

AN CÓD IOMPAIR CODE OF BEHAVIOUR

Gaelscoil Raifteirí,

Faiche an Aonaigh,

Caisleán a' Bharraigh,

Co. Mhaigh Eo

Uimhir Rolla: 19832D



Clár ábhair

- Réamhrá
- Pobal na Scoile
- Aidhmeanna
- Caighdeáin iompair
 - Iompar ginearálta scoile
 - Leanaí le riachtanais shóisialta, mhothúchána agus iompraíochta
 - Iompar ginearálta sa seomra ranga
 - Iompar i gclós na scoile
- Ionchais na nDaltaí
 - Ar laethanta Fliucha
 - Sa Leithreas
 - Ar Laethanta Snámha
 - Ar Thuraisí Scoile
 - I dTimpeallacht na scoile
- Rialacha Órga
- Córais agus Gnáthaimh Scoile
 - Amantaí Scoile
 - Obair bhaile
 - Tinreamh
 - Sainéide Scoile
 - Sláinte agus Sláinteachas
 - Timpistí
- Straitéisí chun dea-iompar a dhaingniú agus a chur chun cinn
- Córais Dreasachtaí agus Luaíochta
- Déileáil le mí-iompar
- Cuspóir Smachtbhanna
- Smachtbhannaí Féideartha le haghaidh Mí-iompair
- Nós imeachta tar éis Mí-iompair
- Catagóirí Iompraíochta Neamh-inghlactha
 - Fionraí
 - Díbirt
- Cumarsáid idir tuismitheoirí agus múinteoirí
- Freagracht as smacht
- Cód Iompair agus Tuismitheoirí
- Polasaí na Scoile maidir le Bulaíocht
 - Sainmhíniú
 - Éiteas na Scoile

- Feasacht
- Níosanna Imeachta maidir le Teagmhais Tuairiscithe
- Imscrúdú agus Déileáil le Teagmhais
- I nDiaidh an Teagmhais agus Taifeadadh

- Daingniú, cur i bhfeidhm agus Athbhreithniú
- Aguisín - Cóibhid-19

- Aguisíní

RÉAMHRÁ

Dréachtaíodh an cód seo chun sábháilteacht agus cosaint daltaí agus na baill uile phobal na scoile. Cuirtear an leanbh i lár na beatha ár scoile. Tá gach páiste speisialta agus uathúil. Déanaimid ár ndícheall timpeallacht sona, sásúil agus sábháilte a sholáthar ionas gur féidir le daltaí féin-smacht a fhorbairt, mothú slán agus dul chun cinn a dhéanamh i ngach gné dá bhforbairt. Treiseofar an Cód Iompair i rith an lae scoile trí chur chuige comhtháite thar ábhair churaclaim ar nós Oideachas Sóisialta Pearsanta agus Sláinte (OSPS), OSIE, Béarla, Ealaín, agus Corp Oideachas

POBAL NA SCOILE

Is é cuspóir lárnach na scoile Caitlicí an t-oideachas reiligiúnach, morálta, intleachtúil, fisiciúil agus sóisialta an pháiste. Oibríonn an Scoil Chaitliceach ag cruthú pobail comhdhéanta de mhic léinn, múinteoirí, tuismitheoirí, bainistíocht agus foireann eile, a:

- Maireann de réir luachanna Críostaí
- Aithníonn dínit gach duine aonair
- Cuireann le tógáil an phobail áitiúil
- Oibríonn le haghaidh síochána agus ceartais sa sochaí

Is mórfhachtóir é éiteas nó aeráid scoile chun ardchaighdeán iompair agus smachta a bhunú agus a chothabháil. Tá sé mar aidhm ag an gCód seo cabhrú linn mar phobal foghlama a bheith dea-mhúinte agus foghlaim go héifeachtach ar scoil. Cuideoidh an cód iompair seo le múinteoirí, ag obair le baill foirne eile, le leanaí agus le tuismitheoirí le chéile i dtreo scoil éifeachtach, shábháilte agus shona a choimeád.

AIDHMEANNA

Is í aidhm an Chóid Iompair ná chun treoirilínte agus nósanna imeachta a sholáthar chun caighdeán iompair agus atmaisféar scoile a chothabháil a éascóidh do gach pháiste a chumas iomlán a bhaint amach mar dhalta a fhreastalaíonn ar Ghaelscoil Raifteiri. Tá sé mar aidhm ag an gCód

- Soiléiriú a sholáthar
- Dearbhú go gcomhraíonn iompair gach duine
- Díriú ar dhea-iompar a chur chun cinn
- Riachtanais a Chothromú
- A aithint go bhfuil na caidrimh ríthábhachtach
- Díriú ar fhreagracht phearsanta
- Cothroime agus comhionannas a chinntiú
- Comhionannas a chur chun cinn
- Leochaileacht oideachais a aithint
- Freastal ar leas daltaí agus foirne
- Sábháilteacht agus saoirse ó bhagairt a chur chun cinn

AIDHMEANNA

- Leagtar amach sa doicméad seo:
- Caighdeán Iompair
- Iompar ginearálta scoile Iompar ar an gClós
- Nósanna imeachta chun na caighdeáin seo a chur i bhfeidhm

CAIGHDEÁN IOMPAIR

IOMPAR GINEARÁLTA SCOILE

- Caithfidh na daltaí Gaeilge a labhairt i gcónaí ach amháin i rith na tréimhse a cuireadh síos le haghaidh rang Béarla agus OSPS
 - Táimid ag súil go n-iompróidh gach dalta iad féin ar bhealach freagrach de réir mar bhaineann sé leo féin agus le daoine eile, ag léiriú breithniú, cúirtéis agus meas ar dhaltaí agus ar dhaoine fásta eile i gcónaí.
 - Ní mór meas a léiriú do mhaoin an duine aonair agus an scoil i gcónaí
 - Freastal ar scoil in am agus le gach trealamh riachtanach.
 - Treoracha ó mhúinteoirí a leanúint
 - Sainéide scoile iomlán a chaitheamh (culaith spóirt scoile ar laethanta Coirp Oideachais. agus laethanta snámha).
 - Táimid ag súil le feisteas néata i gcónaí, le stíleanna gruaige san áireamh
 - Cloí le rialacha an tseomra ranga maidir le slachmhaireacht, sábháilteacht, m.sh. gnáithaimh Cóibhid-19, málaí scoile faoin mbord, ag labhairt i dturasanna, ag dul isteach i líne chun dul amach, cúram cuí le trealaimh agus feistis scoile
 - Ar mhaithe le sláinte agus sábháilteacht, déantar díspreagadh ar sheodra agus tolladh coirp. Ma tá buairt ann iarrfar ar dhaltaí míreanna seodra a bhaint ar mhaithe le sábháilteacht
 - Ar mhaithe le bia sláintiúil a spreagadh agus carnadh bruscair a dhíspreagadh i gcomharsanacht na scoile, ní cheadaítear rudáí áirithe do lón dalta. m.sh. deochanna, beáir, briosaí, milseáin nó guma coganta.
 - Iosfaidh páistí a lón sa rang agus ní cheadófar do bhia nó deoch a thabhairt go dtí an clós.
 - Spreagtar daltaí chun díbhlaíoch rollach, agus ní aerasóil, a úsáid i ndiaidh Corp Oideachas agus snámh
 - Cuirfear cosc le dáileadh cuirthe chuig cóisirí, cártaí Nollag agus nó cuimhneacháin laethanta saoire ar scoil.
 - Ní cheadaítear úsáid fóin phóca nó aon ghleas láimhe ag daltaí le linn uaireanta scoile.
 - Ní ghlacann an Scoil/Bord Bainistíochta le haon fhreagracht as caillteanas nó damáiste do na míreanna seo.
 - Tá póstáil ar aon íomhánna nó gearrthóga físe ar fhóiraim sna meáin sóisialta ag na daltaí is iad ag caitheamh sainéide na scoile mar shárú docht ar chód iompair na scoile.
 - Ní cheadaítear mí-úsáid substaintí ar scoil.
 - Ar ócáidí oifigiúla scoile cloítear le na rialacha seo a leanas
- Gaeilge
 - Dea-iompar
 - Poncúlacht
 - Sainéide scoile

Baineann na caighdeáin agus na rialacha atá sa Chód Iompair seo le linn uaireanta scoile, ag gach rang seach-churaclaim, ag ranganna snámha, ag gach imeacht airgid agus imeachtaí sóisialta a d'eagraigh an scoil nó Coiste Tuismitheoirí, ag Ceolchoirm Nollag na Scoile, ar thurais scoile, ag Seirbhísí Paróiste Carúil, Aifrinne Scoile agus ag gach imeacht a d'eagraigh, thar cheann nó in ainm Gaelscoil Raifteirí.

PÁISTÍ LE RIACHTANAIS SÓISIALTA, MOTHÚCHÁNACHA AGUS IOMPRAÍOCHTA

Tá sé de dhualgas ar ghach dalta cloí leis an gCód Iompair. Mar sin féin, aithníonn an scoil go m'fhéidir go mbeidh cabhair de dhíth ar leanaí a bhfuil riachtanais iomptraíochta acu chun rialacha áirithe. Sa chás seo, cuirfear plean iompair i bhfeidhm agus oibreoidh an múinteoir ranga, an múinteoir oideachais speisialta agus / nó an príomhoide go dlúth leis an mbaile chun a chinntiú go dtugtar an tacaíocht is fearr gur féidir a thabhairt. Cuirfear forbairt chognaíoch san áireamh i gcónaí. Lorgófar comhairle ghairmiúil ó NEPS / NCSE.

IOMPAR GINEARÁLTA SA SEOMRA RANGA

Ag tús gach bliana acadúla, déanfaidh an múinteoir ranga liosta de rialacha ranga a dhréachtú leis na páistí. Léiríonn siad seo agus tacaíonn siad leis na prionsabail threoracha scoileanna mar a fheidhmníonn siad sa seomra ranga agus cuirtear i láthair iad ar bhealach atá inrochtana do na páistí. Coinnítear líon rialacha ranga chomh mion agus is féidir agus ceapfar iad maidir le sláinte, sábháilteacht agus leas gach ball de phobal na scoile. Is é cúirtéis

agus meas ar dhaoine eile an bunús le haghaidh iompar sa seomra ranga ina mbeidh meas ag daltaí ar chearta daoine eile le foghlaim i dtimpeallacht slán agus sábháilte. Táimid ag súil le:

Beidh daltaí ionraic ina gcuid déileálacha le daoine eile.

Críochnóidh na daltaí obair bhaile sannta a d'fhéadfadh a bheith béil / scríofa, cuimhneachán nó tascanna eile.

Beidh obair scríofa i bhfoirm néata agus i bhfoirm inrochtana.

Tabharfaidh na daltaí na leabhair, na cóipleabhair, na pinn, na pinn luaidhe srl chun a gcuid oibre a dhéanamh leo ar scoil ionas go mbeidís in ann tabhairt faoin obair scoile i gceart. Tabharfaidh daltaí aire mhaith do na rudaí seo.

Meastar go gcoinneoidh na daltaí a spás ranga néata agus slachtmhar.

