú.
 - (c) Nósanna imeachta a bheidh le leanúint sula bhféadfar páiste a chur ar fionraí nó a dhíbirt as an scoil.
 - (d) Forais chun deireadh a chur le fionraí a forchuireadh i ndáil le páiste.
 - (e) Nósanna imeachta a bheidh le leanúint i ndáil le fógra maidir le páiste a bheith as láthair ón scoil.
 - (f) A chinntiú go bhfuil an Cód Iompair ag comhlíonadh na gceanglas dlíthiúil agus an dea-chleachtas arna leagan amach sa *Chód Iompair a Fhorbairt, Treoirlínte Scoile, BNLO, 2008* (anois TUSLA, 2014).

Gaol le Spiorad Sainiúil na Scoile

- Mar aon le fealsúnacht na scoile táimid ag súil go mbeidh na páistí scoile gealgháireach agus sábháilte le linn lá scoile - am spraoi & am foghlama.
- Sí aidhm an oideachas bunscoile ná a chur ar chumas an pháiste saol iomlán mar is dual do pháiste a chaitheamh agus an páiste a ullmhú d'oideachas breise agus d'fhoghlaim feadh saoil le go mbeidh sé ar chumas an pháiste teacht chun cinn mar neach sóisialta trí chónaí agus chomhoibriú le daoine eile agus sa tslí sin a c(h)ion a dhéanamh ar mhaithe leis an tsochaí. Táimid ag iarraidh timpeallachta shábháilte foghlamtha a chothú dár bpáistí na scoile ionas go mbeidh siad in ann a gcumas iomláin féin a shroichint.
- Mar thoradh, ní ghlacfar le hiompar nach bhfuil ag dul leis an bhfealsúnacht atá luaite agus a chuireann isteach ar oideachais agus ar shábháilteacht páistí/múinteoirí/daoine eile.

Aidhmeanna

- Cinntiú go gcuirtear timpeallacht oideachasúil ar fáil atá treoraithe ag ár áiteas físe.
- Cur ar chumas na scoile feidhmiú ar bhealach ordúil ionas gur féidir leis na páistí dul chun cinn a dhéanamh i ngach gné dá bhforbartha.

Rationale

- Ensure an orderly environment in our school which promotes learning.
- It is a requirement of the Education Act (Welfare) 2000, paragraph 23(1), that our school prepares a Code of Behaviour for registered pupils.
- In Paragraph 23(2) it details that the Code of Behaviour must define;
 - (a) The standard of behaviour that shall be observed by every pupil.
 - (b) Measures taken when a pupil fails /refuses to observe these standards.
 - (c) Procedures followed before a pupil is suspended/expelled from school.
 - (d) The grounds for removing a suspension imposed in relation to a pupil.
 - (e) Procedures relating to notification of a child's absence from school.
 - (f) To ensure that the Code of Behaviour fulfills the legal requirements and to develop best practice as laid out in the *Guidelines for Schools, NEWB, 2008* (now TUSLA, 2014).

Relationship to the School's Ethos

- In line with our school's philosophy, we want our school pupils to be safe and happy during play and learning times each day.
- The aim of Primary School Education is to enable the pupil to live as full a life as possible, and to prepare him/ her for further education and lifelong learning so that he/she will be able to function socially through living and working with others, and in that way, be a contributing member of society. We strive to develop a safe learning environment for our pupils so that they may each fulfill his/her own potential.
- As a result of this, behaviour that does not fit in with the above philosophy and that interferes with the education and safety of others will not be accepted.

Aims

- To ensure that our school exhibits an educational environment in line with our Vision & Mission Statement.
- To enable the school to function in an orderly manner so that our school pupils can progress in all areas of their development.
- To create an atmosphere of respect and understanding where difference is acknowledged and all are accepted.
- To promote positive behaviour and self control, while recognising the differences between pupils and the need to attend to these differences.
- To ensure the physical and emotional safety of every member of the school community.

- Atmaisféar a chruthú ina bhfuil meas & tuiscint againn ar a chéile agus ina nglactar le gach aon pháiste/múinteoir/ball foirne/tuismitheoir/duine.
- Iompar dearfach agus féinsmacht a chothú, ag tabhairt airde ar na difríochtaí idir pháistí agus an gá le freastal ar na difríochtaí sin.
- Sábháilteacht agus dea-bhraisint gach ball den phobal scoile a chinntiú.
- Cabhrú le tuismitheoirí agus páistí tuiscint a fháil ar na córais agus ar na nósanna imeachta atá mar chuid den Chód Iompair agus a gcomhoibriú a lorg agus na nósanna imeachta sin á chur i bhfeidhm.
- Cinntiú go gcuirtear córas rialacha, duaiseanna agus smachtbhannaí i bhfeidhm ar bhealach cothrom agus comhleanúnach ar fud na scoile.

1. Treoirínte faoin Iompar i nGaelscoil an Choillín

Luann an tAcht Oideachais (Leas), Alt 23 go sonrúidh an Cód Iompair “na caighdeáin iompair a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil”

Rialacha Ginearalta Scoile

- Táthar ag súil go mbeidh cumarsáid iomlán á dheanamh ag gach páiste trí Ghaeilge ach, ag am an ábhair Bhéarla.
- Táthar ag súil go mbeidh meas ag páistí orthu féin agus ar dhaoine eile.
- Táthar ag súil leis go léireoidh gach páiste meas ar mhaoín na scoile, ar mhaoín páistí eile, ar mhaoín na múinteoirí agus ar a maoín féin.
- Táthar ag súil go mbeidh páistí béasach, macánta agus ionraic le pobal na scoile - foireann, páistí, tuismitheoirí agus cuairteoirí.
- Táthar ag súil leis go bhfreastalóidh gach páiste ar scoil ar bhonn rialta agus go mbeidh sé/sí in am.
- Táthar ag súil le dea-iompar ó gach páiste agus go léireoidh gach páiste tuiscint ar pháistí eile agus ar dhaoine fásta.
- Táthar ag súil go mbeidh na páistí cineálta lena gcomhleacaithe agus go mbeidh siad toilteanach cuidiú le páistí agus le daoine eile.
- Táthar ag súil leis go ndéanfaidh gach páiste a d(h)ícheall ar scoil agus sa bhaile nuair atá obair bhaile á dhéanamh aige/aici.
- Táthar ag súil go mbeidh páistí in ann bealaí urramacha a úsáid chun deacrachtaí agus coimhlintí a réiteach.
- Táthar ag súil go mbeidh dea-theanga ar a mbéal acu.
- Níl cead ag páistí rith nó scréadáil insna foirgnimh scoile nó taobh amuigh ach le linn an spraoi.
- Níl cead ag páistí fón póca a bheith acu ar scoil agus beidh an riail seo

- To assist parents and pupils in understanding the procedures and to look for their cooperation in applying those procedures.
- To ensure that the systems of rules, rewards and sanctions are applied in a fair and consistent manner throughout the school.

1. Guidelines for Behaviour in Gaelscoil an Choillín

The Education Act (Welfare), paragraph 23, mentions that the Code of Behaviour will specify “the standards of behaviour that shall be observed by each student attending the school”.

General School Rules

- Pupils at Gaelscoil an Choillín are expected to communicate through Irish except when the subject of English is being taught.
- Pupils are expected to have respect for themselves and for one another.
- Pupils will respect school property, the property of other pupils /teachers as well as their own property.
- Pupils will be mannerly, honest and sincere with all in our school community - staff, other pupils, parents and visitors.
- Every pupil is expected to attend school regularly and to be on time.
- Good behaviour is expected from each pupil and it is expected that pupils will be understanding and respectful of difference and of one another.
- Pupils will be kind to their companions/peers and will help one another.
- Each pupil is expected to try their best while at school as well as while completing their assigned homework / projects.
- We hope our pupils will be able to resolve difficulties and peer-conflict in a respectful way. (Bullying should not be confused with peer conflict)
- Pupils are expected to use good/acceptable language when speaking.
- Pupils are not permitted to run/shout in the school building or at school except during playtimes.
- Pupils may not use mobile phones in school. This will be outlined in our Mobile Phone Policy.

Classroom Rules

There are specific teacher/class designed rules in use in the classrooms. Here are some examples of the classroom rules that teachers may apply;

- Be kind, share, help others and take turns.
- Listen to other pupils and to teachers/visitors when they are speaking.
- Be mannerly, sit down, excuse yourself, say please & thank you.

luaite inár bPolasaí 'Fón Póca Ar Scoil', atá le cur ar fáil go luath.

