

Gaelscoil Uí Riada

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Athbhreithniú déanta	Déanta ag	Cead athbhreithniú eile
Meitheamh 2025	Bord Bainistíochta	Meitheamh 2026

Cód Rialbhéas & Smachta Gaelscoil Uí Riada

RÉAMHRÁ

D'fhonn timpeallacht shlán agus shláintiúil a bhaint amach agus a chothabháil inar féidir le leanaí a lánacmhainneacht a fhorbairt go hintleachtúil, go sóisialta agus go mothúchánach, déanaimid ár ndícheall cód iompraíochta a chur ar fáil a thacaíonn agus a chuireann chun cinn caidrimh shláintiúla, iompraíochtaí sláintiúla agus a thacaíonn le fás iomlánaíoch leanaí trí iad a threorú chun réitigh a aimsiú ar iompraíochtaí míshláintiúla agus nach dteastaíonn. Is é an aidhm atá againn ná a chinntiú go bhfoghlaímíonn páistí cur go dearfach lena dtimpeallacht foghlama agus go bhfoghlaímíonn siad conas oibriú i dtreo réitigh go comhoibríoch i gcás ina bhféadfadh cur isteach nó sárúithe iompraíochta a bheith ann a d'fhéadfadh tionchar a imirt ar shláinte a dtimpeallachta foghlama. Cuireann ár gcód scoile béim ar thorthaí sárúithe iompraíochta/iompar nach dteastaíonn uathu a shroicheann cuntasacht nuair a ghlacann leanaí céimeanna chun aghaidh a thabhairt go toilteanach ar aon dochar a dhéantar agus oibríonn siad i dtreo an dochar sin a leigheas/a dheisiú seachas freagraí milleánacha ar shárúithe iompraíochta/iompar nach dteastaíonn.

Creidimid go láidir freisin sa tábhacht a bhaineann le rialacha soiléire do chách agus smachtbhannaí comhaontaithe nuair is gá. Ina theannta sin, aithnímid an tábhacht a bhaineann le mothú láidir pobail laistigh den scoil agus ardleibhéal comhoibríthe a bheith ann i measc múinteoirí, baill foirne coimhdeacha, daltaí, tuismitheoirí, an Bord Bainistíochta (BOM) agus Cumann na dTuismitheoirí (PA).

RÉASÚNAÍOCHT

Rinneadh an t-athbhreithniú ar an gCód Iompair chun a chinntiú go bhfuil sé i gcomhréir le ceanglais dhlíthiúla agus le dea-chleachtas mar atá leagtha amach in 'Cód Iompair a Fhorbairt: Treoirlínte do Scoileanna', an Bord Náisiúnta Leasa Oideachais (NEWB), 2008. Tá sé bunaithe go láidir freisin ar fhealsúnacht an Chleachtais Aisiríoch (RP) mar go bhfuilimid ag obair i dtreo a bheith ina Scoil Aisiríoch, tar éis tús a chur leis an aistriú sin i mí an Mhárta 2025.

Is ceanglas é faoin Acht Leasa Oideachais, 2000, Alt 23 (1) a thagraíonn don oibleagáid ar scoileanna Cód iompair a ullmhú i leith na scoláirí atá cláraithe ag an scoil. Sonraíonn sé in Alt 23(2), go sonrúfar sa chód Iompair:

1. Cur chuige na scoile uile maidir le hiompar dearfach a chur chun cinn;
 2. Na caighdeáin iompair a bheidh le cloí ag gach dalta atá ag freastal ar an scoil;
 3. Na bearta a dhéanfar nuair a theipeann ar dhalta nó nuair a dhiúltaíonn sé na caighdeáin sin a urramú;
 4. Na nósanna imeachta atá le leanúint sula bhféadfar dalta a chur ar fionraí nó a dhíbirt ón scoil; (Féach Aguisíní 1a, 1b & 2)
 5. Na forais le deireadh a chur le fionraí a fhorchuirtear i ndáil le dalta (Féach Aguisín 2)
 6. Na nósanna imeachta atá le leanúint maidir le neamhláithreacht linbh ón scoil.
- Tagraítear tríd an gCód do Pholasáí Frithbhulaíochta na scoile. Rochtain tríd an nasc seo a leanas: Frith-bhulaíocht

GAOL LE HÉITEAS, FÍS, MISEAN AGUS LUACHANNA NA SCOILE

Tá sé i gceist againn go mbeadh ár gCód Iompair comhsheasmhach le héiteas ár scoile. Tá sé bunaithe go láidir freisin ar ár bhfís agus ar ár misean atá leagtha amach thíos.

Is í an fhís atá againn ná timpeallacht shábháilte, dhearfach foghlama agus shóisialta a chruthú agus tacú léi atá fáilteach, cuimsitheach, comhoibríoch agus leanbh-lárnach. Áit a gcloistear guthanna leanaí agus ina spreagtar leanaí a bheith freagrach agus tacaítear leo ról lárnach a imirt chun rannchuidiú le síocháin agus caidrimh shláintiúla a athbhunú trí réitigh a aimsiú nuair a d'fhéadfadh sárúithe iompraíochta nó fadhbanna a bheith ann.

Déantar ceiliúradh ar an nGaeilge agus ar chultúr na hÉireann chun grá, meas agus meas a chothú ar an nGaeilge.

Is é an misean atá againn i nGaelscoil Uí Riada ná ár ndaltaí a chothú le bheith ina saoránaigh agus ina bhfoghlaimoirí cineálta, eiticiúil, tuisceanacha agus cruthaitheacha le tacaíocht ár dtuismitheoirí, ár múinteoirí agus baill de phobal na scoile.

Thar aon rud eile, dréachtaíodh ár gCód Iompair lenár mana scoile, Mair go Mairir i gcuimhne.

Tá na luachanna a ndéanaimid ár ndícheall a chur chun cinn leagtha amach thíos:

- Meas
- Cineáltas
- Comhar
- Cairdeas
- Dúthracht

- Macántacht
- Comhionannas
- Muinín

AIDHMEANNA AN CHÓID

- Timpeallacht ordaithe a chruthú, ina mbraitheann gach páiste slán agus ina dtugtar deis dóibh a lánacmhainneacht a fhorbairt.
- Timpeallacht dhearfach foghlama a chruthú a éascaíonn oideachas agus forbairt gach linbh.
- Tacú le patrúin dea-iompair bunaithe ar bhreithniú, ionbhá, caoinfhulaingt agus meas ar chearta agus riachtanais daoine eile, agus ar an gcaoi sin na páistí a spreagadh agus a thacú le bheith cuntasach as a n-iompar féin trí úsáid a bhaint as Modheolaíochtaí Aisiríocha.
- Féinmheas agus tuiscint ar láidreachtaí, riachtanais agus dúshláin uathúla a chur chun cinn Caidrimh dhearfacha agus shláintiúla a chothú i measc daltaí, baill foirne agus Tuismitheoirí.
- Na scileanna a thabhairt do na daltaí chun déileáil le coimhlint agus fás uathu, foghlaim conas coinbhleacht a réiteach agus cur ar a gcumas aibiú ina saoránaigh fhreagracha agus ghníomhacha.
- A chinntiú go bhfuil ionchais arda na scoile maidir le hiompar gach ball de phobal na scoile aitheanta agus tuigte go forleathan.
- Comhsheasmhacht na freagartha d'iompar dearfach agus diúltach araon a chinntiú agus na céimeanna atá le glacadh i gcás iompraíochtaí nach dteastaíonn uathu a shoiléiriú
- Rannpháirtíocht an bhaile agus na scoile araon a spreagadh i gcur i bhfeidhm an pholasaí seo.