Bainfidh daltaí úsáid as focail cineálta, lámha cineálta agus gníomhartha cineálta ina n-idirghníomhaíochtaí le daoine eile

IOMPAR I gCLÓS NA SCOILE

Ba chóir go mbeadh an clós ina áit shábháilte do pháistí le himirt, mar sin táimid ag súil go mbeidh daltaí ag:

- Labhairt i nGaeilge
- imirt go sábháilte agus go freagrach. (Lámha cineálta cosa cineálta agus focail cineálta)
- fanacht in áit a bheidís faoi dhearcadh múinteoirí / daoine fásta atá ar mhaoirseacht
- Cloí le treoracha a thugann múinteoirí nó dhaoine fásta eile atá ag déanamh maoirseacht clóis láithreach
- Stop, siúl ar aghaidh agus insint do mhúinteoir nó duine fásta má fheiceann siad iompar bulaíochta ag tarlúint
- A bheith cúramach agus féachaint ar an áit a bhfuil siad ag siúl
- Fanacht ina gceantar féin ar an gclós agus taobh istigh de theorainneacha na scoile.
- Gan cur isteach ar chluichí grúpaí nó ranganna eile
- Gan an fhoirgnimh scoile a hathiontráil gan cead ón múinteoir / duine fásta ar dhualgas
- Leanúint ar aghaidh go dtí a líne ar an gclós ar bhealach ordúil gan mhoill nuair a bhuaileann an clog
- Siúl ar ais go dtí an seomra ranga ar bhealach ordúil,
- Gan dul i mbun cluichí a mheastar a bheith contúirteach don duine féin nó do dhaoine eile, m.sh. troid, ciceáil, ag brú, ag cnagadh leanaí eile go dtí an talamh, cluichí sleamhnadh, marcaíocht droime, leanaí eile a ardú, ag baint úsáide as teanga maslach, ag glaoch ainm srl.

Tabhair faoi ndeara: Má chinneann an múinteoir ar mhaoirseacht clóis go bhfuil an aimsir mí-oiriúnach rachaidh na páistí isteach. Níor chóir páistí a sheoladh chuig an scoil ach amháin má tá siad ag mothú maith go leor chun dul taobh amuigh.

IONCHAIS NA nDALTAÍ

AR LAETHANTA FLIUCHA

- Dul i mbun gníomhaíochtaí ina seomra ranga féin bunaithe ar threoracha an mhúinteora.
- Fanann na daltaí ina suí agus ní ritheann siad timpeall a seomra ranga
- Ní úsáideann daltaí uirlisí géara
- Ní úsáideann daltaí feadóg stáin ach amháin faoi mhaoirseacht an mhúinteora

SA LEITHREAS

- Ní cheadófar ach do dhaltá amháin dul go dtí an leithreas ag an am
- Meabhraítear do dhaltá faoi shláinteachas pearsanta maith i gcónaí.

AR LAETHANTA SNÁMHA

- Siúl go dtí / ón linn snámha agus dul isteach sa bhus scoile go sábháilte
- Siúl isteach sa linn snámha. Ní cheadaítear rith.
- Ní cheadaítear do dhaltá a bheith ag scairteadh nó ag rith sna seomraí feistis nó i gceantar na linne
- Éisteacht agus cloí leis an dteagascóir agus an garda tarrthála
- Caipín snámha a chaitheamh.
- Tá gá le bandaí muinchille do thosaitheoirí.
- Gan éinne a bhrú nó bheith ag imirt go garbh sa linn snámha, limistéar linn snámha nó seomraí feistis.
- Gléasadh go tapa tar éis gach seisiúin

AR THURAIÍ SCOILE

- Siúlfaidh na daltaí isteach sa bhus agus fágfaidh siad an bus ar bhealach ordúil.
- Tiocfaidh na daltaí in am.
- Cloí le rialacha na scoile mar atá liostaithe thuas.
- Suigh ina suíocháin agus gan úsáid a bhaint as guthanna glóracha a d'fhéadfadh cur isteach ar an tiománaí
- Fanacht ina ngrúpaí ceaptha i gcónaí.
- Sainéide scoile a chaitheamh mar atá dírithe ag an múinteoir.
- Litreacha ceaduithe ó thuismitheoirí / caomhnóra a ligean don dalta dul ar an turas, a thabhairt ar ais go dtí an múinteoir in am

I dTIMPEALLACHT NA SCOILE

- Ar chúiseanna sábháilteachta agus chun timpistí a íoslaghdú, bogfaidh na daltaí timpeall na scoile ar bhealach ordúil
- Léireoidh daltaí meas ar mhaoín scoile i gcónaí.

RIALACHA ÓRGA

Soláthraíonn rialacha teorainneacha soiléiriú agus déanann siad cur síos do dhaltá i dtéarmaí simplí conas iad féin a iompar chun foghlaim a dhéanamh agus chun forbairt mar dhaoine aonair, aibí agus freagrach.

Ós rud é go mbíonn sé deacair do dhaltá cuimhneamh ar liostaí fada de rialacha, cuirtear daltaí ar an eolas faoi na **"Rialacha Órga"**, leagan dearfach agus cairdiúil de na rialacha scoile do dhaltá ó Naíonáin Bheaga agus spreagtar iad le bheith freagrach as a n-iompar féin.

Spreagtar daltaí níos sine freisin chun dea-iompar a mhúnlú do mhic léinn níos óige. Is iad na rialacha órga a threoraíonn ár n-iompar ná:

- Labhraíonn muid Gaeilge (Gaeilge)
- Tugaimid aire do maoine (AIRE)
- Éistimid (Éisteacht)
- Táimid macánta (Ionraic)
- Táimid cineálta agus cabhrach (Lách)
- Oibrímid go crua (GAFA)
- Táimid ar an eolas faoi thionchar ár bhfocail, gníomhartha ar dhaoine eile agus ar an domhan timpeall orainn (EOLASACH)

Do Naíonáin, déantar achoimre ar na rialacha sa bhealach seo:

- Gaeilge a labhairt (Gaeilge)
- Léirigh meas (AIRE)
- Bí ar eolasach (EOLASACH)
- Bí cineálta (Lách)

CORAIS AGUS GNÁTHAIMH SCOILE

AMANTAÍ SCOILE

1. Am Oscailte 8.50 A.M.
2. Am Sosa 10.45 a.m. - 11.00 a.m.
3. Am Lóin 12.30 p.m. - 12.55 p.m.
4. Am bailiúcháin do Naíonáin: 1.30 p.m. (Gan an chéad coicís a áireamh i mí Mheán Fómhair nuair a chríochnaíonn Naíonáin Bheaga ag 12:00 meánlae).
5. Am dúnta do ranganna R.1 go R.6. 2.30p.m.

Is féidir coinne a shocrú leis an bpríomhoide, Niamh Uí Raois, trí theagmháil a dhéanamh le Rúnaí Lára Uí Mháille - 0949024700

OBAIR BHAILE

Is é an cuspóir atá le hobair bhaile a shannadh ná obair a dhéantar ar scoil a chleachtadh agus a chomhdhlúthú. Is é polasaí na scoile obair bhaile rialta a thabhairt (Luan go Déardaoin san áireamh) atá oiriúnach do rang / aois na bpáistí. Ní thugtar aon obair bhaile ag an deireadh seachtaine. Ní thugtar aon obair bhaile do naíonáin bheaga le linn a gcéad téarma (féach polasaí obair bhaile).

Ba chóir go mbeadh na treoirlínte seo a leanas cabhrach, ag cur san áireamh cumas an pháiste:

- Naíonáin Bheaga: 15 nóiméad
- Naíonáin Mhóra: 15 nóiméad
- Rang 1 agus 2: 15-30 nóiméad
- Rang 3 agus 4: 20-40 nóiméad
- Rang 5 agus 6: 30-60 nóiméad

Ba chóir go ndéanadh tuismitheoirí iarracht a chinntiú go bhfágтар go leor ama chun obair bhaile agus léitheoireacht chomhroinnte a chríochnú in atmaisféar suaimhneach saor ó thorann, gléasanna srl

Míneofar obair bhaile go críochnúil roimh shannadh.

B'fhéidir go gcaithfí obair bhaile neamhiomlán nó drochthuairim a chur i láthair.

TINREAMH

Tá sé de dhualgas ar dhaltaí a bheith rialta ina bhfreastal ar scoil. Tar éis dalta a bheith as láthair ba chóir do thuismitheoir míniú a thabhairt ar an aip Aladdin Connect.

Ar mhaithe le cosc a chur ar leathadh Cóibhid-19 inár scoil, déantar asláithreachtaí uile na ndaltaí a thaifeadadh ar Aladdin Connect agus tá sé éigeantach go gcomhlíonfar an "Fhoirm Dhearbhair um Filleadh ar Scoil" ar Aladdin Connect roimh fhilleadh na ndaltaí ar scoil.

Má thagann dalta ar scoil déanach nó má bhíonn orthu fágáil go luath tá gá le teachtaireacht ar an aip Aladdin Connect nó glaoch teileafóin ar an scoil nó nóta scríofa ó thuismitheoirí.

SAINÉIDE SCOILE

Is éard atá sa sainéide scoile ná gúna liath / briste liath, léine bán, geansaí ríoga gorm le muineál-V nó cairdeagan, carbhat scoile liath agus caithfear é a chaitheamh i gcónaí. Ar laethanta Corp Oideachais ní mór an culatih reatha ríoga scoile agus léine polo bán maraon le bróga reatha (le Velcro do ranganna Naíonán) a chaitheamh.

Ba chóir gach guirléid agus éadaí pearsanta a lipéadú

SLÁINTE AGUS SLÁINTEACHAS

1. Ba chóir an príomhoide agus an múinteoir ranga a chur ar an eolas i scríbhinn má tá athrú ar chúinsí sláinte do pháiste m.sh. diagnóis ar riocht leighis, measúnuithe tuarascálacha / nuashonruithe ó ghairmithe ábhartha, cógas / athrú nua-ghorordaithe ar dháileog srl.
2. Le dea-nósanna bia a chothú, spreagtar leanaí chun lón cothaitheach a thabhairt ar scoil.
3. Ní cheadaítear guma coganta, briosaí agus deochanna spleodracha.
4. Spreagtar tuismitheoirí cinnte a dhéanamh de go bhfaigheann na daltaí codladh leordhóthanach agus chun an tábhacht a bhaineann leis a phlé lena bpáistí.
5. Ní mór an scoil a chur ar an eolas má bhíonn ort gruaig dó pháiste a chóireáil mar gheall ar dhreancaidí, coinníollacha craicinn nó má tá galar teagmhálach ag do pháiste.
6. Iarrtar ar thuismitheoirí a bpáistí a choinneáil sa bhaile má léiríonn sé / sí aon cheann nó níos mó de na comharthaí Cóibhid -19:

- Teocht de 38 céim Celsius nó níos mó
- Casacht nua - is féidir é seo a bheith ar aon chineál casachta, ní hamháin tirim
- caillteanas nó tuiscint ar bhlas nó boladh a athrú
- Ganntanas anála

I measc na n-airíonna Cóibhid-19 nach bhfuil chomh coitianta tá:

- scornach tinn
- tinneas cinn
- mothú tinn nó urlacan

Má tá aon cheann de na hairíonna seo ag do pháiste, coinnigh iad sa bhaile ar feadh 48 uair an chloig ar a laghad. Ní dócha go bhfuil Cóibhid-19 acu, ach d'fhéadfadh siad a bheith ina gcomhartha de thinneas tógalach eile.

Ní gá do na daoine a bhfuil do pháiste ina chónaí leo a gcuid gluaiseachtaí a shrianadh fad is a mhothaíonn siad go maith.