Rialacha Ranga i nGaelscoil an Choillín

Tá rialacha ar leith i bhfeidhm sna seomraí ranga & ar fud na scoile. Seo samplaí dena rialacha ranga a chuireann múinteoirí na scoile i bhfeidhm:

- Taispéain cineáltas, roinn le páistí eile, tabhair cúnamh agus tóg seal.
- Éist le páistí eile agus le múinteoirí/cuairteoirí nuair atá siad ag caint.
- Bí béasach, suigh síos, abair 'gabh mo leithscéal' & 'go raibh maith agat'.
- Bí meas agat ort féin, ar pháistí eile, ar dhaoine eile.
- Cuir suas do lámh nuair atá rud le rá agat leis an rang/múinteoir.
- Coinnigh d'áit glan, taispeáin meas do mhaoín & timpeallacht na scoile.
- Bí sábháilte, siúil go cúramach agus tú istigh sna foirgnimh scoile.
- Déan do dhícheall le do chuid obair scoile agus le d'obair bhaile.

SAMPLAÍ

Mion Mhí-Iompair

Ag bogadh áit tar éis bualadh an chloigín sa chlós, ag cur isteach ar obair ranga, ag rith i bhfoirgnimh na scoile, ag caint sa líne, ag imeacht as an líne, ag fágáil suíocháin gan cead, ag caitheamh brúscair timpeall na scoile, gan a bheith ag caitheamh an culaith scoile i gceart, drochbhéasach, drochmheasúil, gan obair bhaile a bheith déanta, ag cogaint guma coganta, ag dreapadóireacht áit ar bith timpeall na scoile, a bheith sna foirgnimh gan cead ar maidin/um sosa/um lóin/sa tráthnóna.

Mhí-Iompair Tromchúiseach

Siar cur isteach ar an rang, ag siar insint bréige, ag goid, ag déanamh damáiste de threallamh/de mhaoín páistí eile nó de treallamh scoile agus timpeallachta, ag ais fhreagairt an mhúinteora, ag teacht isteach i gclós na scoile i ndiaidh amanta scoile gan cead, ag fágáil timpeallacht na scoile i rith lá scoile gan cead, ag úsáid drochtheanga, ag gortú páiste eile d'aon ghnó, ag úsáid fóin póca ar scoil gan cead, ag úsáid an idirlíon gan cead, drochbhéasach/drochmheasúil.

Mhí-Iompair Tútach Uafásach

Ag cur foirgnimh nó troscán scoile trí thine, ag fágáil sconnáí ar siúl, iompar ionsaitheach, bagairt ar dhuine, iompar foréigneach in aghaidh baill foirne nó páiste eile, alcól/drugaí nó tabac a bheith ar a seilbh acu nó a úsáid i dtimpeallacht na scoile nó ag imeacht scoile, ag tabhairt uirlísí

- Have respect for yourself, for others and for all property.
- Put up your hand when you have something to say to the class /teacher.
- Keep your place clean, be respectful of school property /environment.
- Be safe, always walk inside the school buildings, do not run.
- Do your best with your schoolwork and with your homework.

EXAMPLES

Minor Misbehaviours

Moving after the bell rings in the yard, interfering with classwork, running in the school building, speaking in the line, leaving the line, leaving seat without permission, throwing rubbish in school, not wearing correct uniform, being rude, being disrespectful, not having homework done, eating chewing gum, climbing in the school grounds, being in the classroom without permission at lunchtime, before or after schooltimes.

Serious Misbehaviours

Continually interrupting the class, stealing, damaging pupil/school equipment, backanswering the teacher, coming into the yard after school without permission, leaving the school grounds during schooltime without permission, using bad language, hurting another child deliberately, using a mobile phone in school without permission, using the internet without permission, rude/disrespectful.

Extreme Misbehaviour

Setting building or furniture on fire, leaving taps running, offensive behaviour, threatening behaviour, violent behaviour towards staff or children, having alcohol, drugs or tobacco on the school premises or at a school event, bringing dangerous implements to school, continuing bullying behaviour in spite of intervention/mediation, ongoing rudeness and disrespect.

2. Whole School Approach to Developing Positive Behaviour

The Staff

i. Special emphasis is put on encouraging a positive environment and atmosphere in the class and throughout the school which encourages good behaviour.

contuirteach ar scoil, ag leanacht le bulaíocht in ainneoin idirghabhála, siar drochbhéasach agus drochmheas.

2. Cur Chuige na Scoile Uile maidir le hIompar Dearfach a Mhealladh An Fhoireann

i. Cuirtear béim faoi leith ar atmaisféar/timpeallacht dearfach a chruthú sa rang agus sa scoil a thacóidh le agus a chothóidh dea-iompar.

ii. Déanann an fhoireann cinnte de go dtugann siad dea-shampla i gcónaí, go bhfuilimid mar rólchuspaí maithe.

iii. Tugtar moladh do dheá-iompar trí mheascán de na straitéisí thíos a úsáid;

- Focal ciúin chun dea-mheas nó do shásamh a chur in iúl m.sh: Is maith liom an chaoi a dúirt tú/go ndearna tú, srl.

- Léirmheas a scríobh i gcóipleabhar an pháiste.

- Cuairt a thabhairt ar mhúinteoirí eile nó ar an bPríomhoide i gcóir moladh.

- Focal molta os comhair grúpa nó rang.

- Ag tabhairt freagracht speisialta nó príbhléid m.sh: Am Órga

- Focal molta le tuismitheoir – moladh scríofa nó focal labhartha

- Aitheantas eile a fháil mar shampla; suaitheantas, teastas.

- Dalta na Seachtaine gach Aoine.

iv. Bíonn deiseanna ag an bhfoireann teagaisc comhaontú ar pholasaithe/chleachtas scoile agus chun tacú le cuspóirí an Chóid Iompair.

v. Déanfar athbhreithniú ar na straitéisí molta go bliantúil ag cruinniú foirne, áit a bpléifear agus a ndéanfar tobsmaointeoireacht ar na láidreachtaí nó ligeachtaí. Beidh deis ag gach múinteoir smaointí a roinnt.

vi. Moltar scileanna & nósanna imeachta bhainistiú ranga mar aon le modhanna teagaisc éifeachtach chun foghlaim na bpáistí a láidriú.

vii. Freastalaíonn an Cód Iompair ar pháistí le deacrachtaí iompair mar thoradh ar riachtanais speisialta oideachais trí IEP, Plean Iompair, grúpaí sóisialta, straitéisí soiléire leagtha amach i gcomhairle leis an bhfoireann tacaíochta foghlama/acmhainne, tuismitheoirí, múinteoirí ranga agus cúntóirí riachtanais speisialta.

viii. Úsáidtear curaclam OSPS na scoile chun tacaíocht a thabhairt don Chód Iompair m.sh: Am Ciorcail/ Am Saor ar an Aoine. An aidhm atá ag an gcuraclam OSPS ná cabhrú lenár bpáistí scoile scileanna cumarsáide, bealaí cuí idirghníomhaíochta & iompair mar aon le scileanna um réiteach

ii. The Staff ensure that they are always giving good example, that we are good role models.

iii. Good behaviour is praised through a using a variety of the strategies below;

- A quiet word to express your pleasure or satisfaction eg: I like the way you said/ did, etc.

- Write a little report in the pupil's copy.

- Send the pupil to visit another teacher or the Principal to be praised.

- Praise in front of a group or the class.

- Give a special responsibility or privilege eg: Golden Time (Am Órga)

- Word of praise to parent, in spoken or written form.

- Other sorts of recognition such as badge, sticker, certificate.

- Class Student of the Week (Dalta na Seachtaine) every Friday.

iv. The staff are given opportunities to discuss and agree on school policies and procedures and to support the aims of the Code of Behaviour.

v. The strategies for praising pupils will be reviewed yearly at a staff meeting, where their strengths and weaknesses will be brainstormed and discussed. Each teacher will be given an opportunity to share their ideas.

vi. Classroom management procedures, skills and, effective teaching methods that encourage learning are fostered and promoted.

vii. The Code of Behaviour serves pupils who have learning difficulties as a result of special needs through IEPs, Behavioural Plans, social groups and clear strategies set out in discussion with the SEN team, parents, class teacher and Special Needs Assistants (whom ever is applicable).

viii. The school's SPHE curriculum is used to support the Code of Behaviour eg: classes may use Circle Time / free time on a Friday. The aim of the SPHE Curriculum is to develop our pupils' communication, appropriate interaction and behavioural skills as well as to develop their conflict resolution skills. It also tries to encourage self respect and helps pupils accept differences and develop citizenship.

The Board of Management of Gaelscoil an Choillín

The Board's role is to ensure that a Code of Behaviour is developed in the school and, that the full school community are involved in its development, in its implementation as well as in its review. The Board has a specific responsibility to promote the school's ethos as well as overall responsibility for all school policies. The Board of Management formally record when the Code of Behaviour is accepted and ratified as well as the

coimhlintí a fhorbairt. Déanann an curaclam OSPS iarracht féinmheas na bpáistí a chothú agus múineadh do pháistí glacadh le difríochtaí agus saoránacht a fhorbairt.