CUR CHUIGE NA SCOILE UILE – TÚS A CHUR LE TURAS AISIRÍOCH

Aithníonn an BOM an ról tábhachtach atá acu maidir le tacú le luachanna, beartais, cleachtais agus caidrimh chomhsheasmhacha a sheasann lenár gcód iompair. Déanaimid ár ndícheall dul i ngleic le pobal iomlán na scoile agus é a bheith rannpháirteach agus maidir leis sin aithníonn an BOM an tábhacht a bhaineann le ról an phríomhoide, na múinteoirí, na foirne coimhdeacha, na ndaltaí agus na dtuismitheoirí i gcur i bhfeidhm agus ag seasamh leis an gCód Iompair.

Ar an mbealach seo, glacann ár scoil le Cur Chuige Aisiríoch maidir le sárúithe iompraíochta agus coimhlintí féideartha. Is cleachtas bunaithe ar chaidrimh é Cleachtas Aisiríoch a dhíríonn ar thacaíocht a thabhairt dóibh siúd a d'fhéadfadh cóid iompraíochta a shárú nó a d'fhéadfadh a bheith i gcoimhlint le daoine eile chun céimeanna sonracha a ghlacadh i dtreo cuntasachta as aon dochar a rinneadh agus chun réitigh a chruthú chun an dochar sin a leigheas.

AISTRÍÚ CLEACHTAIS AISIRÍOCH BLIAIN A HAON – (Lámhleabhar Aguisín 0)

Táimid faoi láthair i mBliain a hAon den aistriú go dtí a bheith ina Scoil Aisíroch. (Lámhleabhar Aip. 0)

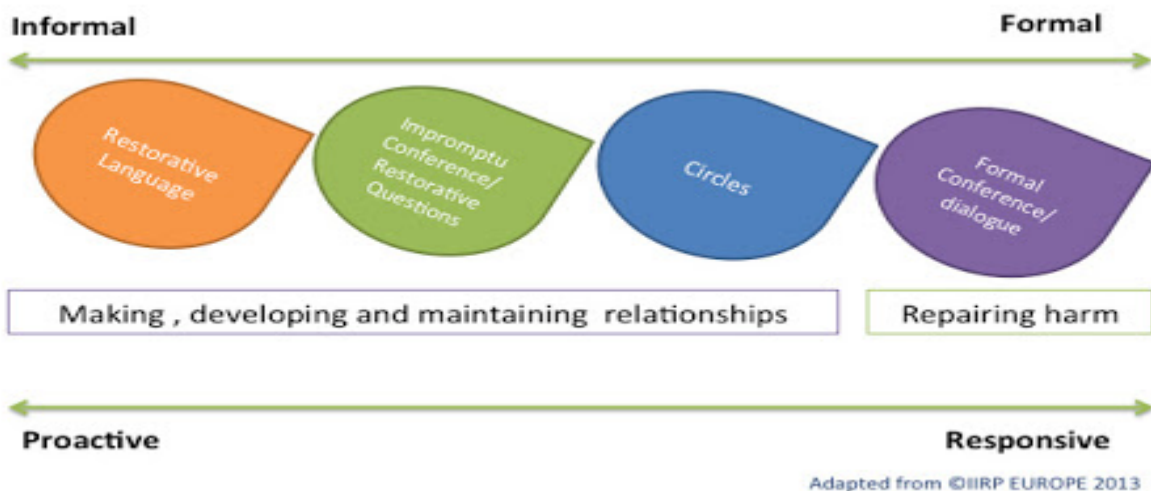
I mBliain a hAon, tá oiliúint déanta ag an bhfoireann ar fad i straitéisí neamhfhoirmiúla Cleachtais Aisíroch agus beidh siad ag iarraidh freagairt do sháruithe iompraíochta agus do choimhlintí ag baint úsáide as uirlisí na Ráitis Mhothúchána agus na gCeistanna Aisírocha.

Gheobhaidh gach dalta ionduchtú simplí sna cleachtais seo ionas go dtiocfaidh siad i dtaithe orthu agus go bhfoghlaimeoidh siad iad féin a úsáid.

Tá croí-Fhoireann Cleachtais Aisíroch curtha le chéile agus scaipfidh an fhoireann seo an Lámhleabhar ar gach ball foirne lena n-úsáid agus iad ag tógáil agus ag tacú le fás na gcleachtas. Caithfidh gach ball foirne lanyards RP chun úsáid na gcleachtas neamhfhoirmiúil a spreagadh i rith an lae scoile.

Iarrfar ar thuismitheoirí dul i dtaithe ar RP agus tosú ag baint úsáide as na cleachtais lena bpáistí.

Tá gach Cleachtas i mBliain a hAon leagtha amach inár Lámhleabhar Aisíroch Ghaelscoil Uí Riada. (Aip 0) Déanfar athbhreithniú orthu ag deireadh gach scoilbhliana go dtí go mbeidh an chontanam RP iomlán gafa ag an bhfoireann. (contanam anseo) -



I mBliain a Dó 2026 -2027 forbrófar Ciorcail Aisíroch i nGaelscoil Uí Riada. Forbrófar cleachtas an chiorcail chun tacú le caidrimh shláintiúla i bpobal na scoile ar fad agus beidh sé ag gabháil leis freisin mar idirghabháil sa chás go bhfuil sáruithe soiléire déanta ar an gCód Iompair.

CAIGHDEÁIN IOMPAIR AGUS IONCHAIS

DALTAÍ:

Iompar Ginearálta

Táthar ag súil go ndéanfaidh gach dalta:

- freastal ar scoil ar bhonn rialta agus a bheith poncúil
- caith - an éide scoile, an chulaith rianaithe agus an coisbheart ceart ar na laethanta cearta
- iompar - le haird ar leanaí agus ar dhaoine fásta eile
- labhair - go measúil le gach duine a mbuaileann siad leo
- labhairt i nGaeilge i gcónaí
- Siúlóid - ar thailte, ar chonairí agus ar staighre na scoile ar bhealach ordúil
- Meas - maoin na scoile, leanaí eile agus a gcuid rudaí féin
- lámha, cosa agus gach cuid eile den chorp a choinneáil dóibh féin
- obair - chomh fada agus is féidir leisc(h)uid ar scoil agus le haghaidh obair bhaile
- cloí le polasaí na scoile maidir le bia sláintiúil, fón póca agus gléasanna cliste

Iompar sa Seomra Ranga

- Táthar ag súil go ndéanfaidh gach dalta:
- éisteacht leis an múinteoir agus le daltaí eile nuair a bhíonn siad ag labhairt
- Leanann sé - treoir a (h)uid múinteora
- .comhlánú-na tascanna a shanntar mar is fearr agus is féidir leis(h)uid
- Coinnigh a spás oibre slachtmhar agus meas a bheith acu ar spásanna oibre daoine eile
- labhairt- maidir leis an múinteoir, le daltaí eile agus le cuairteoirí sa seomra ranga
- cead a fháil - a c(h)uid múinteoirí an seomra ranga a fhágáil

Clós Súgartha / Cúirteanna Cispheile / Cúl an Tí/ Halla

Táthar ag súil go ndéanfaidh gach dalta:

- fanacht - ar thailte na scoile i gcónaí agus imirt ina limistéar leithdháilte féin
- Treoracha na foirne ar dualgas a leanúint
- múinteoirí, Cúntóirí Riachtanas Breise (ANAnna) agus comhdhaltaí ar an gclós
- cead a fháil sula dtéann tú isteach arís sna seomraí ranga le linn tréimhsí sosa (leithris)
- ba chóir é a úsáid sula dtagann tú amach go dtí an clós)
- imirt - aon chluichí nó imirt atá garbh nó contúirteach a sheachaint go sábháilte (mar shampla Slide tackling, Bulldog, Bulldog Take Down - níl an liosta seo uileghabhálach)
- staonadh ó - aon mhionnú, ainm nó achrann fisiciúil
- Cuir san áireamh gach páiste ar mian leo páirt a ghlacadh sa chluiche
- cloí le rialacha comhaontaithe an chluiche

Spórt agus iompar seach-churaclaim

Táthar ag súil go ndéanfaidh gach dalta:

- críochnaithe - an ghníomhaíocht chomh fada agus is féidir leo
- fanacht - leis an rang i gcónaí

lompar i gceantair eile scoile

- labhairt i Irish agus le meas má tá tú ag comhrá le daoine eile
- cead - daoine eile iad a rith de réir mar is gá
- siúl trasna an trasnú séabra i gcónaí agus freisin agus an míle laethúil á chríochnú agat
- lompar i Limistéir Scoile Eile Táthar ag súil go ndéanfaidh gach dalta:
- labhairt Gaeilge i gcónaí
- Beannú - Daoine go cuí agus iad ag bualadh leo taobh amuigh den seomra ranga
- siúl - go ciúin ar thaobh na láimhe deise, in aon chomhad amháin, I gconairí na scoile agus staighre ag leanúint na saigheada
- suas / síos - an dá thaobh den staighre agus na ráillí á gcoinneáil agat, tar éis am sos, áit a bhfuil dhá rang nó níos mó ag gluaiseacht le chéile
- cead a fháil sula dtéann tú isteach in aon seomraí ranga eile, sa halla nó in oifigí
- scoir- na seomraí folctha spás coiteann chomh luath agus a bhíonn siad críochnaithe agus gan fanacht ann

lompar le linn Turais/Gníomhaíochtaí Scoile

- Táthar ag súil go ndéanfaidh gach dalta:
- treoracha an mhúinteora/teagastóra a leanúint i gcónaí
- fanacht - leis an múinteoir/maoirseoirí agus leis an ngrúpa daltaí i gcónaí
- iompar go béasach leo siúd a mbuaileann siad leo ar thurais den sórt sin
- Urramú - rialacha an dea-iompair ghinearálta
- labhairt i nGaeilge i gcónaí
- caith -éide scoile iomlán nó culaith rianaithe mura dtreoir a mhalairt

Is féidir le daltaí a bheith ag súil le bheith

- Déileáiltear leo le meas, le cothroime agus le comhsheasmhacht
- fáilte roimh - in atmaisféar sábháilte agus timpeallacht fhisiciúil dea-chothabháilte
- aitheanta - as difríochtaí aonair agus go bhfreastalaíonn a gcuid riachtanas chomh fada agus is féidir
- éisteacht leo agus spreagadh chun páirt a ghlacadh i gcinnteoireacht
- cumasaithe - chun a lánacmhainneacht acadúil a bhaint amach
- moladh - chun rochtain ar mheasúnuithe cuí agus ar thacaíochtaí riachtanacha a chinntiú

FOIREANN NA SCOILE:

Tá sé de dhualgas ar an bPríomhoide a chinntiú go ndéantar Cód Iompair na scoile a riar ar bhealach atá comhsheasmhach agus cothrom do gach dalta. Mar sin féin, tá gach ball foirne freagrach as smacht a choinneáil laistigh de chomhréimsí na scoile

Tá an fhoireann teagaisc freagrach go sonrath as bainistiú iompair laistigh dá rang féin. Ní mór do gach múinteoir agus ANA (CRS) a bheith ar an eolas go hiomlán faoi ábhar an Chóid agus ní mór dóibh a bheith ar an eolas faoina ndualgas nó faoina gcúram.

Táthar ag súil go ndéanfaidh gach múinteoir agus ANA (i gcúinsí nuair is cuí):

- an Cód a phlé lena rang ag tús na scoilbhliana
- na rialacha ranga aonair a cheapadh leis na daltaí bunaithe ar an gCód
- na rialacha sa seomra ranga agus ceisteanna RP a thaispeáint agus tagairt a dhéanamh dóibh go rialta
- na rialacha, na dreasachtaí agus na smachtbhannaí a chur chun feidhme ar bhealach comhsheasmhach agus comhsheasmhach
- féinmacht agus iompar dearfach a spreagadh, agus ar an gcaoi sin cur isteach a íoslaghdú
- prionsabail, cleachtais agus ceisteanna an Chleachtais Aisiríoch a úsáid-
- a chinntiú - go bhfuil leibhéal cuí maoirseachta ann i gcónaí
- teagmháil- tuismitheoirí/caomhnóirí sa chás go ndearnadh sárúithe ar an gCód
- taifead scríofa a choinneáil ar gach teagmhas de mhí-iompar beag leanúnach agus mí-iompar tromchúiseach, tromchúiseach agus na páirtithe ábhartha a chur ar an eolas faoin gcéanna
- tuairisc arís agus arís eile de mhí-iompar tromchúiseach don Phríomhoide
- tacaíocht a thabhairt do chomhghleacaithe i gcur i bhfeidhm an Chóid

Is féidir le múinteoirí agus cúntóirí ranga a bheith ag súil leis na nithe seo a leanas:

- go gcaithfí le meas, le cúirtéis agus le cothroime
- múineadh i dtimpeallacht fhisiciúil dea-chothabháilte réasúnta saor ó chur isteach
- oibriú i dtimpeallacht shábháilte saor ó ionsaithe fisiciúla agus ionsaithe ó bhéal
- tacaíocht agus comhoibriú a fháil ó chomhghleacaithe agus ó tuismitheoirí chun an Cód a chur i bhfeidhm go hiomlán
- páirt a ghlacadh - go hiomlán i gcinnteoireacht a théann i bhfeidhm ar a gcuid oibre féin agus ar obair na scoile i gcoitinne
- tacaíocht agus comhairle ghairmiúil a fháil ón mBord Bainistíochta (BOM), ón Roinn Oideachais (DE), ón gComhairle Náisiúnta um Oideachas Speisialta (NCSE) agus ó na Seirbhísí Náisiúnta Síceolaíochta Oideachais (NEPS), ó Sheirbhísí Tacaíochta Oideachais Tusla (TESS) chun cabhrú le freastal ar riachtanais shíceolaíocha, mhothúchána agus fhisiciúla a gcuid daltaí

TUISMITHEOIRÍ/CAOMHNÓIRÍ

Mar oideachasóirí bunscoile, tá ról ríthábhachtach ag tuismitheoirí/caomhnóirí maidir le dearcadh, cleachtais agus luachanna a mhúnlú ina bpáistí a mbíonn iompar dearfach ar scoil mar thoradh orthu.

Táthar ag súil go ndéanfaidh tuismitheoirí:

- eolas iomlán a chur ar Chód Iompair na scoile
- a bpáistí a spreagadh chun Cód na scoile a leanúint
- a chinntiú go bhfreastalaíonn a bpáistí ar scoil go rialta agus in am
- daltaí a bhailiú ón scoil go pras

- An múinteoir ranga a chur ar an eolas faoi aon athrú ar an nós imeachta bailithe dá bpáistí
- Tabhair - obair bhaile am agus iarracht chuí, de réir cumais
- ábhair riachtanacha (stáiseanóireacht srl) a chur ar fáil do leanaí
- lón sláintiúil a sholáthar dá bpáistí de réir pholasaí na scoile
- gan tiomáint isteach i gclós na scoile maidin nó tráthnóna, mar go gcuireann sé i mbaol páistí a thagann chun na scoile agus imeacht ón scoil
- Comhlíonadh na polasaí/socruithe speisialta go léir a aontaíodh leis an scoil maidir le sábháilteacht/cógais srl
- caitheamh le meas ar bhaill phobal na scoile i gcónaí (féach Aguisín 10 Polasaí Dínit agus Meas san Ionad Oibre,)
- Nóta mínithe ar Aladdin a sholáthar do gach neamhláithreach
- comhoibriú le múinteoirí i gcásanna ina bhfuil iompar a bpáiste ag cruthú deacrachtaí do dhaoine eile
- aon saincheistanna agus athruithe i saol an teaghlaigh a d'fhéadfadh tionchar a imirt ar iompar a bpáiste a chur in iúl don scoil de réir an pholasaí cumarsáide (féach aguisín 7)
- coinne a dhéanamh chun a n-imní maidir le haon ghné d'iompar a linbh a phlé trí theagmháil a dhéanamh leis an oifig (féach aguisín)

I gcásanna ina n-aithnítear patrún mí-iompair, tabharfar cuireadh do thuismitheoirí páirt a ghlacadh sa phróiseas idirghabhála.