Tar éis 48 uair an chloig tá sé ceart go leor do páiste a chur ar ais ar scoil nó ar chúram leanaí chomh fada agus

- Nach mbíonn a gcuid comharthaí níos measa
- Nach bhforbraíonn siad comharthaí nua
- Nach raibh paraicéiteamól nó ibuprofen acu le linn na 48 uair seo - féadfaidh sé seo fiabhras a cheilt má tá ceann acu
- Nach bhfuil aon duine eile ina gcónaíonn siad leo tinn nó dearfach le Cóibhid-19

Féach le do thoil do Phlean Freagartha Cóibhid-19 na scoile atá ar fáil ar ár láithreán gréasáin www.scoilraiffeiri.com Tabhair faoi ndeara freisin na treoiríntí ó FSS maidir le scoileanna agus Cóibhid-19 www.gov.ie/backToSchool 3.7

TIMPISTÍ

Má tharlaíonn timpiste nó má tá dalta gortaithe taobh istigh nó lasmuigh den seomra ranga nó sa chlós scoile, is é ár bpolasaí:

- Más miontimpiste atá i gceist, déanfaidh ball foirne mionchabhair á riaradh.
- Más rud é go bhfuil timpiste níos tromchúisí, lorgóidh ball foirne comhairle ón bPríomhoide Tánaisteach / Príomhoide.
- Más rud é go bhfuil dalta tinn tar éis dó/di a c(h)eann a bhualadh, is é ár bpolasaí é tuismitheoirí a chur ar an eolas agus chomh luath agus is féidir socrú a dhéanamh go mbaileofaí an páiste, más gá.
- Díobhálacha tromchúiseacha - bristeacha amhrasta, ciorruithe domhain etc. b'fhéidir go mbeadh "greimeanna" ag teastáil agus bheadh gá dul chuig an ospidéal, A & E Maigheo, Caisleán an Bharraigh. I gcásanna den sórt sin cuirtear tuismitheoirí ar an eolas chomh luath agus is féidir. B'fhéidir gur mhaith le tuismitheoirí an páiste a thabhairt chuig an G.P./ Ospidéal iad féin.
- Má dhéanann dalta gearán faoi phian ina bholg, tinneas cinn nó tinnis fiacla, cuirfear tuismitheoirí ar an eolas chomh luath agus is féidir agus féadfaí socrúithe a bheith déanta chun an páiste a chur abhaile.

ROINNT SAMPLAÍ DE MHÍ-IOMPAR

- Ag labhairt i mBéarla
- Ag cur isteach ar an rang nó ar dhaltaí eile
- Gan a obair a dhéanamh nó a chomhlánú ar bhealach a bhfuiltear ag súil leis
- Ag taispeáint iompar gruama nó smutach
- Mí-úsáid bhriathartha nó fhisiciúil páiste nó múinteora eile
- Goideadh, ó mhion bhradú go gadaíocht thromchúiseach
- Cúis magaidh a dhéanamh de dhaltaí eile
- Caimiléireacht nó cóipeáil
- Rith taobh istigh
- Damáiste a dhéanamh do mhaoine scoile
- Graifftí
- Maoine scoile a ghoid.

STRAITÉISÍ CHUN DEA-IOMPAR A DHAINGNIÚ AGUS A CHUR CHUN CINN

Is éard is dea-iompar ann ná toradh foghlaim éifeachtach agus dea-chaidrimh, chomh maith le tionchar ar conas a fhoghlaimíonn leanaí. Tá seans níos fearr go mbainfidh daltaí leas as a gcuid oideachais agus a bheith sásta i dtimpeallacht atá struchtúrtha agus comhbhách ina bhfuil ionchais le caighdeáin arda iompair. Baintear é seo amach trí:

- Comhsheasmhacht
- Soiléiriú
- Cumarsáid
- Comhoibriú

Tá múinteoirí an-fheasach ar an luach atá ag moladh chun daltaí a spreagadh chun rialacha na scoile a choinneáil. Molann múinteoirí na daltaí le haghaidh dea-iompar agus iad ag bogadh timpeall na scoile, ag dul isteach ina líntí sa chlós, ag taispeáint iompar cúirtéiseach agus measúil srl. Aithnímid go bhfuil gach páiste difriúil agus go ndéantar gach iarracht freastal ar gach dalta agus a gcuid riachtanas éagsúla.

Tugtar deiseanna chun iompar dearfach a chleachtadh agus straitéisí a mhúineadh do dhaltai chun coimhlint a réiteach agus a n-iompar a bhainistiú mar chuid de churaclam na scoile. Cuireann am ciorcail in OSPS, rólghlacadh i ndrámáíocht agus go leor ceachtanna oideachais reiligiúnacha deiseanna den sórt sin ar fáil.

Aithníonn na múinteoirí ranga éachtaí daltaí i spórt, ceol, drámáíocht agus gníomhaíochtaí eile. Glactar le gach deis chun rannpháirtíocht na ndaltaí sna gníomhaíochtaí seo a cheiliúradh agus a mholadh m.sh. tar éis cluichí agus ceolchoirmeacha, ag tionóil agus cuairt ar an seomra ranga ón bpríomhoide nó ón bpríomhoide tánaisteach

CÓRAIS DREASACHTAÍ AGUS LUAÍOCHTA

Spreagann agus treisíonn córas ranga de threisiú dearfach dea-iompar, dul chun cinn agus iarracht a aithint, trí luach saothair aonair agus grúpa. Aithnímid luach na spreagadh agus moladh le tacú le daltaí chun a gcumas a fhorbairt go hiomlán. Liostaithe thíos tá roinnt samplaí de conas a fhéadfar moladh a thabhairt:

- Focal ciúin nó gotha chun dearbhú a thaispeáint
- Focail molta os comhair ghrúpa / aicme / tionóil
- Gradam le haghaidh dea-iompar, dul chun cinn, iarracht nó tinreamh ag am Tionól
- Roinnt freagrachta / pribhléide speisialta a thabhairt m.sh. seisiún súgartha le múinteoir SEN Dé hAoine
- Tuairim scríofa i leabhar nóta dalta, in iris nó gram sona/aghaidh sásta a sheoltar abhaile.
- Cuairt ar Oifig an Phríomhoide le moladh. Cuairteanna Príomhoide ar sheomraí ranga le moladh a thabhairt.
- Luaigh le tuismitheoir - cumarsáid bhriathartha.
- Taifead a iontráil ar dhea-iompar i leabhar nótaí iompair nó i gcairt réalta
- Dearbháin obair bhaile le haghaidh obair scríofa • Mír a roghnaíodh ó bhosca duaiseanna beaga na múinteoirí
- Córas aghaidheanna sona/sásta, marcanna fiúntais, stampaí, greamáin nó dojos (duine aonair / grúpa / rang iomlán).
- Grúpa an lae / na seachtaine ag ttús sa líne sa chlós / am dul abhaile.

DÉILEÁIL LE MÍ-IOMPAR

Glactar leis go bhfuil gá le smachtbhannaí chun díomá a léiriú ar iompar neamh-inghlactha. Tá méid solúbthachta iontu seo, áfach, chun cúinsí aonair a chur san áireamh. Glacann muid le cur chuige aisríoch maidir le mí-iompar a spreagann daltaí chun freagracht a ghlacadh as a n-iompar trí smaoineamh ar na cúiseanna agus na hiarmhairtí.

Déanfar mí-iompar, nuair a bheidh sé soiléir a fhiosrú láithreach. Cabhraíonn an cleachtas de cheisteanna aisríocha le daltaí smaoineamh ar a n-iompar agus a thuiscint conas is féidir leo é a cheartú:

- Cad a tharla?
- Cad é a bhí tú ag smaoineamh agus ag mothú ag an am?
- Cad a smaoineadh tú air ó shin?
- Cé a bhfuil tionchar ar na smointí seo agus cén bealach?
- Conas a d'fhéadfaí rudaí a dhéanamh difriúil?
- Cad a cheapann tú a tharlóidh chun rudaí a chur i gceart?

CUSPÓIR SMACHTBHANNA

Tá sé mar aidhm ag an gcód athrú a dhéanamh ar mhí-iompar trí chabhrú le páistí:

- Foghlaim go bhfuil a n-iompar do-ghlactha agus go bhfuil gá le hathrú
- Féachaint go dtéann a n-iompar i bhfeidhm ar dhaoine eile
- A thuiscint go bhfuil roghanna acu faoina n-iompar
- A thuiscint go bhfuil iarmhairtí ag a gcuid roghanna
- Foghlaim conas freagracht a ghlacadh as a gcuid roghanna / iompraíochtaí
- Straitéisí a phlé agus a cheapadh chun cosc a chur ar tharlúint na n-iompar sin arís
- Cás a dhiúltú agus a réiteach
- Cuir in iúl do dhaltai eile go bhfuil a gcuid folláine á chosaint
- Cosc a chur ar chur isteach ar theagasc agus ar fhoghlaim
- Cuir in iúl do dhaltai cén fáth a bhfuil an smachtbhanna á chur i bhfeidhm

- Smachtbhannaí breise a sheachaint
- Idirdealú soiléir a dhéanamh idir mhion-chionta agus cionta móra
- Díriú ar iompar an dalta agus ní ar an dalta féin

SMACHTBHANNAÍ FÉIDEARTHA LE HAGHAIDH MÍ-IOMPAR

Agus smachtbhanna á fhorchur agat, is í an mhí-iompar atá doghlactha agus ní an duine aonair. Cuirtear an dalta ar an eolas faoin bhfíric go bhfuil a (h)iompar do-ghlactha

- Is féidir an socrú suíocháin sa rang a athrú.
- Féadfar dalta a dheighilt go sealadach ón ngrúpa ranga
- Is féidir go n-iarrfaí ar dhalta seasamh amach ar feadh tréimhse le linn am chlóis.
- Is féidir nóta / trácht a scríobh in iris obair bhaile an dalta le bheith sínithe ag tuismitheoirí
- Is féidir go n-iarrfaí ar dhalta obair neamhchríochnaithe a chomhlánú nach bhfuil críochnaithe mar gheall ar iompar do-ghlactha.
- Má tá dalta ina fhoinsé contúirte / cur isteach ar dhaoine eile nó dó féin, is féidir é / í a bhaint den ghníomhaíocht ina bhfuil sé / sí i gceist
- Is féidir dalta a choinneáil sa seomra ranga ar feadh cuid de am sosa faoi mhaoirseacht
- Má tharlaíonn mí-iompar ag am lóin nó ag am ar bith eile nuair a bhíonn múinteoir eile i gceannas go bhféadfadh an múinteoir sin smachtbhanna a chur ar an bpáiste agus an múinteoir ranga a chur ar an eolas.
- Táthar ag súil go ndéanfaidh an dalta / tuismitheoir cúiteamh ar aon damáiste a déanadh d'aon ghnó.
- Is féidir litir le haghaidh mí -iompair a eisiúint ag brath ar chúinsí an mhí -iompair.

NÓSANNA IMEACHTA TAR ÉIS MÍ-IOMPAR

Tugtar litir do pháiste mar thoradh ar an iompar do -ghlactha seo a leanas::

1. Iompar sa rang / scoil / clós
2. Ag labhairt i mBéarla
3. Iarracht Ranga
4. Meas ar Fhoireann na Scoile / Maoin Scoile
5. Eile (Féach Aguisín 2 le haghaidh catagóirí agus samplaí de mhí -iompair)

Nuair a thugtar litir bhán do pháiste caithfidh an múinteoir ranga/caomhnóir a chinntiú go bhfuil an litir bhán seo sínithe ag tuiste agus tugtha ar ais don mhúinteoir.

Tar éis don tríú litir bhán a bheith tugtha do pháiste, tugtar litir bhuí amach. Léiríonn litir bhuí an chéad choinneáil lóin - críochnóidh an páiste an bhileog smaoinimh aisiríoch. Eagraítear cruinniú ag an bpointe seo idir an pháiste, an tuismitheoir agus an múinteoir ranga chun clár idirghabhála a phlé.

Déantar an próiseas seo a athdhéanamh an dara huair ansin. Tar éis trí litir bhána eile a eisiúint, eisítear litir oráiste. Léiríonn litir oráiste an dara coinneáil lóin - críochnóidh páiste an bhileog smaoinimh aisiríoch. Ag an bpointe seo, eagraítear cruinniú idir an páiste, an tuismitheoir, an múinteoir ranga agus an príomhoide chun clár idirghabhála a phlé.