An Bord Bainistíochta ag Gaelscoil an Choillín

Is é ról foriomlán an Bhoird Bainistíochta a chinntiú go bhforbraítear Cód Iompair sa scoil agus an pobal scoile ar fad páirteach san fhorbairt, insan chur i bhfeidhm agus insan athbhreithniú. Tá freagracht ar leith ar an mBord Bainistíochta as éiteas na scoile a chur chun cinn chomh maith le freagracht fhoriomláin as polasaithe scoile. Déanann an Bord Bainistíochta taifead foirmiúil ar ghlacadh agus ar dhaingniú an Chóid Iompair, chomh maith le dáta tosaithe agus cinntí athbhreithnithe. Tugann an Bord Bainistíochta tacaíocht don fhoireann teagaisc agus an Cód Iompair á chur i bhfeidhm acu – traenáil foirne agus leabhair/acmhainní teagaisc a chur ar fáil.

Tuismitheoirí na Scoile

Go gcuirfear an Cód i bhfeidhm go héifeachtach agus go tuisceanach tá géarghá le comhoibriú iomlán ó na tuismitheoirí. Beidh dea-thoradh an Chóid Iompair bunaithe ar dhea-chumarsáid, dea-thoil agus dílseacht na dtuismitheoirí don scoil.

- De réir Alt 23(4) den Acht, cuirfidh an Príomhoide cóip den Chód Iompair ar fáil do thuismitheoirí agus a bpáiste á chlárú sa scoil. Tíg leis an bPríomhoide (mar choinníoll a ghabhann leis an bpáiste sin a chlárú) iarr ar na tuismitheoirí a dhaingniú i scríbhinn go bhfuil an Cód Iompair inghlactha acu agus go ndéanfaidh siad gach iarracht chun a chinntiú go gcomhlíonfaidh a bpáiste an Cód sin.
- Tá caidrimh an-oscailte idir an fhoireann agus tuismitheoirí na scoile. Spreagtar a gcomhoibriú le réimsí éagsúla imeachtaí agus tugtar an deis dóibh bheith rannpháirteach in obair na scoile an oiread agus is féidir.
- Sula dtosaíonn na Naíonáin Shóisearacha ar an scoil bíonn Oíche Eolais dona tuismitheoirí, áit a mínítear rialacha na scoile dóibh. I Mí Mheán Fómhair is féidir Maidin Eolais a bheith ann ina dtéann an múinteoir(i) trí obair na bliana agus, ina ndéantar rialacha an seomra ranga a phlé leo. Bíonn na cruinnithe seo eagraithe ar dhiscreíd an mhúinteora ranga amháin.
- Oibrímid go comhoibritheach le Coiste na dTuismitheoirí agus éistimid lena smaointe.

date that it is to be implemented from and when it is to be reviewed. The Board of Management supports the staff when the Code of Behaviour is being implemented by providing opportunities for staff development as well as resources that will assist in promoting good behaviour.

Parents

To implement the Code of Behaviour effectively and sympathetically, it is essential to have the full support of the parents. The positive results of the Code of Behaviour will depend on positive communication, goodwill and loyalty from the parents of the school.

- According to Paragraph 23(4) of the Education Act, the Principal must provide all parents registering their child in the school with a copy of the Code of Behaviour, and the Principal may (as a condition of registration of the child) ask parents to put in writing their acceptance of the Code of Behaviour and that they will make every reasonable effort to ensure that their child will comply with the Code.
- There is open communication between staff and parents on all aspects of school life. Their co-operation is encouraged in a wide range of events and they are given opportunities to be involved in the school's work as much as possible.
- Before the Junior Infant pupils start at our school, an Information Night is held for new parents, where the school rules are explained to them. In September, Information Mornings where the class teacher goes through the year's work and where they discuss the classroom rules may be organized at the discretion of each class teacher.
- We work collaboratively with Coiste na dTuismitheoirí and we listen to their ideas.
- When and where possible, Information Nights will be organised on various facets of the Code of Behaviour to give parents support with discipline eg: cyberbullying, internet safety, Stay Safe.

Parents are encouraged to help their children respect themselves and others as well as to respect property and to;

- ensure their children attend school regularly and arrive in good time.
- take an interest in their children's school work, support and motivate them in their work as well as to motivate the children to always do their best and be responsible for their own work.
- know the school's Code of Behaviour and support its implementation.

- Nuair is gá agus/nó nuair is féidir linn, eagraímid Oícheanta Eolais bunaithe ar ghnéithe faoi leith den Chód Iompair chun cúnamh a thabhairt do thuismitheoirí, m.sh: sábhailteacht idirlíon, Bí Sábháilte.

Spreagtar thuismitheoirí chun cúnamh a thabhairt dá bpáistí meas a bheith acu orthu féin, ar dhaoine eile, ar mhaoín agus;

- Cinntiú go mbíonn a bpáistí ag freastal ar scoil go rialta agus in am.
- Go mbeadh suim acu in obair scoile a bpáistí agus go dtabharfaidís gach tacaíocht agus spreagadh dóibh, go spreagfaidís a bpáistí a ndícheall a dhéanamh agus a bheith freagrach as a gcuid oibre féin.
- Go mbeadh siad eolach ar an gCód Iompair & tacúil dá chur i bhfeidhm.
- Go leanfaidís na céimeanna cuí má bhíonn inní orthu maidir le scolaíocht a bpáiste. Moltar do thuismitheoirí teagmháil a dhéanamh leis an scoil má bhíonn siad inníoch maidir le hiompar a bpáiste. Cuirtear na nósanna imeachta teagmhála in iúl do thuismitheoirí gach bliain (suíomhghríasáin & Dialann Obair Bhaile) mar aon leis an gcéad nuachtlitir ag tús nablíana. Moltar dóibh labhairt leis an múinteoir ranga nuair a bhíonn aon amhras orthu.
- Go dtabharfaidís comhoibriú don mhúinteoir ranga má bhíonn iompar a bpáiste ag cothú faidhbe do pháistí eile.
- Go gcuirfidís in iúl don scoil aon fhadh a d'fhéadadh tionchar a bheith aici ar dul chun cinn agus ar iompar a bpáiste.
- Go gcabhróidís lena bpáiste an obair bhaile a dhéanamh agus go ndéanfaidís cinnte go bhfuil sé tugtha chun críche aige/aici.
- Go ndéanfaidís cinnte go mbíonn na leabhair scoile agus na hábhair riachtanacha scoile eile ag a bpáistí.

Páistí

- Cód Iompair Ranga a dhréachtadh leis na páistí eile & leis an múinteoir.
- Príomhsmaointí ón gCód Iompair a phlé agus deis a bheith acu a dtuairimí féin a thabhairt go rialta.
- Eolach ar rialacha ginearalta na scoile/an chlóis/an ranga agus, na rialacha sin a phlé sa bhaile lena dtuismitheoirí/caomhnóirí.

3. Straitéisí Dearfacha chun Iompar a Bhainistiú

Baintear úsáid as straitéisí dearfacha ar fud na scoile chun dea-iompar a chur chun cinn agus chun cosc a chur ar dhrochiompar.

- follow the appropriate procedures if they have are worries about any aspect of their child's schooling eg: discipline, bullying, learning etc. As in any other aspect of school life, we recommend that parents contact the school if they are worried about any aspect of their child's behaviour. Information regarding procedures for contacting the school is given to parents every year (website & School Diary) as well as in the first newsletter of the school year. They are encouraged to come and speak to the class teacher if worried.
- co-operate with the staff when their child's behaviour is causing problems for others.
- let the school know of any issues/difficulties that their child has and that could affect the progress or behaviour of that child.
- help their children to do their homework when necessary and ensure that the homework is finished.
- make sure that their children have their schoolbooks and any other necessary materials for school.

Pupils

- Put together classroom rules/behaviours in consultation with the teacher.
- Discuss the main points of the Code of Behaviour and have regular opportunities to give their opinions on the subject.
- Should all know the general rules of the school and should discuss the school rules at home with parents/guardians.

3. Positive Strategies to Manage Behaviour

Positive strategies are used throughout the school to promote good behaviour and to discourage poor behaviour choices.

The Classroom

We will foster a welcoming, open class atmosphere, where pupils feel cared for and, where they take care of one another. Practical strategies for teachers to encourage and promote good behaviour in the classroom are;

- Be alert/aware at all times of what is going on in the classroom.
- Praise and consolidate good behaviour.
- Be aware of the vocabulary you use to correct pupils.
- Know the basic rules/behaviours that are expected in all classes which support the school's ethos and develop a positive learning environment.
- Get the pupils input when developing classroom rules. Have the rules on

An Seomra Ranga

Cothóimid atmaisféar agus suíomh ranga atá fáilteach mar aon le oscailte, áit a n-airíonn páistí go ndéantar cúram dóibh, go dtugtar aire dóibh agus go dtugann siadsan aire do pháistí eile.

Straitéisí praiticiúil do mhúinteoirí chun dea-iompar a spreagadh agus a chur chun cinn sa seomra ranga.