Is féidir le thuismitheoirí a bheith ag súil leis:

- cóireáil atá measúil, cúirtéiseach agus cothrom
- timpeallacht atá sábháilte agus fáilteach dá leanbh
- aitheantas a fháil do dhifriochtaí aonair i measc daltaí, agus aird chuí á tabhairt ar na hacmhainní atá ar fáil
- cur i bhfeidhm iomlán Chód Iompair agus Dínit na scoile san Ionad Oibre
- tuarascálacha ar dhul chun cinn a fháil de réir pholasaí comhaontaithe na scoile (cruinnithe P.T. agus tuarascálacha deireadh bliana)
- eolas a fháil faoi pholasaithe agus nósanna imeachta na scoile
- gearáin le déileáil de réir nósanna imeachta comhaontaithe i.e. (Nós Imeachta Gearáin INTO / CPSMA, Aguisín 5)

IOMPAR DEARFACH A CHUR CHUN CINN

Mar riail ghinearálta, déanfaidh an scoil iarracht timpeallacht a chruthú ina neartaítear iompar dearfach trí mholadh agus dreasachtaí. Úsáidfidh foireann na scoile teanga agus gothaí spreagúla, sa rang agus timpeall na scoile araon agus aithneofar agus dearbhófar iompar dearfach chomh minic agus is féidir. Tabharfar aird ar leith ar dhaltaí a bhí ag streachailt le dúshláin iompraíochta roimhe seo ionas go n-aithneofar ní hamháin dea-iompar ach freisin feabhas ar iompar.

Straitéisí chun Iompar Dearfach a Chur Chun Cinn

Seo a leanas roinnt samplaí den chaoi a gcuirtear iompar dearfach chun cinn agus conas is féidir é a aithint. Mar scoil a chuireann sláinte chun cinn, molaimid go láidir déileálann a úsáid mar dhuaiseanna le heisceachtaí ar lá laethanta saoire Halloween, na Nollag, na Cásca agus an tSamhraidh.

- Iompar dearfach a mhúnlú
- Dearbhú agus spreagadh ó bhéal (ina n-aonar/ar intercom/ag an tionól)
- Rannpháirtíocht Choiste na nDaltaf (Comhairle na Mac Léinn)
- Scéalta Sóisialta
- Luach na Míosa agus acmhainní gaolmhara
- Seachtain ar leith - m.sh. Seachtain Frithbhulaíochta srl
- Córais Buddy
- Conarthaí/Pleananna Iompair Aonair
- Tugtar 'Am Órga' breise don ghníomhaíocht is fearr leat a roghnaíonn an páiste nó an rang
- Dearbhú scríofa ar dhea-iompar (trí Drive/journal, cóipleabhar na ndaltaí srl)
- Réaltaí, stampaí, greamáin, ticéid, teastais, pasanna obair bhaile agus duaiseanna .
- **Gaeilgeoir an lae/na Seachtaine**
- Grianghraif de Gaeilgeoir na Seachtaine / Irish Student of the Week ar taispeáint i bhfáiltiú na scoile agus á roinnt ar Instagram ó am go chéile le cead na dtuismitheoirí
- Freagrachtaí Speisialta (Garda Gaeilge/Fuinnimh/, Coiste na nDaltai, Coiste Glas, Coiste Leabharlainne srl)
- Cuairt ar bhall foirne eile nó ar oifig an Phríomhoide chun aitheantas a thabhairt don iompar/iarracht dhearfach.

LEANAÍ A BHFUIL RIACHTANAIS BHREISE ACU

Ceanglaítear ar gach leanbh cloí leis an gCód. Mar sin féin, aithníonn an scoil go bhféadfadh cúnaimh breise a bheith ag teastáil ó leanaí a bhfuil riachtanais bhreise acu chun rialacha na scoile a thuiscint agus cloí leo. Is é an chéad chéim d'aon mhúinteoir ná a chinntiú chomh maith is féidir leo go dtacaíonn rialacha an tseomra ranga agus an timpeallacht leis an leanbh sin chomh maith agus is féidir. Nuair a bheidh sé seo déanta, aithneofar trucear nó dúshláin aonair agus d'fhéadfaí pleananna iompair aonair a chur i bhfeidhm tar éis dul i gcomhairle le tuismitheoirí, le múinteoirí ranga, le múinteoirí tacaíochta, le gníomhaireachtaí ábhartha agus/nó leis an bPríomhoide a oibreoidh go dlúth leis an mbaile chun a chinntiú go dtabharfar an tacaíocht is fearr. Cuirfear forbairt chognaíoch agus mhothúcháinach san áireamh i gcónaí. D'fhéadfaí comhairle ghairmiúil a lorg ó sheirbhísí eile agus ó mheasúnuithe síceolaíochta.

D'fhéadfaí straitéisí a mhúineadh do na páistí sa rang/scoil chun cabhrú leis an scoláire le riachtanais bhreise cloí leis na rialacha agus ar an gcaoi sin tacaíocht piaraí a chur ar fáil nuair is cuí. Déanfar é seo ar bhealach íogair, tacúil agus sábháilte, ag aithint agus ag meas difríochtaí i ngach duine.

Daltaí a bhfuil Neamhoird Iompraíochta nó Iompraíochtaí Imní orthu

1. Déileálfaimid le daltaí a bhfuil neamhord/fadhbanna iompraíochta/mothúchána orthu ar bhealach gairmiúil agus comhbhách. Is cumarsáid é gach iompar agus aithníonn an scoil go minic gur comhartha dúshláin bhunúsacha é iompar míchuí laistigh den pháiste nó i dtimpeallacht an pháiste.
2. Dalta a bhfuil neamhord iompair neamhdhiagnóisithe air, tar éis dul i gcomhairle with_the leis an bPríomhoide agus le tuismitheoirí, féadfar, tar éis dul i gcomhairle leis an bPríomhoide agus le tuismitheoirí, é a atreorú chuig seirbhís shíceolaíochta NEPS nó le haghaidh measúnaithe/comhairleoireachta gairmiúla
3. I measc na gcleachtas breise chun iad siúd a bhfuil riachtanais acu a chumasú, d'fhéadfaí briseadh rialála, teorainneacha ama, rialacha modhnaithe, rialacha a laghdú nó a indibhidiúlú, luach saothair sonrach nó smachtbhannaí a áireamh.
4. Bainfear úsáid as córas iompair speisialta de réir mar is gá do dhaltá den sórt sin. D'fhéadfadh taifid monatóireachta laethúla, ABCanna, TOAD srl a bheith san áireamh orthu sin chomh maith le pleananna indibhidiúla
5. Rachaidh múinteoirí i mbun idirchaidreamh le gníomhaireachtaí seachtracha de réir mar is cuí: NCSE, NEPS, TESS srl
6. D'fhéadfaí an *Polasaí um Iompraíochtaí Dúshlánacha/Iompraíochtaí Imní* a úsáid i gcomhairle le tuismitheoirí (féach Aguisín 7)