Déantar an próiseas seo a athdhéanamh ansin don tríú huair. Tar éis trí litir bhána eile a eisiúint eisítear litir dhearg. Ciallaíonn litir dhearg go bhféadfar páiste a chur ar fionraí nó a dhíbirt as an scoil agus cuirtear na tuismitheoirí ar an eolas faoi seo i scríbhinn.

Tá an t -údarás ag an bpríomhoide páiste a chur ar fionraí ar feadh tréimhse suas go trí lá ag an am tar éis dul i gcomhairle leis an mBord Bainistíochta.

Féadfaidh an príomhoide leanbh a chur ar fionraí ar feadh tréimhse níos faide ná trí lá ar chomhaontú ag an mBord Bainistíochta.

Tá an t-údarás ag an mBord Bainistíochta dalta a dhíbirt ón scoil. Má tharlaíonn sé seo, tugtar deis do na tuismitheoirí agus don pháiste teacht agus a scéal a insint. Cuirtear tuismitheoirí ar an eolas freisin faoin nós imeachta achomhairc. Tá sé de cheart ag an scoil páiste a eisiúint le litir buí, oráiste nó dearg láithreach má tharlaíonn teagmhas tromchúiseach.

CATAGÓIRÍ IOMPRAÍOCHTA DO-GHLACTHA

Admhaíonn an Cód trí chatagóir leathana mí-iompair agus tá samplaí de gach ceann acu leagtha amach thíos:

- Mí-iompar mion
- Mí-iompar tromchúiseach
- Mí-iompar mór

Déileálann an múinteoir ranga le gach cás laethúil de chineál beag. Coinneoidh múinteoirí ranga taifead reatha ar mhí-iompar mion.

Má fheictear patrún de mhí-iompar mion, féadfaidh an múinteoir ranga tuismitheoirí / caomhnóirí a chur ar an eolas.

Déileálfaidh an múinteoir ranga le cásanna aonair mí-iompair thromchúisigh i gcomhar leis an bPríomhoide / Príomhoide Tánaisteach. Féadfar aon teagmhas aonair a thabhairt chuig aird an tuismitheora / an chaomhnóra de rogha an bPríomhoide / Príomhoide Tánaisteach.

I gcásanna mí-iompair thromchúiseacha arís agus arís eile beidh tuismitheoirí / caomhnóirí páirteach go luath agus tugfar cuireadh dóibh bualadh leis an múinteoir ranga agus leis an bPríomhoide / Príomhoide Tánaisteach chun iompar a bpáiste a phlé.

Beidh tuismitheoirí / caomhnóirí ar an eolas láithreach ag an bPríomhoide má tá teagmhas amháin mí-iompair mhór. (Féach Aguisín 2 le haghaidh roinnt samplaí i ngach catagóir).

FIONRAÍ

Mura dtugann tuismitheoirí gealltanais go n-iompróidh an dalta é/í féin ar bhealach inghlactha amach anseo b'fhéidir go gcaithfí an dalta a chur ar fionraí ar feadh tréimhse shealadach. Beidh fionraí de réir téarmaí Rial 13 (5) de Rialacha Scoileanna Náisiúnta.

I gcás mí-iompair mhór, iarrfaidh an Príomhoide ar an gCathaoirleach den Bhord chun fionraí láithreach a cheadú, ag déanamh plé ar an ábhar leis na tuismitheoirí.

DÍBIRT

- Tabharfar díbirt san áireamh i gcás an-mhór i gcomhréir le Rial 130 (6).
- Déanfar gach iarracht páiste mothúcháin dúshlánach a tharchuirtear le haghaidh measúnú síceolaíoch gan mhoill.

CUMARSÁID IDIR TUISMITHEOIRÍ AGUS MÚINTEOIRÍ

Féadfaidh múinteoir cumarsáid a dhéanamh le tuismitheoirí ar na bealaí seo a leanas:

- Nóta san Dialann do dhaltaí
- Litir chuig an Tuismitheoir (féach Aguisín 1)
- Teagmháil Pearsanta
- Cruinnithe Tuismitheoirí / Múinteoirí
- Déanann an Príomhoide teangbháil lena tuismitheoirí

FREAGRACHT AS SMACHT

Luíonn an príomh-fhreagracht fhoriomlán smachta laistigh den scoil leis an bPríomhoide. Déanfar an fhreagracht seo a riar i gcónaí ar bhealach atá comhsheasmhach agus cothrom le gach dalta. Tá gach múinteoir freagrach as smacht a chothabháil ina seomra ranga ag roinnt freagracht i gcoiteann le hord maith a choimeád in áitreabh na scoile. Déanfar dalta a tharchur chuig an Príomhoide le haghaidh sárúithe tromchúiseacha smachta agus le haghaidh teagmhais mhí-iompair arís agus arís eile.

Is é ár gcreideamh gurb iad na scoileanna is éifeachtaí ná iad siúd a bhfuil na caidrimh is fearr idir an fhoireann, na tuismitheoirí, na daltaí agus an bhainistíocht. Dá bhrí sin, oibreoidh na páirtithe go léir lena mbaineann sé, i dtreo an gaol seo a fhorbairt ar son maitheasa agus leas gach dalta agus chun timpeallacht Chríostiúl a thógáil sa scoil agus ar son fáis agus sonas gach duine.

Déanfaidh an Príomhoide agus an fhoireann gach iarracht a chinntiú go gcoinnítear tuismitheoirí ar an eolas, go soláthraíonn an scoil atmaisféar fáilteach i leith tuismitheoirí agus go gcuirtear tuismitheoirí ar an eolas ní amháin nuair a bhíonn a bpáistí i dtrioblóid ach freisin nuair a bhíonn a n-iompar go maith.

Tá cóip den doiciméad iomlán seo ar fáil ar shuíomh idirlín na scoile agus treoirítear tuismitheoirí agus caomhnóirí chuig an suíomh, nuair a cláraítear páistí nua agus ag an gcruinniú le tuistí nua I mí an Mheithimh.

Déanfar athbhreithniú ar an gCód seo ag eatraimh chomhaontaithe.

CÓD IOMPAIR AGUS TUISMITHEOIRÍ

Tá cóip de chód iompair na scoile ar fáil ar shuíomh gréasáin na scoile agus beidh sé ceangailte leis an doiciméad beartais seo nuair a athbhreithnítear é (mar a éilíonn an tAcht Leasa Oideachais 2000).

POLASAÍ NA SCOILE MAIDIR LE BULAÍOCHT

De réir riachtanais an Achte Oideachais (Leas) 2000 agus an Cód Treoirlínte Iompraíochta arna n-eisiúint ag an NEWB, tá an Bord Bainistíochta Gaelscoil Raifteiri tar éis glacadh le beartas frithbhulaíochta faoi chuimsiú chód iompair foriomlán na scoile.

Cloíonn beartas frithbhulaíochta na scoileanna go hiomlán le riachtanais na *Nósanna Imeachta Frithbhulaíochta do Bhunscoileanna agus d'Iar-bhunscoileanna* a foilsíodh i Meán Fómhair 2013.

Tá cosc iomlán ar bhulaíocht in aon fhoirm.

Aithníonn an Bord Bainistíochta nádúr an-tromchúiseach na bulaíochta agus an tionchar diúltach gur féidir é a bheith ar shaol na ndaltaí agus mar sin tá sé tiomanta go hiomlán don dea-chleachtas maidir le hiompair bulaíochta a chosc agus dul i ngleic leo.

- 1. Sainmhíniú**
- 2. Éiteas na scoile**
- 3. Feasacht**
- 4. Nósanna imeachta maidir le teagmhais tuairiscithe**
- 5. Imscrúdú agus deileáil le teagmhais**
- 6. I ndiaidh an teagmhais agus taifeadadh**

1.SAINMHINIÚ

Glaotar bulaíocht ar ionsaí, briathartha, síceolaíoch nó fisiciúil a dhéanamh arís agus arís eile ag duine aonair nó grúpa i gcoinne daoine eile. Ní féidir cur síos a dhéanamh ar theagmhais iargúlta d'iompar ionsaitheach mar bhulaíocht cé nach féidir a bheith i bhfách le hiompraíocht mar seo. Mar sin féin, nuair a bhíonn an iompar córasach agus leanúnach is bulaíocht é.

2. EITEAS

Ba chóir atmaisféar dhearfach scoile a dhíríonn ar an duine aonair a chruthú chun muinín, machnamh, cúram agus tacaíocht a spreagadh do dhaoine eile. Toisc gurb é féinmheas an fachtóir is mó tionchair chun iompar a chinneadh, ba chóir do mhúinteoirí agus do thuismitheoirí / caomhnóirí deiseanna a sholáthar do dhaltaí chun tuiscint dhearfach

a fhorbairt. Tá sé léirithe go bhfuil teicnící bunaithe ar inspreagadh agus aitheantas dearfach níos éifeachtaí maidir le hiompar inmhianaithe a chur chun cinn ná mar atá modhanna atá bunaithe ar bhagairt agus ar eagla. Spreagtar daltaí go gníomhach chun teagmhais bulaíochta a thuairisciú - ba chóir do dhaltaí a thuiscint go bhfuil freagracht orthu as sábháilteacht agus leas na ndaltaí eil

3. FEASACHT

Cruthófar feasacht ar bhulaíocht mar chineál iompair do-ghlactha le bainistíocht scoile, múinteoirí, daltaí agus tuismitheoirí / caomhnóirí. Eagrófar gníomhaíochtaí múscaillte feasachta ar fud na scoile gach téarma.

4. NOSANNA IMEACHTA CHUN TEAGMHAIS IOMPRAÍOCHTA BULAÍOCHTA A THUAIRISCIÚ

Ar lean tá nósanna imeachta na scoile chun imscrúdú, fiosrú agus taifeadadh ar iompar bulaíochta agus na straitéisí idirghabhála atá curtha i gcrích ag an scoil chun déileáil le cásanna iompraíochta bulaíochta:

- is é an bpríomh-aidhm atá le h-imscrúdú agus déileáil le bulaíocht ná aon saincheistanna a réiteadh agus sa mhéid agus is féidir, caidrimh idir na bpáirtithe atá i gceist a chur i gceart (seachas milleán a chur)
- ní mór do nósanna imeachta na scoile a bheith comhsheasmhach leis an gcur chuige seo a leanas.
- déanfar gach iarracht lena chinntiú go dtuigeann gach duine go léir (daltaí, tuismitheoir (í) / caomhnóir (í) san áireamh, an cur chuige seo ón tús.
- is féidir le aon dalta nó tuismitheoir/caomhnóir (í) teagmhas bulaíochta a thabhairt d'aon mhúinteoir sa scoil.
- déanfaidh an múinteoir ábhartha imscrúdú ar gach tuairisc, tuairiscí gan ainm na bulaíochta san áireamh.
- ní mór d'fhoireann teagaisc agus neamhtheagaisc rúnaithe, cúntóirí riachtanas speisialta, airitheoirí, tiománaíthe bus agus glantóirí, aon eachtraí iompraíochta bulaíochta atá feicthe acu, nó a luaitear leo, a thuairisciú don mhúinteoir ábhartha.