- Bí airdeallach/aireach ar céard atá ar siúl sa rang an t-am ar fad.
- Déan dea-iompar a mholadh agus a dhaingniú.
- Feasach faoin bhfoclóirín a úsáidtear ag ceartú na bpáistí.
- Fios a bheith acu ar na bunrialacha/iompair a mbeifí ag siúl leo i ngach rang/áit scoile (a théann leis an éiteas scoile) agus a chruthaíonn timpeallacht dhearfach don fhoghlaim.
- Ionchur óna páistí agus rialacha ranga á gcur le chéile. Bíonn na rialacha curtha i scríbhinn agus ar thaispeáint sa seomra ranga.
- Déanann múinteoirí cinnte go dtuigeann na páistí an iompar a éilítear orthu agus bíonn siad soiléir maidir leis an gcaighdeán a bhfuil siad ag siúl leis ó thaobh iompair, gnáth chúrsaí agus teorainneacha. Cuirtear é sin i gcuimhne dóibh go minic.
- Míniú an ceangailt idir iompar an pháiste agus an toradh a bhéadh leis. Go dtuigfeadh na páistí na himpleachtaí má tharlaíonn droch iompar agus go bhfuil eolas acu ar smachtbhannaí atá ag dul le droch iompair.
- Pléann an múinteoir(í) tacaíochta foghlama/acmhainne, mar aon leis an múinteoir ranga, rialacha scoile le páistí le riachtanais speisialta.
- Úsáid straitéisí chun cuidiú le páistí clár laethúil a lean agus teorainneacha a choimeád, m.sh: ag úsáid cártaí meabhrúcháin le páistí a choimeád ar tasc, ag úsáid clárama súile.
- Córas soiléir chun aitheantas a thabhairt don dea-iompar agus b'fhéidir duais/príbhleáid a thabhairt mar thoradh. Úsáid duaiseanna feiliúnacha mar cairt réalta, Am Órga breise, Dalta na Seachtaine, srl.
- Smachtbhannaí a chur i bhfeidhm mar fhreagra ar dhrochiompar.
- Clárama struchtúra - rannpháirtíocht gníomhach na bpáistí ina gcuid foghlama, meascán de mhodhanna múinte éagsúla a úsáid - obair grúpa, obair beirte agus obair aonarach.
- Úsáid a bhaint as teicnící bainistíochta seomra ranga - gníomhaíochtaí agus modheolaíochtaí éagsúla - chun suim agus inspreagadh na bpáistí a chothú.
- Athrú suíocháin/áit suite sa rang go rialta nó mar is gá.
- Aistriú réidh idir ábhair nó halla/seomra ranga a chinntiú.

display in the classroom.

- Teachers make sure that the pupils understand the Code of Behaviour and remind them of it regularly and, show his/her class the normal standard of behaviour expected of them in their daily routines.
- Explain the connection between the pupil's behaviour and the consequences of that behaviour as well as ensuring that pupils understand the implications of bad behaviour and the sanctions that will happen as a result of bad behaviour.
- Learning support/resource teacher/s also discuss classroom rules with SEN pupils.
- Use strategies to help pupils keep within daily routines and limits. eg: using reminder cards to keep a pupil on task, using visual timetables.
- Clear system to recognise good behaviour and possibly give prizes/privileges as rewards. Use suitable rewards such as star charts, extra Am Órga, weekly certificate for Dalta na Seachtaine, etc.
- Sanctions to be imposed following misbehaviour.
- Structured timetable - active participation of pupils in their learning, variety of teaching methods to be used eg: class teaching, group work, working in pairs or working alone.
- Use of classroom management techniques to ensure that activities and a variety of teaching methods stimulate and develop the pupils' interest.
- Change pupils' places in class from time to time, or as necessary.
- Ensure smooth transitions between subjects or when moving classrooms.
- Implement classroom rules immediately, consistently and fairly.

The Yard

- Clear rules for the yard that emphasise good behaviour and which state clearly the activities allowed are formulated. These rules will be discussed at a staff meeting early in the year and during the year when necessary. The pupils are informed of the rules through classroom discussion, assembly and regular reminders.
- The rules will be implemented immediately, consistently and fairly.
- The pupils will play calmly while being aware of the safety of all who are in the yard. If play/behaviour is considered to be dangerous or inappropriate, the pupil will be reminded of the school's yard rules.
- There are two breaktimes during the school day, from 10.40-10.55am and from 12.30-12.55pm. There is a supervision rota made out which

- Rialacha ranga a chuir i bhfeidhm go tapa, go leanúnach & go cothrom.

Clós na Scoile

- Leagtar síos rialacha soiléire don chlós súgartha a chuireann béim ar an deaiompar agus a dhéanann soiléir na gníomhaíochtaí a cheadaítear. Déantar plé ar na rialacha seo ag cruinniú foirne ag tús na bliana agus ag amanta eile i rith na bliana, más gá. Cuirtear in iúl do pháistí iad sa rang, ag tionól agus le meabhrúcháin rialta.
- Cuirfear na rialacha i bhfeidhm go tapa, go leanúnach agus go cothrom.
- Beidh na páistí ag spraoi go réidh, ag tógáil san áireamh sábháilteacht gach éinne sa chlós. Má cheaptar go bhfuil spraoi/iompar contúirteach nó mífheiliúnach ann, labhróidh an múinteoir feitheoireachta leis an bpáiste.
- Tá dhá shos ag an scoil – 10:40 go 10:55 agus, agus 12:30 go 12:55in. Tá róta i bhfeidhm don bhfeitheoireacht go mbeidh dóthain daoine fásta sa chlós leis na páistí (idir mhúinteoirí agus CURS, más cuí).
- Beidh na rialach scoile ar eolas ag an gCúntóir Riachtanais Spéisialta (má bhíonn CURS againn) agus déanfaidh sé/sí feitheoireacht ar an bpáiste/í a bhfuil sé/sí freagrach as, anuas ar na páistí timpeall orthu.
- Cuirfidh an CURS an múinteoir feitheoireachta mar aon leis an múinteoir ranga ar an eolas mar gheall ar aon fhadhb a bhí ar an gclós.
- Nuair a bhíonn na páistí ag dul amach ar an gclós iarrrtar orthu siúil i líne go sroicheann siad an clós. Tar éis am spraoi buaileann an cloigín agus stopann gach gluaiseacht (reuite). Siúlann siad go dtí na línte agus seasann siad go ciúin go dtagann na múinteoirí ranga.
- Tá an múinteoir ranga freagrach as a rang féin ag siúl amach agus ag siúl isteach ón gclós. Spreagtar dea-chleachtas agus dea-nósanna.
- (ó am go chéile agus ag braith ar an aimsir/imeachtaí scoile ag an am) tugtar 10 nóiméad breise sa chlós ar an Aoine/Luan don rang is fear ag seasamh ina líne i rith na seachtaine.
- Iarrrtar cead ón múinteoir feitheoireachta má bhíonn páiste ag iarraidh dul ag an leithreas. Téann beirt ag an am. Níl cead níos mó ná sin dul ag aon am amháin.
- Fanann páiste atá tinn/gortaithe taobh amuigh den Seomra Foirne/sa seomra ranga/in oifig an rúnaí (nuair is féidir) agus cuireann an rúnaí/múinteoir feitheoireachta/múinteoir ranga glao gutháin abhaile.
- Fanann páistí atá istigh de bharr smachtbhannaí taobh amuigh den Seomra Foirne.

ensures that there are sufficient adults with the pupils in the yard at any time between teacher/s (and SNAs, if applicable).

- SNAs (if applicable) are aware of the yard rules and will supervise the pupils that they are responsible for as well as the pupils around them.
- The SNA will inform the teacher on duty and the classteacher of any difficulties that arise in the yard.
- When the pupils are going to the yard, they are expected to walk in a line until they reach the yard. After playtime the bell rings and all pupils freeze (stop all movement). Then they walk to the line and stand quietly until they are collected by their class teacher.
- The class teachers are responsible for supervising their own classes walking to and from the yard. Best practice and procedures are encouraged. Each class teacher collects their own class from the line.
- The class who are deemed to have the best line during the week may (from time to time and, weather permitting, etc) be given 10 extra minutes yard time on a Friday/Monday.
- The supervising teacher must be asked for permission to go to the toilet. Pupils must go to the toilet in pairs, larger groups are not permitted.
- Injured/unwell pupils stay outside staff room/in class/in secretary's office (when practical) while the secretary/supervising teacher/class teacher contacts their parents to collect them.
- Pupils who have to stay in as a sanction sit outside the staffroom.
- The class teacher is informed of any misbehaviour. The teacher on yard duty keeps an account of any incident in the yard and Múinteoir Tríona collates the information on a weekly basis. After 6 incidents in the yard, the behavior is deemed as a serious misdemeanour and the class teacher follows the normal procedure in contacting the parents. If an incident happens when there is a substitute teacher on yard or in the classroom, the class teacher continues the procedure upon his/her return. For minor incidents in the yard, pupils can be spoken with, removed from the activity, sent to another area in the yard or, sent to sit outside the staffroom where the 2nd (supervising) teacher monitors the pupil/s.