GAELSCOIL UÍ RIADA SCHOOL RULES / RIALACHA NA SCOILE

1. **Táthar ag súil go gcaithfidh na daltaí le meas agus cúirtéis le gach duine fásta agus le comhdhaltaí i gcónaí.** Tá iompar a chuireann isteach ar chearta daoine eile foghlaim agus mothú sábháilte do-ghlactha.
2. **Is í an Ghaeilge teanga teagaisc agus cumarsáide na scoile agus ceanglaítear ar gach dalta agus ball foirne í a labhairt.** Táthar ag súil le tacaíocht agus spreagadh maidir le húsáid na teanga ó gach tuismitheoir/caomhnóir.
3. **Táthar ag súil go mbeidh na daltaí poncúil agus go bhfreastalóidh siad ar scoil gach lá.** Má tá na daltaí déanach nó as láthair, táthar ag súil go dtabharfaidh tuismitheoirí míniú scríofa trí Aladdin nó glao gutháin, ag lua an chúis atá leis an déanach nó leis an neamhláithreach, t
4. **Táthar ag súil go gcloífidh na daltaí le treoracha an mhúinteora i gcónaí, go n-oibreoidh siad ar an mbealach is féidir leo agus go ndéanfaidh siad gach iarracht a gcuid oibre scoile/baile a chur i gcrích i gceart agus go néata.** Más rud é nach féidir le dalta a chuid obair bhaile a dhéanamh ar chúis ar bith, ba chóir nóta míniúcháin a sheoladh chuig an múinteoir.
5. **Táthar ag súil go mbeidh na daltaí bródúil as a gcuma, go gcaithfidh siad an éide scoile dhe/nó an chulaith cheart** ceart agus go mbeidh na leabhair agus na hábhair riachtanacha ar fáil acu. [Féach www.gaelscoiluiriada.ie nó aguisín 6 le haghaidh éide scoile ceart). Tá cosc ar dhaltá aon rudaí/seodra/cosmaidí luachmhara a thabhairt isteach in áitreabh na scoile, nó sa máguaird máguaird. Níl cosmaidí, lena n-áirítear fabhraí bréagacha/tairní, le caitheamh ar scoil ag daltaí.
6. **Tá cosc ar dhaltá aon earraí luachmhara, cluichí teicneolaíochta nó gléasanna cliste a thabhairt ar scoil.** Le cead an phríomhoide, d'fhéadfaí eisceachtaí a cheadú ag

amanna sonracha nó dóibh siúd a dteastaíonn siad uathu ar chúiseanna leighis (agus de réir AUP)

7. **Tuigimid** gur mian le tuismitheoirí áirithe go mbeadh fóin phóca ag a gcuid páistí. Tá cosc ar dhaltáí fóin phóca a úsáid ar scoil agus má tá sé riachtanach do dhaltá glaoch gutháin a dhéanamh, is féidir teileafón na scoile a úsáid le cead an Phríomhoide agus i láthair an Phríomhoide. Cuirtear na rialacha seo a leanas i bhfeidhm chun tacú leis an gCód Araíonachta ionas gur féidir le múinteoirí agus daltaí araon oibriú i dtimpeallacht saor ó chur isteach air.
 - a. Molaimid do dhaltáí fóin phóca a fhágáil sa bhaile
 - b. Ní mór do dhaltáí a thugann fón póca chuig an scoil é a fhágáil ina mála scoile nuair a thagann siad chuig geataí na scoile agus caithfear é a mhúchadh. Ar mhaithe le Cosaint Leanaí agus ar mhaithe leis an ngá atá le sábháilteacht na ndaltaí go léir ar scoil a chinntiú, baileoidh na múinteoirí fóin phóca ó dhaltáí gach maidin agus stórálfaidh siad go sábháilte iad don lá scoile. Is féidir le daltaí a gcuid fóin a thógáil ag deireadh an lae scoile agus níor chóir dóibh iad a chasadh air go dtí go mbeidh siad taobh amuigh de thailte na scoile.
 - c. Ní ceadmhach fón póca a úsáid i rith an lae scoile go dtí go mbeidh an scoláire taobh amuigh de gheataí na scoile tar éis na scoile.
 - d. Ní cheadaítear do mhac léinn a fhreastalaíonn ar chlubanna iarscoile sa scoil an fón a úsáid ar áitreabh na scoile. Ní mór do thuismitheoirí ar mian leo teagmháil a dhéanamh lena bpáiste le linn na gclubanna sin é sin a dhéanamh ag baint úsáide as an uimhir teagmhála/sonraí a sholáthraíonn lucht eagraithe an chlub.
 - e. Tógfar aon fhón póca a úsáidtear ar bhealach míchuí agus seolfar chuig oifig an Phríomhoide. Is féidir le tuismitheoir glaoch ar an oifig chun an rud céanna a bhailiú a thabharfar ar ais, ar dhearbhú inghlactha ón tuismitheoir nach n-úsáidfear an fón amach anseo ar bhealach a sháraíonn polasaí na scoile.
 - f. Ní ghlacann an scoil aon fhreagracht as aon fhón póca a chailleadh nó a ndearnadh damáiste dóibh laistigh de thimpeallacht na scoile nó ag gníomhaíochtaí scoile lasmuigh de thailte na scoile.
8. **Ba chóir do gach dalta lón folláin a thabhairt ar scoil** a chloíonn le *Polasaí Bia Sláintiúil na scoile*.
9. **Caithfidh daltaí ithe ag a ndeasca le linn am lóin a leithdháilte.** Ní cheadaítear ithe taobh amuigh de na seomraí ranga nó i gclós na scoile.
10. **Ní cheadaítear do dhaltáí áitreabh na scoile a fhágáil le linn uaireanta scoile** mura bhfaightear iarratas scríofa ó thuismitheoir/caomhnóir nó nuair a bhailíonn tuismitheoir/caomhnóir an leanbh go pearsanta agus nuair a shíníonn sé amach.
11. **Nuair a bhíonn siad ag bogadh tríd an scoil, ní mór do dhaltáí é sin a dhéanamh go ciúin, go hordúil agus siúl ar thaobh na láimhe deise de na conairí.** Ní cheadaítear do dhaltáí rith laistigh d'fhoirgneamh na scoile nó le linn am baile,
12. **Táthar ag súil go léireoidh daltaí meas ar mhaoin uile na scoile agus ar rudaí daoine eile agus go gcoinneoidh siad timpeallacht na scoile glan agus saor ó bhruscar**

13. **Níor chóir do dhaltaí bulaíocht a dhéanamh ar dhaoine eile riamh. Ní bhíonn bulaíocht inghlactha riamh** (féach Bí Cineálta/Anti Bully Policy, Aguisín 12)
14. **Tá cosc ar súgradh garbh i gclós na scoile agus sa halla/Cúl an Tí,**
15. **Ní cheadaítear ionsaí fisiciúil** in imthosca ar bith.

Féach Aguisín 7 le do thoil le haghaidh Bileog Comhlíonta Cód Iompair / Deimhniú Comhoibrithe atá le síniú agus dátú go leictreonach ag gach teaghlach ar Aladdin.

IOMPAR MÍCHUÍ

D'fhonn tuiscint choiteann agus freagairt chomhsheasmhach a bhunú, rangáíonn an Cód Iompair iompar míchuí i dtrí leibhéal bunaithe ar an méid cur isteach de bharr an mhí-iompair. Sonraíonn an Cód freisin na gníomhartha araíonachta agus na hidirghabhálacha tacaíochta a úsáidfeá. Déanfaidh na múinteoirí agus/nó an Príomhoide breithiúnais bunaithe ar chur chuige ciallmhar, agus aird chuí á tabhairt acu ar aois, riachtanais agus leochaileacht an pháiste agus ar thromchúis agus minicíocht an iompair mhíchuí seo. Rangáítear na trí chatagóir iompair mhíchuí mar mhion, tromchúiseach nó comhlán.

Catagóir a hAon

Iompraíochtaí Míchuí - Mionaoiseach

Is éard atá i gceist le hiompraíochtaí Chatagóir 1 ná iompraíochtaí a chuireann isteach ar thimpeallacht ordúil foghlama na scoile, an tseomra ranga agus na limistéir choiteann. Liostaithe thíos tá roinnt samplaí de na cineálacha iompair atá san áireamh i gCatagóir 1. (Tabhair faoi deara, le do thoil, nach bhfuil an liosta uileghabhálach.)