5. IMSCRÚDÚ AGUS DEILEÁIL LE TEAGMHAIS

- In imscrúdú agus déileáil le hiompar bhulaíochta, déanfaidh an múinteoir (ábhartha) breithiúnas gairmiúil chun cinneadh a dhéanamh go bhfuil iompar bhulaíochta tarlaithe agus an bealach is fearr leis an scéal a réiteach a aimsiú.
- Tá ionchais ann go dtabharfaidh tuismitheoir (í) / caomhnóir (í) agus daltaí comhoibriú le haon imscrúdú agus go gcuideoidh siad leis an scoil chun aon saincheistanna a réiteach, agus sa mhéid agus is féidir, caidrimh na páirtithe uile a athbhunú chomh tapa agus is féidir.
- Ba chóir do mhúinteoirí cur chuige réidh, obiachtúil fadhbréititheach a ghlacadh.
- nuair is féidir ba cheart eachtraí a imscrúdú lasmuigh den seomra ranga chun príobháideachas gach duine a chinntiú;
- Ba chóir go ndéanfaí na hagallaimh go léir le hógaitheacht agus le haird chuí ar chearta na ndaltaí go léir atá bainteach leis an gcás. Is féidir le daltaí nach bhfuil baint dhíreach acu faisnéis an-úsáideach a sholáthar ar an mbealach seo freisin. Agus agallaimh á ndéanamh ag múinteoir, is féidir teimpléid ó Chláir Bulaíochta agus Cleachtais Aisiríoch ABI a úsáid, lena ceann amháin nó níos mó díobh seo a leanas san áireamh:
 - Suirbhé a dhéanamh
 - Seicliosta
 - Ceistanna Cleachtais Aisiríocha (Aguisín 6)
 - Agallaimh Aisiríocha Comhdháil
 - Bileog aisiríoch smaointeoireachta chun tacú le cleachtas aisiríoch agus chun cleachtas aisríoch a chur chun cinn Teimpléad Taifead ar Iompraíochta Bulaíochta
- Agus múinteoir ag déanamh anailíse ar eachtraí iompraíochta bulaíochta, ba chóir don mhúinteoir ábhartha freagraí a lorg ar cheistanna cad, cá háit, cathain, cé agus cén fáth. Ba chóir é seo a dhéanamh ar bhealach réidh, ag leiriú dea-shampla conas déileáil go héifeachtach le coimhlint ar bhealach neamh-ionsaitheach;

- Má tá grúpa i gceist, ba chóir gach ball a chur faoi agallamh ina n-aonar ar dtús. Ina dhiaidh sin, ba cheart gach duine a bhí i gceist a thabhairt le chéile mar ghrúpa. Ag cruinniú an ghrúpa, ba cheart go n-iarrfaí ar gach ball a chuntas ar an méid a tharla, le cinntiú go bhfuil gach duine sa ghrúpa soiléir faoi ráitis na ndaoine eile.
- Ba chóir go dtacófaí le gach ball de ghrúpa trí na brúnna féideartha a d'fhéadfadh a theacht orthu ó bhail eile an ghrúpa tar éis agallamh an mhúinteora. D'fhéadfadh sé a bheith oiriúnach nó cabhrach freisin ceist a chur ar na páirtí uile a gcuntas ar an eachtra / na teagmhais a scríobh síos, ag baint úsáide as teimpléid ó chlár bhulaíochta ABI agus Cleachtais Aisiríoch
- I gcásanna go ndéanann an múinteoir ábhartha cinneadh gur tharla iompar bulaíochta, ba cheart teagmháil a dhéanamh le tuismitheoir (i) / caomhnóir (i) na bpáirtithe atá i gceist go luath chun an t-ábhar a chur in iúl dóibh agus na gníomhartha atá socruithe a mhíniú dóibh (trí thagairt do pholasaí na scoile). Ba chóir go dtabharfadh an scoil deis do thuismitheoir (i) / caomhnóir (i) na bhealaí inar féidir leo tacú nó treisiú le na na gníomhartha atá á nglacadh ag an scoil maraon le na tacaíochtaí atá á sholáthar don dalta(i).
- Sa chás go bhfuil cinneadh déanta ag an múinteoir ábhartha go bhfuil dalta freagrach as an iompar bulaíochta, ba chóir é a dhéanamh soiléir dó / di conas atá sárú déanta aige/aici ar pholasaí frithbhulaíochta na scoile. Ba chóir iarrachtaí a dhéanamh a chur ina luí air/uirthi an scéal a fheiceáil ó pheirspictíocht an dalta a d'fhulaing an iompar bhulaíochta;
- Caithfidh sé a bheith soiléir freisin do gach duine atá páirteach (gach dalta tuismitheora agus caomhnóir má tá gá le smachtbhannaí smachtaíochta, gur ábhar príobháideach é seo idir an dalta atá á smachtú, a thuismitheoir nó caomhnóir (i) agus an scoil.

6. I nDIAIDH AN TEAGMHAIS AGUS TAIFEADADH

- Agus cinneadh á dhéanamh go bhfuil deileáil déanta leis an gcás bulaíochta go sásúil agus go cuí, ní mór don mhúinteoir ábhartha, mar chuid dá bhreithiúnas gairmiúil, na tosca seo a leanas a chur san áireamh: o an bhfuil deireadh leis an iompar bulaíochta; o an bhfuil na saincheistanna idir na páirtithe réitithe chomh fada agus is féidir; o an bhfuil na caidrimh idir na páirtithe athchóirithe chomh fada agus is féidir;

o aon aiseolas a fuair a dhéanadh ó na páirtithe lena mbaineann, a dtuismitheoir (i) / caomhnóir (i) s nó príomhoide nó leas-phríomhoide na scoile

- Ba chóir cruinnithe leantacha leis na páirtithe ábhartha a bhfuil baint acu leis an gcás a shocrú ina aonar agus iad a thabhairt le chéile níos déanaí má tá an dalta a ndearnadh bulaíocht orthu réidh agus sásta.
- Sa chás nach bhfuil tuismitheoir (i) / caomhnóir (i) sásta gur dhéileáil an scoil le cas bulaíochta de réir na nósanna imeachta seo, ní mór an tuismitheoir (i) / caomhnóir (i) a tharchur, de réir mar is cuí, don níosanna imeachta gearán na scoile.
- I gcás go bhfuil nósanna imeachta gearán na scoile ídithe ag tuismitheoir (i) / caomhnóir (i) agus níl sé/sí sásta go fóill, ní mór don scoil comhairle a chur ar an tuismitheoir (i) / caomhnóir (i) dá gcearta, gearán a dhéanamh leis an Ombudsman do Leanaí.

DAINGNIÚ, CUR I BHFEIDHM AGUS ATHBHREITHNIÚ

Cuireadh an polasaí seo i bhfeidhm den chéad uair ar 2015 agus rinneadh athbhreithniú air le déanaí ar an 29ú Aibreán 2021.

Tá an Bord Bainistíochta tar éis an Cód Iompair seo a dhaingniú. Foilseofar é ar shuíomh gréasáin na scoile (www.scoilraiffeiri.ie) agus cuirfear cóip ar fáil do phearsanra uile na scoile, do chumann na dtuismitheoirí, don phátrún agus do thuismitheoirí ar iarratas. Déanfar athbhreithniú bliantúil ar an mbeartas seo, mura bhfuil cúis láidir ann chun é a athbhreithniú níos luaithe.

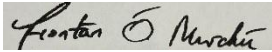
Aguisín - (Márta 2021)

Le linn na géarchéime paidéime reatha, tá freagracht orainn go léir a choinneáil slán agus sábháilte. D'fhonn é sin a dhéanamh, tá ionchais arda againn dár gcuid mac léinn chun rialacha agus treoirlínte na scoile mar a bhaineann siad le:

- Tar éis aon ghnáthaimh athraithe chun teacht agus imeacht
- Tar éis treoracha scoile ar shláinteachas, amhail lámhghearradh agus sláintíocht
- Tar éis na dtreoracha maidir le conas is féidir le daltaí sóisialú ar scoil
- Bogadh timpeall na scoile tar éis treoracha sonracha (m.sh ar an gclós, i scuaine nó ag am lóin)
- Ionchais faoi sraothartach, casacht, fíocháin agus diúscairt
- Ag insint do dhuine fásta má tá comharthaí Cóibhid-19 acu nó má tá siad tinn
- Rialacha maidir le haon trealamh nó míreanna eile a roinnt lena n-áirítear buidéil dí
- Ionchais leasaithe maidir le sos agus amanna súgartha lena n-áirítear nuair a d'fhéadfadh nó nach bhféadfadh leanaí a bheith ag súgradh
- Úsáid áiseanna leithris

Ní cheadaítear do dhaltaí casacht a dhéanamh nó smugairle a chaitheamh le mac léinn nó ar bhall foirne eile d'aon ghnó. Measfar gur mí-iompar tromchúiseach é seo agus déileálfar leo de réir ár bpolasaí iompair

Sínithe:



Dáta: 29/04/2021 (Cathaoirleach, Bord Bainistíochta)

Dáta (Date): / / **Uimhir an Chárta** (Card Number):

☐ **Labhairt na Gaeilge** (Speaking Irish)

☐ **Iompar sa rang/scoil/clós** (Behaviour in class/school/yard)

☐ **Iarracht ranga** (Class effort)

☐ **Léiriú measa ar fhoireann na scoile/ar chomhdhaltai/ar mhaoin scoile**
(Respect for school staff/other pupils/school property)

☐ **Eile** (Other)

[illegible]

18

AGUISÍN 2

Samplaí d'iompar do-ghlactha

(Tá roinnt samplaí de iompraíochtaí do-ghlactha sna liostaí thíos. Níl siad agus ní féidir leo a bheith ina liostaí uileghabhálacha)

Mion mhí-iompar (mar atá sainithe ag an múinteoir)	Mí-iompar tromchúiseach (tarlaíonn mí-iompar tromchúiseach taréis mion mhí-iompar leanúnach)	Mí-iompar as Cuimse (athraíonn mí-iompar tromchúiseach a tharlaíonn go minic go mhí-iompar as cuimse)
Gan obair bhaile a déanamh nó a críochnú ar scoil nó sa bhaile gan chúis mhaith	Gan obair bhaile a déanamh nó a críochnú ar scoil nó sa bhaile gan chúis mhaith arís is arís eile	Gan obair bhaile a déanamh nó a críochnú ar scoil nó sa bhaile gan chúis mhaith go seasmhach.
Neamhaird a dhéanamh ar threoracha an mhúinteora	Ag déanamh neamhaird ar threoracha an mhúinteora de shíor.	Ag déanamh neamhaird ar threoracha an mhúinteora go seasmhach
Ag cur isteach air nó ag caint le pháistí eile	Ag cur isteach go leanúnach nó ag caint le pháistí eile arís is arís eile	Ag cur isteach nó ag caint le pháistí eile go seasmhach
Mí-iompar ar phasáistí agus/nó thailte na scoile	Mí-iompar ar phasáistí agus/nó thailte na scoile arís is arís eile	Mí-iompar ar phasáistí agus/nó thailte na scoile de shíor go seasmhach
Rialacha an tseomra ranga a bhriseadh	Rialacha an seomra ranga a bhriseadh arís is arís eile	Rialacha an tseomra ranga a bhriseadh go seasmhach
Imeaglú daltaí eile nó múinteoirí	Bulaíocht nó imeaglú daltaí eile nó múinteoirí arís is arís eile	Bulaíocht nó imeaglú daltaí eile nó múinteoirí go seasmhach
Iompar contúirteach a d'fhéadfadh duine eile a ghortú.	Iompar contúirteach a dhéanann gortú arís is arís eile	Iompar contúirteach a dhéanann gortú go seasmhach
Gan an sainéide scoile iomlán a chaitheamh	Gan an sainéide scoile iomlán a chaitheamh de shíor	Gan an sainéide scoile iomlán a chaitheamh go seasmhach
A bheith mímhúinte nó dímheasúil do pháiste, bhaill foirne nó cuairteoirí	A bheith mímhúinte nó dímheasúil do pháiste, bhaill foirne nó cuairteoirí arís is arís eile	A bheith mímhúinte nó dímheasúil do pháiste, bhaill foirne nó cuairteoirí go seasmhach
Ag bualadh, ciceáil, gortú páiste ar an glcós	Ag bualadh, ciceáil, gortú páiste ar an glcós arís is arís eile	Ag bualadh, ciceáil, gortú páiste ar an glcós go seasmhach
Drochiompar mí-chuí	Ag déanamh painseáil, jocáil,dingeadh ar pháiste eile beag beann ar chairdeas	Ag déanamh painseáil, jocáil,dingeadh ar phaiste eile beag arís is arís eile
Gan fanacht le tasc	Ag gortú páiste eile d'aon ghnó	Ag gortú páiste eile d'aon ghnó arís is arís eile
Neamhaird a thabhairt ar rialacha scoile	Neamhaird a thabhairt ar rialacha scoile arís is arís eile	Neamhaird a thabhairt ar rialacha scoile go seasmhach
Rialacha an clóis a bhriseadh - ráillí, dul i bhfolach, i bhfoscán rothar, imeacht ón glcós	Rialacha an clóis a bhriseadh arís is arís eile - ráillí, dul i bhfolach, i bhfoscán rothar, imeacht ón glcós	Rialacha an clóis a bhriseadh go seasmhach – ráillí, dul i bhfolach, i bhfoscán rothar, imeacht ón glcós
Ag tabhairt fón póca ar scoil	Ag úsáid fón póca ar scoil arís is arís eile	Ag úsáid fón póca ar scoil go seasmhach
Damáiste a dhéanamh do mhaoine scoile nó maoine dhaoine eile	Damáiste a dhéanamh do mhaoine scoile nó maoine dhaoine eile	Damáiste a dhéanamh do mhaoine scoile nó maoine dhaoine eile