Leaving the Yard/School without Permission

Send a message to the nearest adult as quickly as possible.

- In other situations that happen without warning, the teacher/teachers/persons in charge will do everything in their power to encourage the pupil to return to school.

- Cuirtear drochiompar in iúl don mhúinteoir ranga. Coinníonn an múinteoir feitheoireachta tuairisc ar eachtraí a tharlaíonn ag am chlóis. Tá an *Nóta Eolais* chun eolas a roinn i measc na foirne ag Múinteoir Tríona Ní Bhaoill. Tar éis 6 eachtra sa chlós, breathnaítear air mar iompair tromchúiseach agus leanann an múinteoir ranga an gnáthchórais teagmhála chun labhairt leis na tuismitheoirí. Má bhíonn Ionadaí Ranga sa chlós agus/nó sa rang ar an lá sin, leanann an múinteoir ranga leis an bpróiseas nuair a fhilleann sé/sí chun na scoile. Do mhion eachtraí clóis is féidir labhairt leis an bpáiste, an páiste a thógáil amach as an spraoi, an páiste a chur ag suí taobh amuigh den Seomra Foirne, áit a bhfuil an dara mhúinteoir (feitheoireachta) ar fáil.

Ag Éalú ón Rang/Clós gan Cead

Cuir teachtaireacht chuig an duine fásta is cóngaraí duit láithreach.

- I gcásanna eile a thiteoidh amach gan coinne dhéanadh an múinteoir/múinteoirí/daoine atá i gceannas ag an am sin gach iarracht an páiste a mhealladh ar ais chuig na scoile.
- Chuirfí fios ar na tuismitheoirí agus ar na Gardaí (más gá) láithreach.

Laethanta Fliucha ar an gChlós Scoile

- Ar laethanta fliuiche fanann na páistí sna seomraí ranga. Cuireann an múinteoir ranga clár teilifíse/dvd ar an gclárbán nó fágann sé/sí cluichí srl, amach dóibh.
- Fanann an CURS leis an rang ina bhfuil sé/sí, má bhíonn CURS againn.
- Bíonn an múinteoir feitheoireachta i dTigín 1 agus bíonn an múinteoir a bhfuil ag tacú leis/léi i dTigín 2.
- Níl cead ag páistí bogadh óna n-áiteanna ach amháin chun dul ag an leithreas.

Limistéir Eile sa Scoil

- Meabhraíonn na múinteoirí do na páistí go bhfuil gá siúil go cúramach taobh istigh dena foirgnimh scoile mar aon leis an gcarchlós, srl.
- Tugtar moladh do na páistí agus dona ranganna is fearr maidir leis na rialacha a lean.
- Meabhraítear na rialacha ag ócáidí tionóil. Cuirtear iad i gcuimhne do na páistí go rialta, ag tús na bliana agus ag tús téarma.
- Tá dualgas ar na múinteoirí gach páiste a cheartú nach bhfuil ag comhlíonadh rialacha na scoile i limistéir eile sa scoil.

- The parents and the Gardaí (if necessary), will be informed immediately.

Wet Days

- On wet days, the pupils stay in their classrooms. This is not teaching time. Activities may include games, reading, DVDs, colouring.
- SNAs (if applicable) stay with their own class.
- The 2nd teacher on the rota remains in Tigín 2 while the teacher on duty remains in Tigín 1, moving regularly from room to room.
- The pupils may not leave their places except to go to the toilet.

Other Areas in School

- The teachers constantly remind the pupils of the importance of walking carefully inside the buildings as well as while crossing the carpark.
- The pupils and classes who are best at keeping the rules in various areas of the school are given praise and recognition.
- The pupils are reminded of the rules at assembly, especially at the beginning of the year as well as at the start of a new term.
- Every teacher is responsible for correcting any pupil who is not keeping the rules in other areas of the school.

School Related Activities

The standards and rules within the Code of Behaviour also pertain to pupils who are away from the school but are still in the care of the school eg: school tours, swimming and visits to the library as well as any other event organised by the school.

Rewards & Sanctions

Rewards

Strategies for praising the pupils will be reviewed on a yearly basis at a staff meeting where their strengths and weaknesses will be discussed and analysed. Rewards will be given for the effort made and not for the achievement alone. We will be careful to ensure that unhelpful competition doesn't ensue, that the same pupils are not chosen repeatedly and, that the pupils do not view the rewards as unachievable and so not motivated by them. Good behaviour and work is praised through using a mixture of the strategies below;

- A quiet word to express your approval or satisfaction.
- Write a report in the pupil's copy/ put a sticker in their sticker copy.

Gníomhaíochtaí Scoile

Baineann na caighdeáin agus na rialacha atá sa Chód Iompair le páistí atá lasmuigh den fhoirgneamh scoile ach fós faoi chúram na scoile, m.sh: turais scoile, snámh, cuairt ar an leabharlann agus imeachtaí seachchuraclaim a eagraíonn an scoil nó scoil eile.

Duaiseanna & Smachtbhannaí

Duaiseanna

Déantar athbhreithniú ar na straitéisí molta seo go bliantúil ag cruinniú foirne áit a phléfear agus a ndéanfar tobsmaointeoireacht ar na láidreachtaí agus ar na ligeachtaí a bhaineann leo. Bronntar duaiseanna de bharr iarrachta agus ní amháin don chur i gcrích. Beimid cúramach i dtaobh duaiseanna nach mbíonn siad mar sprioc na foghlama, nach dtarlaíonn comórtas neamhchuidiúil dá bharr, nach gcuítítear na páistí céanna arís 's arís, nach bhfeictear do na páistí go bhfuil siad dofhaighte agus mar sin neamh spreagthach dóibh.

Tugtar moladh do dhea-iompar trí mheascán na straitéisí thíos luaite;

- Focal ciúin chun dea-mheas nó sásamh a chur in iúl.
- Léirmheas a scríobh i gcóipleabhar an pháiste nó greamathóir a chur ina c(h)óipleabhar .
- Cuairt a thabhairt ar mhúinteoir eile nó ar an bPríomhoide i gcomhair moladh.
- Focal molta ós comhair grúpaí nó rang.
- Ag tabhairt freagracht speisialta nó pribhléid m.sh: Am Órga, cairt réaltaí, teastas seachtainiúil, corn 'Dalta na Seachtaine'.
- Focal molta le tuismitheoir, scríofa sa Dialann nó ráite ag an ngeata.
- Aitheantas difriúil a fháil m.sh: suntas nó teastas, srl.
- Moladh don líne ranga is fear an tseachtain sin.
- Corn do 'Ghaeilgeoir na Seachtaine'.

Smachtbhannaí

Straitéisí chun tabhairt faoin Iompar Míchuí

Tá smachtbhannaí agus straitéisí againn chun tabhairt faoin iompar míchuí agus dea-iompar dearfach a chothú mar aon le droch iompar a sheachaint nó a shéanadh. Coimeádann an múinteoir ranga tuairisc insan leabhar ranga (hardback) atá aige/aici;

1. Labhair leis an bpáiste agus comhairle a thabhairt dó/di.
2. Foláireamh a thabhairt agus comhairle a thabhairt dó/di arís.

- Send the pupil to another teacher or the Principal for praise.
- Praise the pupil in front of the class
- Give a particular responsibility or privilege eg: Am Órga, star chart, weekly certificate, 'Student of the Week Trophy', srl.
- Praise the pupil to their parent in writing (diary) or at the gate.
- Give different types of recognition eg: badge, certificate, etc.
- Praise for the best line that week.
- Class trophy for 'Irish Speaker of the Week'.

Sanctions

Strategies to Deal with Inappropriate Behaviour

The aim of sanctions and strategies to deal with inappropriate behaviour is to encourage good behaviour and to avoid or discourage bad behaviour reoccurring. The class teacher keeps a record in the Class Report Book (hardback);

1. Speak to the pupil and give them advice.
2. Give a verbal warning and then advise them again.
3. Remove the pupil from a group within the classroom (temporarily) or send to another classroom for a short time.
4. If steps 1, 2 & 3 fail, privileges will be removed.

Regarding pupils with special needs, teachers will be careful to help the pupil understand the aims of the sanction and the reason why their behaviour is unacceptable. School and class practices that support good behaviour apply to all pupils, including those who are understood to have special needs.

5. The teacher informs the Principal. The Principal speaks to the pupil and advises him/her. Teacher informs the parent (signed note/ phonecall).
6. If the difficulties persist, the parent is invited to discuss their child's situation with the class teacher initially. The misbehaviour will be explained as well as the school's expectation that the school have their co-operation in improving their child's behaviour. Reference will be made to the Code of Behaviour and it will be impressed on them that the matter will be taken to the next step if matters don't improve. It is at the teacher's discretion and/or depending on the issue to hand, that the pupil may be present at the end of the meeting with the parent.
7. Daily/ weekly supervision of the pupil.