- mainneachtain ullmhú don rang, mar a shainmhíníonn múinteoirí aonair
- ag rith sa seomra ranga/hallaí
- ag dul suas nó ag dul síos an staighre go míchuí/contúirteach
- ag cur isteach ar obair nó ar súgradh daoine eile
- ag tógáil d'aon ghnó rudaí daoine eile
- Gan a bheith ag obair go hiomlán
- ag labhairt i mBéarla
- Freagra ar ais
- teanga, ton nó modh mímhéasúil
- neamhaird a dhéanamh ar iarratais foirne
- ag cur isteach ar obair ranga nó ag caint as seal
- bruscar timpeall na scoile/úsáid mhíchuí a bhaint as boscaí bruscair scoile
- ag siúl timpeall an tseomra ranga gan cead
- gan an éide chuí a chaitheamh
- gan rialacha an chlóis a leanúint
- gan cloí le polasaithe na scoile maidir le húsáid gutháin agus gléasanna cliste

Déileáil le hIompraíochtaí Míchuí - Mionaoiseach

Braitheann na hiarmhairtí do mhioniompar míchuí ar dhéine agus minicíocht an iompair shonraigh. Déileálfadh múinteoirí le daltaí i gCatagóir 1. Is iad seo a leanas roinnt samplaí de fhreagraí Chatagóir 1:

- Ag tosú le Ráitis Mothúchána agus ag dul ar aghaidh tríd an gContanam Cleachtas Aisiríoch
- Loga machnamhach a líonadh isteach (más cuí) Féach Aguisín 3a - 3c
- Am Amach sa seomra ranga nó le linn am clóis
- Obair bhreise scoile a fhorordú
- Caillteanas pribhléidí / tarraingt siar ó ghníomhaíochtaí spráíúla
- Am amach chuig rang eile
- Teagmháil le tuismitheoirí
- Nótaí neamhfhoirmiúla maidir le teagmhas / idirghabháil / dáta. Bheadh an t-eolas seo úsáideach má mhaireann fadhb.

Déileálann an múinteoir ranga nó leis an múinteoir maoirseachta le gach cás laethúil de chineál beag. Rachfar i dteagmháil le tuismitheoirí go luath ionas gur féidir leo tacú lena leanbh athrú iompair a dhéanamh.

I gcásanna go n-iompraíonn dalta/daltaí míchuí i leith dalta/daltaí eile le linn am scoile, ní mholaimid do thuismitheoirí teagmháil a dhéanamh lena chéile. Moltar do thuismitheoirí teagmháil dhíreach a dhéanamh leis an scoil agus ligean don scoil an nós imeachta a leanúint

Cad a tharlaíonn má tá fadhbanna leanúnacha ag leanbh lena n-iompar?

Sa chás nach n-éiríonn le leanbh a (h)iompar a athrú tar éis idirghabhálacha tacaíochta a fháil ó na páirtithe ábhartha, d'fhéadfadh measúnú a bheith ag teastáil ó ghníomhaireacht sheachtrach m.sh. NEPS nó seirbhísí Teiripe Saothair, Seirbhísí Meabhairshláinte Leanaí agus Ógánaigh (CAMHS) chun riachtanais an linbh a mhíniú.

Catagóir a Dó

Iompraíochtaí Neamhchuí - Tromchúiseach

Is éard is iompar i gcatagóir 2 ann ná iompar a chuireann isteach go mór ar thimpeallacht ordúil na scoile agus a d'fhéadfadh a bheith contúirteach do shábháilteacht agus folláine na ndaltaí agus na foirne. Liostaithe thíos tá roinnt samplaí de na cineálacha iompair atá san áireamh i gCatagóir 2. (Tabhair faoi deara, le do thoil, nach bhfuil an liosta uileghabhálach.)

- **Cásanna arís agus arís eile d'iompar Chatagóir 1 nár modhnaíodh trí idirghabháil**
- Profanity/disrespectful language/verbal assault
- Constant disruptive in class/deliberate and continuous disobedience
- Dúmháil
- Bréaga a insint (arís agus arís eile agus/nó de chineál tromchúiseach)
- Tagairt dhímheasúil do chine, inscne, reiligiún, riocht fisiceach, míchumas, gnéasacht nó bunús eitneach duine eile
- Úsáid mhíchuí an idirlín

- Caitheamh tobac / vapáil
- Caimiléireacht / Goid
- Féin/comhdhaltaí sa rang nó ar an gclós a chur i mbaol (m.sh. foréigean fisiciúil ar nós brú, bualadh, bualadh, tripping, biting, caitheamh rudaí srl)
- Damáiste d'aon ghnó a dhéanamh don scoil, do dhaltaí eile nó do mhaoin phearsanta
- An t-aláram dóiteáin a ghníomhachtú d'aon ghnó
- Earraí contúirteacha a shealbhú nó a úsáid
- Áitreabh na scoile a fhágáil gan chead
- Casacht, sraothartach, spitting d'aon ghnó ar leanbh eile nó ar bhall foirne eile
- Bulaíocht - **Déileálfar le gach eachtra bulaíochta mar atá leagtha amach i bPolasaí Frithbhulaíochta na scoile**

Déileáil le hlompraíochtaí Míchúí - Tromchúiseach

Braitheann iarmhairtí d'iompar míchúí tromchúiseach ar dhéine agus minicíocht an iompair shonraigh agus ar leibhéil oiriúnacha ó thaobh forbartha de. Déileálfaidh múinteoirí i gcomhar leis an leas-phríomhoide nó leis an bpríomhoide le daltaí i gCatagóir 2. Is iad seo a leanas roinnt samplaí de fhreagraí Chatagóir 2:

- Is féidir le múinteoirí bearta a dhéanamh ar dtús mar atá leagtha amach don Chatagóir thuas (le hiarrachtaí leanúnacha chun RP a fhóstu agus dul chun cinn tríd an gcontanam RP)
- Cuirfear cuntas ar gach teagmhas C2 isteach san Fhoirm Thuairisciúcháin Iompair ábhartha ar Aladdin/Google Drive na Scoile. (Féach Aguisín 4)
- Conarthaí lompraíochta
- Seolfar an leanbh chuig an Leas-Phríomhoide/Príomhoide
- Litir/glao foirmiúil ón scoil Príomhoide ag cur tuismitheoir ar an eolas faoi iompar míchúí
- Buailfidh an múinteoir ranga nó an múinteoir maoirseachta agus an Príomhoide le tuismitheoir amháin/an bheirt tuismitheoirí
- Conradh/Plean Bainistíochta lompraíochta níos fairsinge a chur i bhfeidhm
- Iarratas ar chúnamh ó ghníomhaireachtaí seachtracha amhail an NEPS, NCSE, CAMHS, Feidhmeannacht na Seirbhíse Sláinte, Seirbhísí Pobail agus an tSeirbhís Náisiúnta Tacaíochta lompraíochta.
- Leanbh a bhfuil fadhbanna lompraíochta aige a atreorú le haghaidh measúnaithe síceolaíochta (le toiliú an tuismitheora/na gcaomhnóirí).
- Cathaoirleach an Bhoird Bhainistíochta ar an eolas agus iarradh ar thuismitheoirí bualadh le An Cathaoirleach agus an Príomhoide
- Bainfear úsáid as fionraí mar smachtbhanna **sa chás go ndéanfar gach iarracht réasúnaíocht a dhéanamh leis an dalta**
- **gur theip orthu agus sa chás gur theip ar gach iarracht eile a rinne na scoile i gcomhairle le tuismitheoirí nó caomhnóirí** an dalta conclúid shásúil a bhaint amach. Cumarsáid a thabhairt do thuismitheoirí maidir le dalta a chur ar fionraí, nó maidir leis an bhféidearthacht

Beidh sé i scríbhinn a mheas fionraí mar smachtbhanna. (Coimeádfar cóipeanna de gach comhfhreagras)

Catagóir a Trí

Iompar Inappropriate-Gross

Meastar gurb iad iompraíochtaí chatagóir 3 na sárúithe is tromchúisí. Cuireann na hiompraíochtaí seo i mbaol láithreach sláinte, sábháilteacht agus folláine phearsanta daltaí agus fhoireann na scoile. Is bagairt dhíreach iad d'oibriú ordúil thimpeallacht na scoile. Cásanna, lena n-áirítear gníomhaíocht mhídhleathach, d'fhéadfadh a bheith mar thoradh ar Theagmháil leis an nGarda Slochána tar éis do thuismitheoirí rannpháirtíocht. Liostaithe thíos tá roinnt samplaí de na cineálacha iompair atá san áireamh i Catagóir 3. (Tabhair faoi deara, le do thoil, nach bhfuil an liosta uileghabhálach.)