Bréag a insint	Bréag a insint arís is arís eile	Bréag a insint go seasmhach
Ainm a ghlaoch ar pháiste eile ach bhfuil mar ainm báisteadh acu	Ainm a ghlaoch ar pháiste eile ach bhfuil mar ainm báisteadh arís is arís eile	Ainm a ghlaoch ar pháiste eile ach bhfuil mar ainm báisteadh arís is arís eile go seasmhach
	Smugairle a chaitheamh arís is arís eile	Smugairle a chaitheamh go seasmhach
Rudaí a chaitheamh (a d'fhéadfadh dochar a dhéanamh).	Rudaí a chaitheamh (a d'fhéadfadh dochar a dhéanamh) arís is arís eile	Rudaí a chaitheamh (a d'fhéadfadh dochar a dhéanamh) go seasmhach.
Drochtheanga nó eascainí a úsaid le páiste nó duine fásta	Drochtheanga nó eascainí a úsaid le páiste nó duine fásta, arís is arís eile	Drochtheanga nó eascainí a úsaid le páiste nó duine fásta, go seasmhach
Spás pearsanta páiste nó duine eile a shárú	Spás pearsanta páiste nó duine eile a shárú, arís is arís eile	Spás pearsanta páiste nó duine eile a shárú, go seasmhach
Gan a bheith tuisceanach faoi dhifríochtaí	Iompar homafóbach arís is arís eile	Iompar homafóbach leanúnach
Teacht déanach ar scoil	Teacht déanach ar scoil arís is arís eile	Teacht déanach ar go seasmhach
Ag troid le páiste/duine eile	Bulaíocht a dhéanamh ar pháiste/duine eile	Bulaíocht a dhéanamh ar pháiste/duine eile, go seasmhach
Aon mhí-iompar fisiciúl	Aon mhí-iompar fisiciúl) arís is arís eile	Aon mhí-iompar fisiciúl) go seasmhach
Ag stánadh ar pháiste/duine eile	Ag stánadh ar pháiste/duine eile, arís is arís eile	Ag stánadh ar pháiste/duine eile,
Ag gáire faoi páiste nó duine eile	Ag gáire faoi páiste nó duine eile arís is arís eile	Ag gáire faoi páiste nó duine eile go seasmhach
Ag labhairt faoi páiste/duine eile nó ag scaipeadh scéalta nach bhfuil fíor fúthú	Ag labhairt faoi páiste/duine eile nó ag scaipeadh scéalta nach bhfuil fíor fúthú eile arís is arís eile	Ag labhairt faoi páiste/duine eile nó ag scaipeadh scéalta nach bhfuil fíor fúthú go seasmhach
Obair gharbh sa pheil	Obair gharbh sa pheil arís is arís eile	Obair gharbh sa pheil go seasmhach
Ag filleadh ar an bhfoirgneamh scoile le linn amanna sosa nó tar éis na scoile gan cead	Ag filleadh ar an bhfoirgneamh scoile le linn amanna sosa nó tar éis na scoile gan cead arís is arís eile	Ag filleadh ar an bhfoirgneamh scoile le linn amanna sosa nó tar éis na scoile gan cead go seasmhach

CODE OF BEHAVIOUR

Table of Contents

- Introduction
- The School Community
- Aims
- Standards of behaviour
 - General school behaviour
 - Children with Social, Emotional and Behavioural Needs
 - General classroom behaviour
 - Behaviour in the School Yard
- Expectations of Pupils
 - On Wet Days
 - In the Toilet
 - On Swimming Days
 - On School Trips/Tours
 - In the School Environment
- Golden Rules
- School Systems and Routines
 - School Times
 - Homework
 - Attendance
 - School Uniform
 - Health and Hygiene
 - Accidents
- Strategies to Affirm and Promote Good Behaviour
- Incentives and Reward Systems
- Dealing with Misbehaviour
- Purpose of a Sanction
- Possible Sanctions for Misbehaviour
- Procedure following Misbehaviour
- Categories of Unacceptable Behaviour
 - Suspension
 - Expulsion
- Communication between Parents and Teachers
- Responsibility for Discipline

- Code of Behaviour and Parents
- School Policy on Bullying
 - **Definition**
 - **School Ethos**
 - **Awareness**
 - **Procedures for Reporting Incidents**
 - **Investigation and Dealing with Incidents**
 - **Follow up and Recording**
- Ratification, Implementation and Review
- Addendum – Covid-19
- Appendices

INTRODUCTION

This code has been drawn up for the safety and protection of pupils and the all members of the school community. The child is placed at the centre of life in our school. Each child is special and unique. We strive to provide a happy, safe and secure environment so that pupils can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social Personal and Health Education (SPHE), SESE, English, Art and Physical Education.

THE SCHOOL COMMUNITY

The central purpose of the Catholic School is the religious, moral, intellectual, physical and social education of the child. The Catholic School works at forming a community composed of students, teachers, parents, management and other staff, which:

- Seeks to live by Christian values
- Recognises the dignity of each individual
- Contributes to the building up of the local community
- Works for peace and justice in society

The ethos or climate of a school is a major factor in establishing and maintaining high standards of behaviour and discipline. This code aims to help us as a learning community to be well behaved and to learn effectively in school. This code of behaviour will help teachers, other staff members, children and parents work together towards an effective, safe and happy school.

AIMS

The aim of the Code of Behaviour is to provide guidelines and procedures for the maintenance of standards of behaviour and a school atmosphere which will facilitate each child achieving his/ her full potential as a pupil attending Gaelscoil Raifteiri. The Code aims to

- Provide clarity
- Affirm that everyone's behaviour matters
- Focus on promoting good behaviour
- Balance needs
- Recognise that relationships are crucial
- Focus on personal responsibility
- Ensure fairness and equality
- Promote equality
- Recognise educational vulnerability
- Attend to the welfare of pupils and staff
- Promote safety and freedom from threat

This document outlines:

Standards of behaviour:

- General school behaviour
- Children with Social, Emotional and Behavioural Needs
- General classroom behaviour
- Behaviour in the School Yard

STANDARDS OF BEHAVIOUR

GENERAL SCHOOL BEHAVIOUR

- Pupils must speak Irish at all times except during the period time-tabled for English class and SPHE
- All pupils are expected to behave in a responsible manner both towards themselves and others, showing consideration, courtesy and respect for other pupils and adults at all times.
- Respect must be shown for the property of the individual and of the school at all times
- Attend school on time and with all necessary equipment.
- Follow instructions from teachers
- Wear full uniform (School tracksuit on P.E. and swimming days). Neat attire is expected at all times, including hair styles
- Comply with classroom rules on tidiness, safety, e.g. Covid-19 routines, school bags under the table, speaking in turn, lining up to go out, proper care of school equipment and furnishings
- In the interest of hygiene and safety, jewellery and body piercing are discouraged. Pupils may be asked to remove items of jewellery in the interest of safety
- In the interest of encouraging healthy eating and of discouraging an accumulation of litter in the environs of the school, certain items are not permitted for pupil's lunches. e.g. fizzy drinks, bars, crisps, sweets or chewing gum.
- Children will eat their lunch in class and will not be permitted to bring food or drink out to the yard.
- Pupils are encouraged to use roll on deodorants after P.E. and swimming and not aerosols
- Children will refrain from distributing party invitations, Christmas cards and holiday mementos in school.
- The use of mobile phones/iPods/MP3 Players/or any hand held devices, by pupils during school hours, is not permitted.
- The School/B.O.M. accepts no responsibility for loss or damage to these items.
- Posting of any images or video clips on social media forums by pupils whilst in school uniform is strictly in breach of our school's Code of Behaviour.
- Misuse of substances in school is not allowed.
- On Official School Occasions the following rules apply:

- Gaeilge
- Good Behaviour
- Punctuality
- School Uniform

The standards and rules contained in this Code of Behaviour apply during school hours, at all extra- curricular classes, at swimming classes, at all fund raising and social events organized by the school or by the Parents Committee, at the Schools' Christmas Concert, on School Tours, at Parish Carol Services, Masses and at all events organized by, on behalf of or in the name of Gaelscoil Raifteirí.

CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS (SEBN)

All pupils are required to comply with the Code of Behaviour. However, the school recognises that children with behavioural needs may require assistance in understanding certain rules. In this instance, a behaviour plan will be put in place and the class teacher, Special Educational Needs Teacher and/or Principal will work closely with home to ensure that optimal support is given.

Cognitive development will be taken into account at all times. Professional advice from NEPS/NCSE will be sought.

GENERAL CLASSROOM BEHAVIOUR

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the schools guiding principles as they apply in the classroom and are presented in a way that is accessible to the children.

Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Courtesy and respect for others is the basis for classroom behaviour where pupils will respect the rights of others to learn in a secure safe environment. We expect that:

- Pupils will be honest in their dealings with others.
- Pupils will complete assigned homework which may be oral/written, memorization or other tasks. Written work will be in a neat and presentable form.
- Pupils will bring to school each day the books, copies, pens, pencils etc. necessary to do their work properly. Pupils will take good care of these things.
- Pupils are expected to keep their classroom and work space neat and tidy.
- Pupils will use kind words, kind hands and kind deeds in their interactions with others.

BEHAVIOUR IN THE SCHOOL YARD

The yard should be a safe place for children to play, therefore pupils are expected to:

- Speak in Irish
- Play safely and responsibly. (Kind hands, kind feet and kind words)
- Remain within view of supervising teachers/adults
- Obey instructions given by supervising teachers/adults on duty immediately
- Stop, walk away and tell if they see Bullying Behaviour.
- Take care and look where they are going
- Stay in their own area on the yard and inside school boundaries.
- Not to interfere with the games of other groups or classes
- Not to re-enter buildings without permission from the teacher/adult on duty
- Proceed to their line up point on the yard in an orderly fashion without delay once the bell rings
- Line up quietly when bell sounds and walk back to classroom in an orderly fashion,
- Not engage in games considered to be dangerous to oneself or others, e.g. fighting, kicking, pushing, knocking other children to the ground, sliding games, jockey backs or lifting other children, using abusive language, name calling etc.