3. Páiste a bhaint amach as grúpa taobh istigh den rang (go sealadach) nó a chur go dtí rang eile go sealadach.

4. Má theipeann ar chéim 1, 2 & 3 déanfar pribhléidí a bhaint.

Maidir le páistí le riachtanais speisialta beidh múinteoirí cúramach go gcuidíonn siad leis an bpáiste aidhm an smachtbanna a thuiscint go soiléir agus an fáth a bhfuil a (h)iompar doghlactha. Tá na cleachtais scoile agus seomra ranga ann do gach páiste, páiste le riachtanais speisialta oideachais san áireamh.

5. Cuireann an múinteoir an Príomhoide ar an eolas. Labhraíonn an Príomhoide leis an bpáiste agus tugann sí comhairle dó/di. Déanann an múinteoir ranga teagmháil leis na tuismitheoirí (nóta sa Dialann Obair Bhaile nó glao gutháin).

6. Má leanann na deacrachtaí tabharfaidh an múinteoir ranga cuireadh do na tuismitheoirí buaileadh leis/léi. Déanfar an scéal a mhíniú dóibh agus míneofar dóibh go bhfuil an scoil ag súil lena gcomhoibriú. Déanfar tagairt don Chód Iompair agus go gcuirfear an chéad chéim eile i bhfeidhm muna dtagann feabhas ar chúrsaí. Fágfar faoi dhíscréid an mhúinteora ranga an páiste a bheith i láthair ag an gcruinniú nó ag an deireadh, más cuí sin.

7. Maoirseacht laethúil/seachtainiúil ar an bpáiste.

8. Má leanann na deacrachtaí tabharfaidh an múinteoir ranga cuireadh do na tuismitheoirí buaileadh leis/léi in éineacht leis an bPríomhoide. Mínítear dóibh an chéad chéim eile.

9. Má leantar fós leis na deacrachtaí cuirfear é seo in iúl do Bhord Bainistíochta na Scoile. Moltar don Bhord Bainistíochta litir chlárarithe a seoladh chuig na tuismitheoirí ag míniú na himpleachtaí a bhaineann leis. Cabhróidh dearcadh agus dílseacht tuismitheoirí i leith na scoile go mór le hiompar a bpáiste. Déanfaidh an fhoireann cinnte gur áit oscailte agus fáilteach í an scoil don tuismitheoirí, nach mbeidh siad neirbhíseach ag teacht isteach chun labhairt leis an scoil ag an bpointe seo.

10. Tabharfar cuireadh amháin eile do na tuismitheoirí buaileadh leis na páirtithe thuasluaite. Cuirfear in iúl do na tuismitheoirí an chéad chéim eile - fionraí.

Pléascadh Feargach

Uaireanta tugaimid comharthaí faoi deara go bhféadadh pléascadh titim amach, m.sh: comharthaí fisiciúil, siúil go crosta, ag pleacaíocht le treallamh, athrú san aghaidh, cuma an choirp, dath an éadan, tonn an

8. If the difficulties still persist, the class teacher will invite the parents to meet with him/her again along with the Principal. The next step will be explained at this point.

9. If the inappropriate behaviour continues, the Board of Management will be informed. It will be recommended that the Board send the parents a letter outlining the situation and the implications for their child. A positive attitude by parents towards the school will help immensely with their child's behaviour. The staff will ensure that the school is an open, welcoming place for parents so that they won't feel anxious coming to speak to members of staff.

10. The parents will be given one more invitation to come to the school to discuss the problems with the parties mentioned above. The parents are informed of the next step - suspension.

Angry Outbursts

Occasionally, we get signals that someone could lose their temper, eg: physical signs, walking angrily up and down, messing around with equipment, shuffling of the feet, change in facial expression, body language, colour of the face, the pitch of the voice, speaking in a challenging way, moving around the classroom, over-sensitive to advice given.

Strategies to Diminish the Mood/Anger

- Try to calm the pupil and lessen the anger.
- Divert his/her attention elsewhere - this will be more effective with younger pupils, distracting them to another activity.
- Change/take away the source of the anger and/or change their place in the class. Remove the pupil from the situation which is causing them anxiety. Send them on a message or give them a responsibility (job). If the anger is directed at the teacher, it is best to give the pupil some time to themselves.
- Change of activity - change the task you wish the pupil to take part in.
- Humour - use it carefully as this could be perceived as an insult. Avoid sarcasm. Humour can be effective if used carefully.
- Communication - it is important for the pupil to be listened to and, to feel that his/her viewpoint is given a fair hearing.
- Relax - use techniques to relax the pupil, eg: breathing techniques. These can be taught at a time when the pupils are secure and calm and, can be

glór, teanga dúshlánach, athrú áite sa seomra ranga, róghoilliúnach do chomhairle.

Straitéisí tabhairt faoi Phléascadh Feargach

- Déan iarracht an páiste a chiúiniú agus an fonn feirge a laghdú.
- Aire a dhíriú ar rud eile - beidh seo níos éifeachtaí le páistí óige.
- Bain an foinse feirge agus/nó athraigh áit an pháiste. Tóg an páiste ón suíomh a bhfuil á dhéanamh buairt dó/di. Cuir an páiste ar theachtaireacht nó freagracht a thabhairt dó/di. Má tá fearg dírithe ar an múinteoir, is fearr am a thabhairt don pháiste leis/léi féin.
- Athraigh an tasc don pháiste.
- Greann - is féidir le greann a bheith éifeachtach ach a úsáid go cúramach nach bhféadfadh an páiste é seo a phiocadh suas mar mhasla. Searús a sheachaint.
- Cumarsáid - tá sé ríthábhachtach do pháistí go n-éistear leo agus go dtuigeann siad go bhfuil tábhacht lena dtuairimí.
- Scith a ligeann - úsáid a bhaint as bealaí éagsúla chun suaimhneas a chur ar an bpáiste. Múintear/pléitear/socraítear iad seo ag am atá an páiste socair ní ar an bpointe a tharlaíonn eachtra. Is féidir tagairt a dhéanamh dóibh nuair a tharlaíonn eachtra nó nuair a bhraitear go dtarlódh eachtra m.sh anáilú, dul ag siúl, dul ag rith, éisteacht le ceol, liathróid a ciceáil sa chlós, srl
- Tá se fíorthábhachtach go mbíonn clár iompair dearfach i bhfeidhm dona páistí ionas go dtuigeadh siad na roghanna éagsúla gur féidir a thógáil nuair a airíonn siad faoi bhrú nó trína chéile, (agus tuismitheoirí ar an eolas faoi, páirteach ann go rialta).

Iompar Ionsaitheach & Foréigineach a Bhainistiú

Tá éagsúlacht agus féiniúlacht ag baint le gach páiste. Bíonn tionchair sheachtracha agus inmheánacha ar an bpáiste. Tuigean na múinteoirí nuair atá fadhb áirithe ag páiste, a chuireann isteach ar a c(h)umas mothúcháin áirithe a bhainistiú; gur féidir le sin cur isteach ar smacht ranga, ar shábháilteacht páistí agus/nó ar shábháilteacht na múinteoirí. É sin ráite is ar an múinteoir/múinteoirí a bhfuil freagracht sábháilteachta na bpáistí.

- Má tá páiste le fadhbanna dáiríre mothúcháin agus/nó deacrachtaí iompair a chuireann isteach ar shábháilteacht na múinteoirí/ na bpáistí,

referred to when an incident happens or when it is felt there is a danger of an incident flaring up; eg: breathing, football, running, music.

- It is important that there are positive behaviour strategies in place for pupils like this so that they understand the choices they can take when they feel under pressure or upset.

Managing Violent & Aggressive Behaviour

Each child is individual and both internal/external factors affect each pupil differently. Taking that into consideration, the teacher understands that, if a particular pupil has difficulties with their ability to self-regulate certain emotions; this can cause problems for classroom management, and/or for the safety of the pupil, of other pupils and/or the teacher. It is the teacher's responsibility to ensure the safety of all the pupils, at all times.

- If the pupil concerned has serious emotional and/or behavioural difficulties that are endangering the safety of other pupils/teacher, the class teacher/learning support teacher/resource teacher/Principal may advise the parents to have their child psychologically assessed.
- Recommendations may be made to seek help from local support services to attend to the individual needs of the pupil, e.g Special Educational Needs Organiser (NCSE/SENO), National Educational Psychological Services (NEPS), An Comhairle Náisiúnta Um Oideachais Spesialta (SESS), HSE Springfield Centre, TUSLA/NEWB.
- The Special Education Needs personnel (learning support/resource) help the class teacher manage the challenging behaviour.
- With the help of the learning support/resource teacher(s)/parents, the class teacher puts an Individual Behaviour Plan in place for the pupil.
- Each member of staff will assist and support the class teacher through reflection and analysis of the pupil's behaviour. Such discussion may help the teacher identify the cause/s of the undesirable behaviour and formulate further strategies to help prevent future re-occurrences.
- A range of books focussing on challenging behaviour and methods to manage such behaviour are made available to staff.

molfaidh an múinteoir ranga/tacaíochta foghlama/Príomhoide do na tuismitheoirí tástáil/meastóireacht shíceolaíochta a shocrú dá bpáiste.