- **Cásanna arís agus arís eile nó tromchúiseacha d'iompar Chatagóir 2 nár modhnaíodh tar éis idirghabhála**
- Páirt leanúnach a ghlacadh i ngníomhaíochtaí a d'aithin baill foirne mar ghníomhaíochtaí contúirteacha nó míchuí
- Ionsaí - dochar fisiciúil a dhéanamh d'aon ghnó do dhaoine eile nó troid fhoréigneach
- Seilbh nó úsáid arm d'aon ghnó
- Drugaí nó alcól neamhdhleathach a shealbhú nó a úsáid
- Gníomhaíochtaí nó gníomhartha idirdhealaitheacha nó díobhálacha i leith duine nó grúpa eile a bhaineann le cine, inscne, reiligiún, riocht fisiciúil, míchumas nó bunús eitneach
- Maoin na scoile a chur trí thine
- Loitiméireacht ar mhaoin na scoile

Déileáil le hlompraíochtaí Míchúí - Comhlán

D'fhéadfadh iompar i gCatagóir 3 a bheith i gceist le fionraí ón scoil. Braithfidh fad na fionraí ar dhéine agus minicíocht an iompair shonraigh. Tá faisnéis shonrach faoi phróiseas cuí agus nósanna imeachta maidir le fionraí nó díbirt a eisiúint leagtha amach in Aguisíní 1a, 1b agus 2. Samplaí de fhreagraí Chatagóir 3 ná:

- **Cleachtas Aisiríoch** (cleachtais chontanam RP níos déanaí - Comhdháil Phobail + Comhdháil Fágáil Tobar) agus/nó
- **Fionraí ón scoil ar feadh lá amháin go cúig lá:**
Tarlóidh an freagra seo leis an gcéad mhinicíocht d'iompar Chatagóir 3 nó iompar Chatagóir 2 de dhéine shuntasach. Is féidir leis an bPríomhoide, tar éis an phróisis chuí agus an nós imeachta cuí, fionraí a eisiúint
- **Fionraí ón scoil ar feadh cúig go deich lá:**

Tarlóidh an freagra seo le hiompar Chatagóir 3 arís agus arís eile nó léiriú tromchúiseach ar an iompar seo, Ní eiseofar fionraí den mhéid seo ach amháin le faomhadh an Bhoird Bhainistíochta

- **Díbirt:**

Is féidir le hiompar Leibhéal 3 a dhíbirt mar thoradh ar eachtraí arís agus arís eile d'iompar Leibhéal 3

FÓGRA FAOI NEAMHLÁITHREACTH LINBH ÓN SCOIL

Ba chóir do thuismitheoirí/caomhnóir(i) cloí leis na nósanna imeachta seo a leanas nuair a thugann siad fógra don scoil faoi neamhláithreacth dalta ;

- ❖ Ba chóir an scoil a chur ar an eolas faoin neamhláithreacth chomh luath agus is féidir nó ar/roimh an gcéad lá a fhilleann an dalta ar scoil
- ❖ Ba chóir an chúis atá leis an neamhláithreacth a chur in iúl don mhúinteoir ranga
- ❖ Ba chóir an neamhláithreacth a dhoiciméadú i scríbhinn trí úsáid a bhaint as an gcóras Aladdin
- ❖ Ba cheart sonraí a bhaineann leis an neamhláithreacth a sholáthar, amhail fad agus cúis
- ❖ Ba chóir neamhláithreactaí suntasacha de bharr drochshláinte (i.e. neamhláithreactaí níos faide ná 10 lá scoile) a dheimhniú

Tá dualgas dlíthiúil ar an scoil Seirbhísí Tacaíochta Oideachais Tusla (TESS) a chur ar an eolas i scríbhinn sa chás go gcuirtear leanbh ar fionraí nó a dhíbirt ar feadh 6 lá nó níos mó, sa chás go bhfuil 20 lá nó níos mó cailte ag an leanbh i scoilbhliain, i gcás ina bhfuil tinreamh neamhrialta agus nuair a bhaintear an dalta de chlár na scoile. Cuirfear thuismitheoirí/caomhnóirí ar an eolas go bhfuil laethanta roimh an marc 20 lá carntha go huathoibríoch ag an gCóras Aladdin

Taifid

Cé go bhfuiltear ag súil go gcoimeádfaidh múinteoirí taifid neamhfhoirmiúla agus aonair ar mhioniompraíochtaí, ní mór foirm iompair chaighdeánaithe a líonadh amach nuair a tharlaíonn iompar chatagóir 2. (Féach **Aguisín 4) Beidh an taifead seo inrochtana ar Chóras Aladdin** agus ní bheidh sé le feiceáil ach ag an múinteoir ranga, ag an bPríomhoide, ag an leas-phríomhoide agus ag múinteoirí ábhartha eile. Beidh taifid den sórt sin;

- ❖ Tuairisc ar theagmhas mí-iompair,
- ❖ Torthaí aon chomhdhálacha le dalta(i)
- ❖ Idirghabhálacha a úsáidtear chun iompar a fheabhsú, lena n-áirítear teagmháil le thuismitheoir(i)/caomhnóir(i) nó atreorú chuig gníomhaireachtaí eile (más cuí)
- ❖ Fianaise ar iompar feabhsaithe (más ábhartha)
- ❖ Aon smachtbhannaí a forchuirtear, agus na cúiseanna ar cuireadh i bhfeidhm iad (más ábhartha)

Cuirfear in iúl do dhaltaí nuair a dhéantar taifead faoina n-iompar, agus míneofar na cúiseanna le taifead a choinneáil. Is féidir na taifid seo a úsáid agus iad ag dul i dteagmháil le thuismitheoirí agus má théann cúrsaí ar aghaidh go leibhéal BOM. Ní úsáidfear taifid lasmuigh den scoil,

Coimeádfar na taifid go léir de réir an Achta um Chosaint Sonraí 1998 agus an Achta um Chosaint Sonraí (Leasú) 2003. Coimeádtar taifid fhoirmiúla maidir le hiompar na ndaltaí i gcomhad slán ar an gcóras scoile. Coimeádfar cóipeanna de gach cumarsáid le tuismitheoirí sa scoil. Coinnítear na taifid sin go léir go dtí go sroicheann mic léinn 21 bliain. Sciosann múinteoirí ranga taifid phearsanta ag deireadh gach bliana,

CRITÉIR RATHÚLACHTA

Measfar go n-éireoidh leis an bpolasaí seo nuair a urramaítear an méid seo a leanas:

- Iompar dearfach i seomraí ranga, i gclós súgartha agus i dtimpeallacht na scoile
- Cleachtais agus nósanna imeachta atá liostaithe sa pholasaí seo á gcur i bhfeidhm go comhsheasmhach ag múinteoirí agus ag tacú le tuismitheoirí na scoile
- Cosc a chur ar iompar míchuí agus déileáil leis nuair a tharlaíonn sé
- Aiseolas dearfach ó mhúinteoirí, tuismitheoirí agus daltaí

MEASTÓIREACHT AGUS ATHBHREITHNIÚ

Forchoimeádtar an Bord Bainistíochta an ceart chun cur leis an gCód Iompair nó é a leasú de réir mar a mheastar a bheith riachtanach, agus cuirfidh sé na múinteoirí agus na tuismitheoirí ar an eolas faoi aon athruithe chomh luath agus is féidir. Déanfaidh an fhoireann agus an Bord Bainistíochta meastóireacht agus athbhreithniú ar an gCód Iompair gach dhá bhliain nó de réir mar a mheasann siad a bheith riachtanach. / ar bhonn bliantúil i rith an dara téarma scoile.