Note: If the teacher on duty decides that the weather is not suitable then the children will go outside. Children should only be sent to school if they are well enough to go outside.

EXPECTATIONS OF PUPILS

ON WET DAYS

- Pupils engage in activities in their own classroom based on instructions from teacher
- Pupils stay seated and do not run around their classroom
- Pupils do not use sharp implements
- Pupils do not use a tin-whistle except under teacher supervision

IN THE TOILET

- Only one child will go into the toilet at a time
- Pupils will be reminded of good personal hygiene at all times

ON SWIMMING DAYS

- Walk to/from the swimming pool and enter the school bus safely
- Walk into the swimming pool. No running allowed.
- Pupils do not shout or run in the dressing rooms or pool area
- Listen and obey the instructor and lifeguard

- Wear a swimming cap. Armbands are needed for beginners.
- Not push or play roughly in the pool, pool area or dressing rooms.
- Dress quickly after each session

ON SCHOOL TRIPS/TOURS

- Pupils will enter the bus and leave the bus in an orderly manner.
- Pupils will arrive on time
- Keep the school rules as listed above.
- Sit in their seats and avoid using loud voices that could distract the driver.
- Stay in their appointed groups at all times.
- To wear the school uniform as directed by the teacher.
- To return parental/guardian permission slips allowing the pupil to go on the tour.

IN THE SCHOOL ENVIRONMENT

- For reasons of safety and to minimise accidents, pupils will move about the school in an orderly manner
- Pupils will show respect for school property at all times.

GOLDEN RULES

Rules provide clear boundaries and describe in simple terms how to behave in order to learn well and to develop into mature and responsible individuals.

As children find it difficult to remember long lists of rules, pupils are introduced to 'The Golden Rules', a positive and child-friendly version of the school rules from Junior Infants and are encouraged to be responsible for their own behaviour.

Older students are also encouraged to model good behaviour for younger students.

The **Golden Rules** which guide our behaviour are:

- We speak Irish (Gaeilge)
- We look after property (Aire)
- We listen (Éisteacht)
- We are honest (Ionraic)
- We are kind and helpful (Lách)
- We work hard (Gafa)
- We are aware of our words, actions on people and the world around us (Eolasach)

For Infants these are summarised as:

- Speak Irish (Gaeilge)
- Be respectful (Aire)
- Be kind (Lách)
- Be aware (Eolasach)

SCHOOL SYSTEMS AND ROUTINES

SCHOOL TIMEs

1. Opening time **8.50 a.m.**

2. Break time **10.45 a.m. – 11.00 a.m**

3. Lunch time **12.30 p.m. – 12.55p.m.**

4. Closing time for infants: **1.30 p.m.** (excluding the first two weeks in September when Junior Infants finish at 12:00 o'clock).

5. Closing time for classes R.1 to R.6. **2.30p.m.**

The Principal Niamh Uí Raois can be seen by appointment only by contacting Secretary Lára Uí Mháille – 0949024700

HOMEWORK

The objective in assigning homework is to practise and consolidate work done in school.

It is school policy to give regular homework (Monday to Thursday inclusive) which is appropriate to the class/age of the children. No homework is given at the weekend. No homework is given to Junior infants during their first term (see Homework Policy).

The following guidelines should be helpful, bearing in mind the ability of the child:

- Junior Infants: 15 mins
- Senior Infants: 15 mins
- 1st and 2nd Class: 15-30 mins
- 3rd and 4th Class: 20-40 mins
- 5th and 6th Class: 30-60 mins

Parents should strive to ensure that homework and shared reading is allocated enough time to be completed in a relaxed atmosphere free from noise, devices etc

Homework will be thoroughly explained before assigning.

Incomplete or poorly presented homework may have to be redone.

ATTENDANCE

Pupils are required to be regular in their attendance at school. After a pupil has been absent an explanation should be given by a parent on the Aladdin App.

In the interest of preventing the spread of Covid-19 in our school, all pupils' absences are recorded on Aladdin and the completion of a "Return to School Declaration Form" on Aladdin, is mandatory before pupils' return to school.

If a pupil is late in arriving to school or has to leave school early an message on the Aladdin Connect App, a telephone call to the school or a written note from parents is required.

SCHOOL UNIFORM

The School Uniform consists of a grey pinafore/trousers, white shirt, royal blue v-neck jumper or cardigan, a grey school tie and must be worn at all times. On P.E. days the royal blue school tracksuit, a white polo-shirt and runners (with velcro for infant classes) must be worn.

All items of clothing and personal belongings should be labelled

HEALTH AND HYGIENE

1. The Principal and the class teacher should be informed in writing by parents if a child has had a change in his/her health circumstances e.g. diagnosis of a medical condition, assessments

reports/updates from relevant professionals, newly-prescribed medication/change in dosage etc.

2. To cultivate good eating habits, children are encouraged to bring a nutritious lunch to school.
3. Chewing gum, crisps and fizzy drinks are not allowed.
4. Parents are encouraged to ensure pupils get adequate sleep and to discuss the importance of same with children.
5. The school must be informed should you have found it necessary to treat your child's hair for head lice, treat skin conditions or if your child has contracted any communicable disease.
6. Parents are asked to keep their child at home if he/she presents with any one or more of the symptoms of Covid -19:
 - a temperature of 38 degrees Celsius or more
 - a new cough - this can be any kind of cough, not just dry
 - loss or changed sense of taste or smell
 - shortness of breath

Less common symptoms of COVID-19 include:

- sore throat
- headaches
- runny or stuffed nose
- feeling sick or vomiting

If your child has any of these symptoms keep them at home for at least 48 hours. It's unlikely they have COVID-19, but they could be a sign of another infectious illness.

The people your child lives with do not need to restrict their movements as long as they feel well.

After 48 hours it's okay to send your child back to school or childcare as long as:

- their symptoms do not get worse
- they do not develop new symptoms
- they have not had paracetamol or ibuprofen during these 48 hours - this may hide a fever if they have one
- no one else they live with is ill or has tested positive for COVID-19

Please refer to the school's Covid-19 Response plan which is available on our website www.scoilraifteiri.com
Please also note the guidance from the HSE in relation to schools and Covid-19 www.gov.ie/backtoschool 3.7

ACCIDENTS

If an accident occurs or if a child is injured inside or outside the classroom or in the school yard, our policy is:

- If of a minor nature, basic first aid is administered by a staff member.
- If an accident appears to be of a more serious nature, a staff member will seek advice from the Deputy Principal/Principal.
- If a child appears unwell after banging their head it is our policy to inform parents as soon as possible to arrange for the child to be collected, if necessary.
- Serious injuries - suspected fractures, deep cuts etc. which perhaps may need stitches will result in your child's attendance at A&E Mayo General Hospital, Castlebar. In such cases parents are alerted as soon as possible; parents may wish to bring the child to the G.P./ Hospital themselves.
- If a child complains of stomach pain, headache or toothache, parents will be informed as soon as possible and arrangements may be made to take them home.

STRATEGIES TO AFFIRM AND PROMOTE GOOD BEHAVIOUR

Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how children learn. Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to.

This is achieved through:

- **consistency**
- **clarity**
- **communication**
- **co-operation**

Teachers are very conscious of the value of praise in encouraging pupils to keep the school rules. Pupils are praised by teachers for good behaviour when moving around the school, lining up in the yard, displaying courteous and respectful behaviour etc. We recognise that all children are different and every effort is made to cater for all children and all their differing needs.

Opportunities to practice positive behaviour and to teach pupils strategies for resolving conflict and managing their behaviour arise as part of the school curriculum. Circle Time in SPHE, Role Play in Drama and many Religious Education lessons provide such opportunities.

Pupils achievements in Sports, Music, Drama and other activities are acknowledged by the class teachers. Every opportunity is taken to celebrate and praise pupils' engagement in these activities e.g. after matches and concerts, at assemblies and by a visit to the classroom from the Principal or Deputy Principal.

INCENTIVES AND REWARD SYSTEMS

A class system of positive reinforcement through individual and group rewards, motivates and acknowledges good behaviour, progress and effort. To support pupils to develop their potential to the fullest, we recognise the value of encouragement and praise. Listed below are some examples of how praise may be given:

- A quiet word or gesture to show approval
- Words of praise in front of a group/class/assembly
- Awards for good behaviour, progress, effort or attendance at Assembly
- Delegating some special responsibility/privilege e.g. play session with SEN Teacher on Friday
- A written comment in a pupil's exercise book, journal or a happy gram sent home.
- A visit to the Principal's office for commendation. Principal visits classrooms for same.
- A mention to Parent - verbal communication.
- Entry of a record of good behaviour in behaviour notebook or star chart
- Homework vouchers for written work
- An item chosen from the teachers' small prizes box
- A system of happy faces, merit marks, stamps, stickers or dojos (individual/ group/whole- class).
- Group of the day/week first in the line for the yard/home-time.

DEALING WITH MISBEHAVIOUR

It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. These, however contain a degree of flexibility to take account of individual circumstances.

We take a restorative approach to misbehaviour that encourages pupils to take responsibility for their behaviour by thinking through the causes and consequences.

Misbehaviour, when it becomes apparent will be investigated immediately. Restorative practices centre around a set of key questions that help pupils think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

PURPOSE OF A SANCTION

The code aims to stop and bring about a change in misbehaviour by helping children to:

- learn that their behaviour is unacceptable and change is needed
- see that their behaviour affects others
- understand that they have choices about their behaviour
- understand that their choices have consequences
- learn to take responsibility for their choices / behaviours
- discuss and devise strategies to prevent the behaviour occurring again
- defuse and resolve a situation
- signal to other pupils' that their wellbeing is being protected
- prevent serious disruption of Teaching and Learning
- indicate to a pupil why the sanction is being applied
- to avoid further sanctions
- make a clear distinction between minor and major offences
- to focus on the pupil's behaviour not on the pupil himself/herself

POSSIBLE SANCTIONS FOR MISBEHAVIOUR

In imposing a sanction, it is the misbehaviour which is unacceptable and not the individual. The pupil is made aware of the fact that his/her behaviour is unacceptable.

- The seating arrangement in class may be changed.
- A pupil may be temporarily separated from class group
- A pupil may be asked to stand out for a period during yard time.
- A note/comment may be written in pupil's homework journal to be signed by parents
- A pupil may be asked to complete unfinished work which has not been finished due to unacceptable behaviour.
- If a pupil is a source of danger/disruption to others or to himself, he/she may be removed from the activity in which he/she is involved
- A pupil may be detained in the classroom for a part of break-time under supervision
- If a misbehaviour occurs at lunchtime or any other time when another teacher is in charge that teacher may impose a sanction and inform class teacher of same.
- Recompense is expected to be made by pupil/parent for deliberate damage to property
- A letter for misbehaviour may be issued depending on the circumstances of the misbehaviour.

PROCEDURE FOLLOWING MISBEHAVIOUR

A letter is given to a child as a result of the following unacceptable behaviour:

1. **Misbehaviour in class/school/ yard**
2. **Speaking English**
3. **Class effort**
4. **Respect for school staff/other pupils'/school property**
5. **Other** (See Appendix 2 for categories and examples of misbehaviour)

When a child is given a white letter the class teacher / guardian must ensure that this white letter is signed by a parent and returned to the teacher.

After the third white letter has been given to a child, a yellow letter is given out. A yellow letter indicates a first lunchtime detention – a child will complete the restorative think sheet. A meeting is organised at this point between the child, the parent and the classroom teacher to discuss a programme of intervention.

This process is then repeated a second time. After another three white letters are issued, an orange letter is issued. An orange letter indicates a second lunchtime detention – a child will complete the restorative think sheet. A meeting is organised between the child, the parent, the classroom teacher and the principal to discuss a programme of intervention.