•Is féidir tacaíochtaí a lorg ó sheirbhísí tacaíochta áitiúla ar féidir leo cuidiú chun freagairt mar is iomchuí do riachtanais an pháiste le deacrachtaí iompair agus/nó fadhbanna mothúchána. m.sh: eagraithe de chuid Riachtanais Oideachais Speisialta, NCSE/SENO, An tSeirbhís Náisiúnta Síceolaíochta Oideachais/NEPS, seirbhísí cúram poiblí/HSE Springfield, An Comhairle Náisiúnta Um Oideachais Speisialta (SESS), TUSLA/NEWB, An tSeirbhís Náisiúnta Iompar, srl.

• Tugann Foireann Riachtanais Speisialta Oideachais na Scoile cabhair don mhúinteoir ranga tabhairt faoin iompar dúshlánach a bhainistiú (tacaíocht foghlama/tacaíocht acmhainne), agus cuirtear plean iompair aonair le chéile don pháiste.

• Tabharfaidh gach ball fóirne tacaíocht don mhúinteoir ranga, ag cuidiú leis an múinteoir machnamh agus anailís a dhéanamh ar na cúiseanna mar aon le bealaí a aimsiú leis an iompar a athrú.

• Tá stór leabhar eolais & tagartha ar fáil sa scoil agus tríd leabharlann SESS.

Fionraí/Díbirt

Fionraí

Is gá do scoileanna, faoi Alt 23(2) den Acht Oideachais (Leas) 2000, a shonrú ina gCód Iompair, na nósanna imeachta le leanúint má chuirtear páiste ar fionraí nó má dhíbrítear an páiste ón scoil. Sula gcuirtear páiste ar fionraí tógfar san áireamh;

- Cinéal & tromchúis an iompair**
- Comhthéacs an iompair**
- Tionchar an iompair**
- Iarrachtaí idirghabhála réamhthógtha**
- An é an rogha is fear don pháiste é/í a chur ar fionraí?**
- Tionchar féideartha na fionraí**

De ghnáth, déanfar gach iarracht tabhairt faoi idirghabháil roimh fhionraí agus míneoidh foireann na scoile na fáthanna nach raibh ag éirí leis an idirghabháil sin. Samplaí d'iompar tromchúiseach a mbeidh fionraí mar thoradh air ná;

- Go raibh drochthionchar tromchúiseach ag iompar an pháiste ar oideachas na bpáistí eile.**

Suspension/Expulsion

Suspension

Schools must, under Section 23 of the Education Act 2000, state the practices to follow if a pupil is suspended or expelled from the school. Before a pupil is suspended the following are taken into account;

- Type and severity of the behaviour**
- Context of the behaviour**
- Impact of the behaviour**
- Mediation efforts to date**
- Is the suspension the most suitable option for the pupil?**
- Possible impact of the suspension**

Usually every effort is made to mediate before suspension and the teaching staff will outline why this mediation process did not work. The following are examples of serious misconduct which would warrant suspension;

- If a pupil's behaviour is having damaging effects on the education of other pupils.**
- If there is a Health & Safety issue with the pupil remaining in school.**
- If a pupil is responsible for vandalism or theft.**

Procedures for Instant Suspension

When the Principal makes a decision for instant suspension based on the safety of pupils/staff/other persons, a report to support the instant suspension must be made as soon as possible. In such situations the parents will be notified and asked to collect their child. BB is notified.

Length of Suspension

- The pupil will be suspended for up to 3 days. No pupil will be suspended for more than 3 days except in exceptional circumstances, ie where the Principal is of the opinion that a period of more than 3 days is required to achieve certain objectives. If a suspension of more than 3 days is required, the subject of the suspension will be sent to the Board of Management to be reviewed and approved, taking all considerations into account.**
- The Board of Management can authorise the Principal to extend a suspension for up to 5 days, subject to Chairperson's approval. In the event that a Board of Management meeting cannot take place, under the guidelines that govern this type of suspension, this authorisation must be given in writing.**
- A suspension may not go over 10 days.**

- Go bhfuil bagairt ann do shábháilteacht an pháiste féin /na bpáistí eile/baill foirne má fhanann an páiste sa scoil i láthair na huaire.
- Go bhfuil an páiste freagrach as damáiste tromchúiseach do mhaoin.

Nósanna Imeachta le Fionraí Láithreach

I gcás go ndéanann an Príomhoide cinneadh gur chóir páiste a chur ar fionraí láithreach ar mhaithe le sábháilteacht an pháiste/na bpáistí eile/na foirne nó daoine eile, ba chóir tuairisc a chur le chéile chomh luath agus is féidir chun tacú leis an bhfionraí láithreach. I gcás fionraí a ghearrfaí láithreach, ní foláir na tuismitheoirí a chur ar an eolas agus socrúithe a dhéanamh leo go mbaileofaí na bpáiste. Cuirtear an Bord Bainistíochta ar an eolas faoin bhfionraí láithreach.

Tréimhse na Fionraí

- Cuirfear páiste ar fionraí do thréimhse nach faide ná 3 lá. Ní chuirfear an páiste ar fionraí do thréimhse níos faide ná trí lá ach amháin, i gcúinsí eisceachtúla go bhfuil an Príomhoide den tuairim go bhfuil géarghá le thréimhse níos faide ná trí lá chun cuspóirí áirithe a bhaint amach. Má bhíonn fionraí níos faide ná trí lá, cuirfear an t-ábhar faoi bhráid an Bhoird Bhainistíochta le hathbreithniú agus le faomhadh, ag cur na gcúinsí ar fad san áireamh.
- Is féidir leis an mBord Bainistíochta cead a thabhairt don Phríomhoide fionraí nach faide ná cúig lá a ghearradh ach, cead an Chathaoirligh a fháil, sa chás nach féidir cruinniú Boird a reáchtáil, faoi réir na dtreoracha a bhaineann lena leithéid d'fhionraí. Is gá an cead seo a thabhairt i scríbhinn.
- Ní féidir thréimhse fionraí níos faide ná 10 lá a ghearradh.
- Is gá don Bhord athbhreithniú foirmiúil a dhéanamh ar mholadh ar bith chun páiste a chur ar fionraí sa chás gurb ionann an fionraí iomlán agus thréimhse níos faide ná fiche lá scoile.
- Is gá tuismitheoirí a chur ar an eolas faoina gceart achomharc a dhéanamh má chuirtear a bpáiste ar fionraí ar feadh thréimhse níos faide ná 20 lá san iomlán in aon scoilbhliain amháin.

- If a pupil's suspension amounts to more than 20 school days, the Board of Management must make a formal evaluation of the suspension.
- Parents are to be made aware of the appeal process if their child is suspended for more than 20 days in total in the school year.

Expulsion

A pupil will be expelled when the Board of Management decides that he/she should be permanently removed from the school and, after following Section 24 of the Education Act 2000. The Board of Management alone has the authority to expel a pupil from the school. Expulsion is a very serious step that the Board of Management must take in the case of very serious behaviour.

Factors Relating to Expulsion

- Every effort must be made by the school to make sure procedures are put in place to avoid expulsion, including, where appropriate;
- Meet with parents and pupil to facilitate ways to improve his/her unacceptable behaviour.
 - Ensure that the pupil understands the impact and consequences of continuing with his/her behaviour.
 - Make sure that every possible effort has been made to avoid expulsion.
 - Advice should be sought from: HSE, NEPS, TUSLA, SESS, NCSE.

Expulsion should be made in the following circumstances;

- If a pupil's behaviour is having serious damaging effects on the education of other pupils.
- If there is an extreme Health & Safety issue with the pupil remaining in school.
- If a pupil is responsible for vandalism or theft.

The reasons for expulsion are like the reasons for suspension. The main difference between them are that for expulsion the school authorities have made every possible effort to negotiate and mediate with the pupil and the family and, are certain that this is the only option left available to them.

Instances of Immediate Expulsion

The Board of Management have the authority to immediately expel a pupil in the following exceptional circumstances:

- A serious violent threat to other pupil/ staff.

Díbirt

Díbrítear páiste ón scoil nuair a dhéanann Bord Bainistíochta cinneadh an páiste sin a eisiáimh go buan ón scoil, tar éis don Bhord forálacha Alt 24 den Acht Oideachais (Leas) 2000 a chomhlíonadh. Is ag an mBord Bainistíochta amháin atá an túdaráis páiste a dhíbirt ón scoil. Is céim olltromchúiseach é díbirt agus ceann a chaithfidh an Bord Bainistíochta a ghlacadh i gcásanna tromchúiseacha iompair.

Forais le Díbirt

Ba chóir don scoil gach iarracht a dhéanamh próisis soiléire a chur i bhfeidhm chun díbirt a sheachaint, lena n-áirítear, de réir mar is cuí:

- Cruinniú leis na tuismitheoirí agus leis an bpáiste chun iompar doghlactha an pháiste a phlé agus a fheabhsú.
- A chinntiú go dtuigeann an páiste cad a tharlóidh má leanann a d(h)rochiompar ar aghaidh.
- A chinntiú go bhfuil iarracht déanta gach rogha eile a chíoradh.
- Comhairle a lorg ó: NEPS, HSE, TUSLA, SESS, NCSE.

Ba cheart páiste a dhíbirt sna cúinsí seo a leanas (mar shampla);

- Go mbíonn tionchar tromchúiseach díobhálach ag iompar an pháiste ar oideachas na bpáistí eile.
- Go bhfuil fíorbhagairt shuntasach ann do shláinte agus do shábháilteacht na bpáistí eile nó na ndaoine eile fad is a bhíonn an páiste sin ar scoil.
- Go bhfuil an páiste freagrach as damáiste tromchúiseach do mhaoin nó as ábhar a ghoid.

Is ionann na cúiseanna le díbirt agus na cúiseanna le fionraí. An difríocht is mó atá eatarthu ná go bhfuil na húdaráis scoile tar éis triail a bhaint as raon idirghabhálacha agus, go bhfuil siad den tuairim go bhfuil na féidearthachtaí go léir cíortha acu le athrú ar iompar an pháiste a bhaint amach.

Díbirt Láithreach

Tá an t-údaráis ag an mBord Bainistíochta páiste a dhíbirt ón scoil láithreach i gcásanna eisceachtúla mar na cásanna seo leanas;

- Bagairt thromchúiseach foréigineach in aghaidh páiste eile/ball fóirne
- Foréigean nó ionsaí iarbhír
- Ag soláthar drugaí do pháistí eile sa scoil.

- Violent assault.
- Selling drugs to pupils.
- Sexual assault.

Keeping Records

Class & Whole School

Each teacher has a Class Incident Report Book (hardback) for minor class and yard misdemeanours pertaining to pupils in their class. This record book is kept in the classroom. When 6 minor misdemeanours have been recorded they are viewed upon as a serious misdemeanour. The Principal is informed and the class teacher makes sure that the parents are notified of the behavioural issues. Serious incidents may also be recorded in this book but they must also be recorded in the Incident Book (office), on an Incident Report Form (office) and thereafter circulated amongst staff (Triona Ní Bhaoill).

Attendance & Punctuality Records

In Accordance with Section 18 of the Education Act 2000, the parent is obliged to ensure that their child attends school from the day they are registered to start onwards. It also the parents' obligation to notify the Principal via a note to the class teacher, if their child is absent and to include the reason for the absence. According to the aforementioned Act, the Child & Family Agency TUSLA, must be notified if a pupil misses more than 20 days of school. The teacher will keep all notes and doctor's certificates in the classroom.

The parent must sign a note if they intend to take their child from school within school hours.

Strategies for Promoting Good Attendance will include;

- Informing parents at the beginning of the school year about Section 18 of the Education Act, 2000 and stress the importance of punctuality and good attendance in the school.
- Send a reminder home to parents every September reinforcing the importance of punctuality and good school attendance.
- Strongly recommend to parents that they not take their child/children out of school to go on holidays.
- Creating a positive, stimulating and inviting atmosphere in the school.

- Ionsaí gnéasach.

Taifid a Choimeád

Seomraí Ranga & Scoil Uile

Tá Leabhar Eachtraí Scoile (hardback) ag na múinteoirí ranga ar fad mar aon leis an múinteoir(í) tacaíochta foghlama/acmhainne chun eachtraí mionchúiseacha leanúnacha ranga. Coimeádfaidh an múinteoir sa seomra ranga é. Nuair atá 6 eachtra cláraithe breathnaítear orthu anois mar eachtra thromchúiseach. Cuirtear an Príomhoide ar an eolas agus cuireann an múinteoir ranga na tuismitheoirí ar an eolas i rith na bliana faoina ceisteanna iompair. Is féidir eachtraí tromchúiseacha a chlárú sa leabhar seo chomh maith ach is gá an Leabhar Eachtraí Scoile (Incident Book in office) a líonadh freisin agus an t-eolas seo a scaipeadh i measc na foirne teagaisc (Tríona Ní Bhaoill).

Nósanna Imeachta maidir le Tinreamh & Poncúlacht

De réir Cuid 18 den Acht Oideachais (Leas) 2000, tá dualgas reachtúil ar an tuismitheoir a chinntiú go bhfreastalaíonn a p(h)áiste ar an scoil ón am a chláraítear iad. Chomh maith leis sin tá sé de dhualgas ar an tuismitheoir a chur in iúl don Phríomhoide (trí nóta a sheoladh chuig an múinteoir ranga) nuair atá a p(h)áiste as láthair agus an fáth leis seo. De réir an Achta cuirfeadh in iúl don Bhord Náisiúnta Leasa Oideachais má tá páiste as láthair 20 lá nó níos mó (TUSLA/NWEB). Coimeádfaidh an múinteoir ranga na litreacha/nótaí seo mar aon leis na teastais dochtúra i bhfillteán sa seomra ranga.

Is gá don tuismitheoir nóta a shíniú más mian leis/léi a p(h)áiste a thógáil ón scoil le linn uaireanta scoile.

Straitéisí chun Deathinreamh Scoile a Spreagadh ná, mar shampla;

- Ag tús na scoilbhliana, tuismitheoirí a chur ar an eolas faoi ábhar an Acht Oideachais (Leas) 2000, agus béim a leagan ar an tábhacht a bhaineann le poncúlacht agus le tinreamh láidir.
- Cuirfidimid Nuachtlitir abhaile gach Meán Fómhair ina rianófar tábhacht poncúlachta/tinrimh scoile.
- Moltar go láidir do thuismitheoirí gan a bpáistí a thógáil ar laethanta saoire le linn am scoile.
- Timpeallacht scoile spreagúil agus tarraingteach a chruthú.

- Identifying and praising good and improved punctuality/attendance.
- Awarding certificates for good attendance to pupils that did not miss any days during each term and at the end of the school year.

Success Criteria

- Positive outward behaviour in the classroom, in the yard and in the school environment.
- Use of aims and strategies mentioned in this policy to be implemented by all staff consistently.
- Note positive feedback by pupils, teachers and parents.

Roles & Responsibilities

- The Board of Management have a central role to ensure that the policy is implemented throughout the school.
- The school staff have a central role also in ensuring that the policy is implemented with the support of the pupils and parents.
- The Principal and Deputy Principal will monitor the implementation of the policy with the support of all staff.
- Understanding and support will be required from staff, pupils and parents in order to implement the policy.

Implementation

This policy was first implemented when the school opened in 2006.

The policy will be reviewed and various elements revised as required.

Ratification & Review

This policy was ratified by the Board of Management when the school first opened in 2006. It was further reviewed in 2009 and again in 2011. This policy will be reviewed by the Board of Management on 5th December 2016. This policy is available on our website www.gaelscoilanchoillin.ie.

- Aitheantas a thabhairt do thinreamh maith nó feabhsaithe.
- Ag deireadh na scoilbhliana tabharfar teastas dea-thinrimh dona páistí nár chaill aon lá scoile i rith na bliana.

Critéir Rathúlachta

- Iompar dearfach sna seomraí ranga, sa chlós agus sa timpeallacht.
- Cleachtais agus nósanna imeachta liostaithe sa pholasaí seo a bheith curtha i bhfeidhm go leanúnach ag gach múinteoir.
- Aiseolas dearfach ó mhúinteoirí/thuismitheoirí agus ó pháistí.

Rólanna & Freagrachtaí

- Tá ról lárnach ag an mBord Bainistíochta le cinntiú go bhfuil an polasaí á chur i bhfeidhm sa scoil.
- Tá ról lárnach ag an bhfoireann teagaisc maidir le cur i bhfeidhm an pholasaí seo le tacaíocht óna tuismitheoirí/páistí.
- Déanfaidh an Príomhoide agus an LeasPríomhoide comhordnú agus monatóireacht ar an gCód le tacaíocht ón bhfoireann.
- Beifear ag súil le tuiscint agus tacaíocht óna múinteoirí, páistí agus tuismitheoirí maidir le cur i bhfeidhm an Chóid.

Cur i bhFeidhm

Cuireadh tús leis an bpolasaí seo don chéad uair nuair a d'oscail an scoil i Meán Fómhair 2006.

Athbhreithniú & Daingniú

Dhaingnigh an Bord Bainistíochta an polasaí seo don chéad uair nuair a d'oscail an scoil i Meán Fómhair 2006. Rinneadh athbhreithniú ar an bpolasaí i 2009 agus arís i 2011. Déanfaimid athbhreithniú ar an bpolasaí seo arís ar an 5ú Nollaig 2016.

Tá cóip den pholasaí seo ar fáil ar www.gaelscoilchoillie.ie.