This process is then repeated for a third time. After another three white letters have been issued a red letter is issued. A red letter means that a child may be suspended or expelled from the school and the parents are informed of this in writing.

The Principal has the authority to suspend a child for a period of up to three days at a time following consultation with the Board of Management.

The principal may suspend a child for a period longer than three days upon agreement by the Board of Management.

The Board of Management has the authority to expel a child from the school. If this occurs, the parents and the child are given the opportunity to come and tell their story. Parents are also informed of the appeals procedure. The school has the right to issue a child with a yellow, orange or red letter immediately if a serious incident occurs.

CATEGORIES OF UNACCEPTABLE BEHAVIOUR

The code acknowledges three broad categories of misbehaviour and examples of each are outlined below:

- Minor Misbehaviour
- Serious Misbehaviour
- Extreme Misbehaviour

All everyday instances of a minor nature are dealt with by the class teacher. Class teachers will keep a running record of **minor misbehaviours**. If a pattern of minor misbehaviours appears, the class teacher may inform Parents/Guardians.

Single instances of serious misbehaviour will be dealt with by the class teacher in conjunction with the Deputy Principal / Principal. Any single incident may be brought to the Parent/Guardian's attention at the discretion of the Deputy Principal / Principal.

In cases of **repeated serious misbehaviours** Parents/Guardians will be involved at an early stage and invited to meet the class teacher and Deputy Principal / Principal to discuss their child's behaviour.

Parents / Guardians will be informed immediately by the Principal if there is **one incident of extreme misbehaviour**. (See Appendix 2 for some examples in each category).

SUSPENSION

If parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 13 (5) of the Rules of National Schools.

In the case of extreme misbehaviour the Principal shall request the chairperson of the Board to sanction an immediate suspension, pending a discussion of the matter with the parents.

EXPULSION

- Expulsion may be considered in an extreme case in accordance with Rule 130 (6).
- Every effort will be made to have an emotionally challenged child referred for psychological assessment without delay.

COMMUNICATION BETWEEN PARENTS AND TEACHERS

A Teacher may communicate with Parents in the following ways:

- A note in the child journal
- A letter to parent (see Appendix 1)
- Personal contact
- Parent/Teacher meetings

- The Principal contacts parents

RESPONSIBILITY FOR DISCIPLINE

The overall responsibility for discipline within the school rests with the principal. This responsibility will always be administered in a manner which is consistent and fair to all pupils. Each teacher has responsibility for the maintenance of discipline with his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the principal for serious breaches of discipline and for repeated incidents of misbehaviour.

It is our belief that the most effective schools are those with the best relationships between staff, parents, pupils and the management. Therefore, all parties concerned will work towards

developing this relationship for the good and welfare of each pupil and for the building up of a Christian environment in the school and for the growth and happiness of all concerned.

Every effort will be made by the principal and staff to ensure that parents are kept informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but also when they have behaved particularly well.

A copy of this complete document is available on the school website and parents and guardians are directed to the site, when new children are enrolled and at the meeting with new parents in June.

This code will be reviewed at agreed intervals.

CODE OF BEHAVIOUR AND PARENTS

A copy of School's Code of Behaviour is available on the school website and will be attached to this policy document when revised (as required by the Education Welfare act 2000).

SCHOOL POLICY ON BULLYING

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Gaelscoil Raifteiri has adopted an anti-bullying policy within the framework of the school's overall code of behaviour.

The schools' Anti-Bullying policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

Bullying in any form is strictly forbidden.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to best practice in preventing and tackling bullying behaviour.

- 1. Definition**
- 2. School Ethos**
- 3. Awareness**
- 4. Procedures for Reporting Incidents**
- 5. Investigating and Dealing with Incidents**
- 6. Follow up and Recording**

1. Definition of Bullying

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others. Isolated incidents of aggressive behaviour which should not be condoned can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.

2.School Ethos

A positive school climate that focuses on respect for the individual should be created to encourage trust, consideration, care and support for others. As self-esteem is the single most influential factor in determining behaviour, teachers and parents/guardians should provide children with opportunities to develop a positive sense of worth. Techniques based on positive motivation and recognition have been shown to be more effective in promoting desired behaviour than methods that are based on threat and fear. Pupils are actively encouraged to report incidents of bullying – pupils should realize that they have a responsibility for the safety and welfare of fellow pupils.

3. Awareness

An awareness of bullying as a form of unacceptable behaviour will be created with school management, teachers, pupils and parents/guardians. School-wide awareness raising activities will be organised each term.

4. Procedures for Reporting Incidents of Bullying Behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- The school's procedures must be consistent with the following approach.
- Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.
- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

5. Investigating and dealing with incidents

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. When conducting interviews, templates from the Abi Bullying and Restorative Practice programmes may be used including one or more of the following:
 - Survey
 - Checklist
 - Restorative Practice questions (Appendix 6)
 - Restorative interviews
 - Restorative conferencing
 - Think sheet to support and promote Restorative Practice
 - Recording Bullying Behaviour Template
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about other's statements
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s), using templates from the Abi Bullying and Restorative Practice programmes.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

6. Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

RATIFICATION, IMPLEMENTATION AND REVIEW

This policy was first implemented on 2015 and most recently reviewed on 29th April 2021.

The Board of Management has ratified this Code of Behaviour. It will be published on the school website (www.scoilraifteiri.ie) and a copy will be made available to all school personnel, the Parents' Association, the Patron and to Parents on request.

This policy will be subjected to yearly review, unless there is a compelling reason to review earlier.

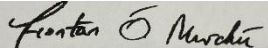
Addendum – (March 2021)

During the current Pandemic crisis, we all have responsibility to keep each other safe and well. In order to do so, we have high expectations of our students to follow the rules and guidelines of the school related to:

- Following any altered routines for arrival and departure
- Following school instructions on hygiene, such as handwashing and sanitising

- Following instructions on how pupils can socialise at school
- Moving around the school following specific instructions
(For example on the yard, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal
- Telling an adult if they are experiencing Covid-19 symptoms or feeling unwell
- Rules about sharing any equipment or other items including drink bottles
- Amended expectations about break and play times including where children may/may not play
- Use of toilet facilities

Students must not spit at or deliberately cough on another student or staff member. This will be considered a serious misbehaviour and will be dealt with in accordance with our behaviour policy.

Signed: 

Date: 29/04/2021 (Chairperson, Board of Management)



CÓD IOMPAIR

CODE OF BEHAVIOR

Dáta (Date): / / Uimhir an Chárta (Card Number): _____

Ainm an Pháiste (Child's Name): _____

A Thuismitheoir, A Chara,

Bhí iompar do pháiste míshásúil maidir le (Your child's behaviour was unsatisfactory in relation to):

- ☐ Labhairt na Gaeilge (Speaking Irish)
- ☐ Iompar sa rang/scoil/clós (Behaviour in class/school/yard)
- ☐ Iarracht ranga (Class effort)
- ☐ Léiriú measa ar fhoireann na scoile/ar chomhdhaltaí/ar mhaoín scoile (Respect for school staff/other pupils/school property)
- ☐ Eile (Other)

Tuairisc an Mhúinteora (Teacher's Report):

Síniú an Mhúinteora (Teacher's Signature): _____

Síniú an Tuismitheora/Caomhnóra (Parent's/Guardian's Signature):

Sínigh agus seol ar ais láithreach le do thoil (Please sign and return immediately)

APPENDIX 2

Examples of Unacceptable Behaviour

(The lists below contain some examples of unacceptable behaviours. They are not and cannot be exhaustive lists).

Minor Misbehaviour (As defined by the teacher)	Serious Misbehaviour (Persistent minor Misbehaviour becomes Serious Misbehaviour)	Extreme Misbehaviour (Repeated Serious Misbehaviour becomes Extreme Misbehaviour)
Not doing or completing assigned work either in school or for homework without good reason	Not doing or completing assigned work either in school or for homework without good reason, frequently	Not doing or completing assigned work either in school or for homework without good reason continuously
Ignoring Teacher's instructions	Frequently ignoring teacher's instructions.	Repeatedly ignoring teacher's instructions
Distracting or talking to other pupils	Frequently distracting or constant talking to other pupils.	Repeated distracting or constant talking to other pupils.
Unruliness on corridors and school grounds.	Frequently unruliness on corridors and school grounds.	Unruliness on corridors and school grounds repeatedly.
Breaking classroom rules	Frequently breaking classroom rules	Breaking classroom rules repeatedly.
Intimidation of fellow pupils or teachers	Frequent bullying or intimidation of fellow pupils or teachers	Bullying or intimidation of fellow pupils or teachers, repeatedly
Dangerous behaviour that hurts someone else	Dangerous behaviour that hurts someone else frequently	Repeated dangerous behaviour that hurts someone else
Incomplete school uniform.	Frequently wearing an incomplete school uniform.	Repeatedly wearing an incomplete school uniform
Being rude or disrespectful to other children, members of staff or visitors	Frequently being rude or disrespectful to other children, members of staff or visitors	Repeatedly being rude or disrespectful to other children, members of staff or visitors
Hitting, kicking or hurting a student on the yard.	Frequently kicking or hurting a student on the yard/	Frequently kicking or hurting a student on the repeatedly
Inappropriate misbehaviour	Pantsing, jocking wedges towards another person regardless of friendship	Frequent pantsing, jocking wedges towards another person regardless of friendship
Not staying with a task	Intentionally hurting another child/dult	Repeatedly hurting another child/adult
Breaking school rules	Frequently breaking school rules	Repeatedly breaking school rules
Breaking yard rules – rails, hiding behind prefab/bike shelter or leaving the yard without permission	Frequently breaking yard rules – rails, hiding behind prefab/bike shelter or leaving the yard without permission	Repeatedly breaking yard rules – rails, hiding behind prefab/bike shelter or leaving the yard without permission
Bringing a mobile phone to school.	Frequently using a mobile phone in school.	Repeatedly bringing a mobile phone to school

Damaging school property or the property of someone else in school.	Frequently damaging school property or the property of someone else in school.	Repeatedly damaging school property or the property of someone else in school.
Telling untruths	Frequently telling untruths	Telling untruths repeatedly
Calling someone by a name other than their given name	Frequently calling someone by a name other than their given name	Repeatedly calling someone by a name other than their given name
	Spitting at someone else	Frequently spitting at someone else
Throwing objects that could cause harm	Frequently throwing objects that could cause harm	Repeatedly throwing objects that could cause harm
Using bad language or swearing at another child or adult	Frequently using bad language or swearing at another child or adult	Repeatedly using bad language or swearing at another child or adult
Invading the personal space of another	Frequently invading the personal space of another	Repeatedly invading the personal space of another
Intolerant of differences	Homophobic behaviour	Frequent homophobic behaviour
Arriving late to school	Frequently arriving late to school	Repeatedly arriving late to school
Fighting with another child/adult	Bullying another child or adult	Repeatedly bullying another child or adult
Any physical mis-behaviour	Frequent physical mis-behaviour	Repeated physical mis-behaviour
Staring at a child/adult in a way that is inappropriate	Frequent staring at a child/adult in a way that is inappropriate	Repeated staring at a child/adult in a way that is inappropriate
Laughing at or making fun of another child or adult	Frequent laughing at or making fun of another child or adult	Repeated laughing at or making fun of another child or adult
Talking about someone behind their back	Talking about someone behind their back or spreading untrue rumours about them	Frequently talking about someone behind their back or spreading untrue rumours about them
Rough play at football	Frequent rough play at football	Repeated rough play at football
Returning to the school building during break times or after school without permission	Frequently returning to the school building during break times or after school without permission	Repeatedly returning to the school building during break times or after school without permission