DAINGNIÚ AGUS CUMARSÁID

Tabharfar cóip den pholasaí seo do gach tuismitheoir nuair a chláraíonn a bpáistí sa scoil. Tá sé ar fáil do all baille de phobal na scoile trí shuíomh gréasáin na scoile.

Daingnigh an Bord Bainistíochta an polasaí seo ar an _____

Sínithe: _____

AGUISÍN 0:

Lámhleabhar C.A. Bliain a hAon

Sa chéad bhliain den aistriú go Cleachtais Aisiríochta i nGaelscoil Uí Riada, díritear ar thuiscint bhunúsach a chothú ar ráitis mhothúchána agus ar cheisteanna aisiríoch mar chleachtas i measc na foirne le daltaí in idirghníomhaíochtaí laethúla sa seomra ranga agus i dtimpeallacht na scoile i gcoitinne.

Is féidir ráitis mhothúchána, a léiríonn mothúcháin phearsanta faoi iompar, a thabhairt isteach chun cultúr ionbhá agus cumarsáide oscailte a chothú. Is féidir le baill foirne cleachtadh a dhéanamh ar na ráitis seo chun aghaidh a thabhairt ar iompraíochtaí dearfacha agus diúltacha araon, ag cabhrú le mic léinn tionchar mhothúchána a gcuid gníomhartha a thuiscint.

Is féidir ceisteanna aisiríocha, a spreagann machnamh agus cuntasacht, a chomhtháthú de réir a chéile i straitéisí bainistíochta seomra ranga agus réitigh coimhlinte. Is féidir le múinteoirí na ceisteanna seo a úsáid chun an scoláire a threorú chun iarmhairtí a gcuid gníomhartha a thuiscint, díriú ar an gcaoi a dtéann siad i bhfeidhm ar dhaoine eile agus iniúchadh a dhéanamh ar bhealaí chun aon dochar a tharla mar thoradh ar iompar nach dteastaíonn a shlánú.

Le cleachtas comhsheasmhach ráitis mhothúchána agus ceisteanna aisiríocha, is féidir leis an bhfoireann na cleachtais a bheachtú agus faoi dheireadh na chéad bhliana, is é an sprioc ná go mbraitheann an fhoireann muiníneach as ráitis mhothúchána agus ceisteanna aisiríoch a úsáid, ag leagan an chéim chun cleachtais aisiríoch a chur i bhfeidhm níos doimhne sna blianta amach romhainn.

Ceisteanna Aisiríoch

Cuidíonn na ceisteanna seo le hidirphlé oscailte a éascú, cuntasacht a spreagadh, agus díriú ar chaidrimh a dheisiú seachas an t-éagóir a phionósú go simplí.

Maidir leis an duine a rinne dochar:

Céard a tharla?

Cad a bhí tú ag smaoineamh air ag an am?

Cad a smaoinigh tú air ó shin?

Cé atá trína chéile de bharr an méid a rinne tú agus i cén slí?

Cad a cheapann tú a chaithfidh tú a dhéanamh chun rudaí a chur ina gceart arís?

Maidir leis an duine a bhfuil díobháil déanta orthu:

Cad a cheap tú nuair a thuig tú cad a tharla?

Cén tionchar a bhí aige seo ortsa agus ar dhaoine eile?

Cad é an rud is deacra duit?

Cad a cheapann tú a chaithfidh tarlú chun rudaí a chur ina gceart arís?

Sampla ag baint úsáide as ceisteanna aisiríoch le haghaidh cur isteach sa seomra ranga

Le linn tionscadal grúpa sa seomra ranga, téann beirt mhac léinn, Emma agus Liam, i mbun argóinte. Cúisíonn Liam Emma as a chuid smaointe a chóipeáil agus déanann Emma díoltas trí ainm míchineálta a thabhairt ar Liam. Tá an choimhlint ag dul in olcas, rud a fhágann go gcuireann sé isteach ar an rang.

Freagra an Mhúinteora ag baint úsáide as ceisteanna aisiríocha:

Déanann an múinteoir idirghabháil trí iarraidh ar an mbeirt pháistí fanacht taobh thiar ag am sosa ionas gur féidir leis na ceisteanna aisiríoch a úsáid. Tosaíonn an múinteoir ag labhairt le Liam:

"Liam, an féidir leat a rá liom cad a tharla?" Tar éis éisteacht le míniú Liam, fiafraíonn an múinteoir, "Cad a bhí tú ag smaoineamh ag an am?" agus "Conas a cheapann tú go ndeachaigh do chuid focal agus gníomhartha i bhfeidhm ar Emma agus ar an gcuid eile den rang?"

Freagraíonn Liam go bhfaca sé Emma ag cóipeáil a smaoineamh agus dúirt sé léi stop a chur leis a d'fhéadfadh a bheith gortaithe ag Emma. Casann an múinteoir ansin ar Emma, ag fiafraí de, "Emma, conas a mhothaigh tú nuair a dúirt Liam é sin? Cad é an chuid is deacra duit sa chás seo?"

Cuireann Emma a mothúcháin náire agus frustrachais in iúl. Leanann an múinteoir ar aghaidh, "Cad a cheapann an bheirt agaibh a chaithfidh tarlú chun rudaí a chur ina gceart?"

Gabhann Liam leithscéal, agus pléann siad conas is féidir leo oibriú níos fearr le chéile. Cinntíonn an múinteoir go n-aontaíonn an bheirt acu ar chéimeanna chun dul ar aghaidh go dearfach, ag díriú ar mhuinín agus comhoibriú sa ghrúpa a thógáil.

Dalta ag baint úsáide as iompar nach dteastaíonn i leith an Mhúinteora sa Rang

Le linn ceachta, éiríonn mac léinn darb ainm Jack suaiteach, ag déanamh tráchtanna arda agus ag cur isteach ar an múinteoir, Ms. O'Brien. Nuair a iarrann Ms. O'Brien air stopadh, rollann Jack a shúile agus mutters rud éigin dímheasúil faoina anáil, rud a fhágann go bhfuil cúpla mac léinn ag gáire. Cuireann an scéal isteach ar an rang, agus mothaíonn Ms. O'Brien easpa measa.

Freagra an Mhúinteora ag baint úsáide as ceisteanna aisiríocha:

Tar éis an ranga, iarrann Ms. O'Brien ar Jack bualadh léi sa spás RP ag am lóin le haghaidh comhrá. Tosaíonn sí go socair le, "Jack, an féidir leat a rá liom cad a tharla sa rang inniu ó do thaobh féin?" Shrugs Jack, ag rá go raibh sé díreach leamh agus nár chiallaigh sé rud ar bith leis.

Leanann Ms. O'Brien ar aghaidh, "Cad a bhí tú ag smaoineamh nuair a rinne tú na tuairimí sin agus nuair a d'fhreagair tú dom ar an mbealach a rinne tú?" Tá leisce ar Jack, ansin admhaíonn sé go raibh frustrachas air agus nach raibh sé ag smaoineamh ar conas a d'fhéadfadh sé teacht trasna.

Fiafraíonn Ms. O'Brien ansin, "Cén chaoi a gceapann tú go ndeachaigh do ghníomhartha i bhfeidhm orm agus ar an gcuid eile den rang?" Breathnaíonn Jack síos agus deir sé nár thuig sé go gcuirfeadh sé isteach ar an gceacht agus go mbraitheann sí drochmheas.

Ar deireadh, fiafraíonn Ms. O'Brien, "Cad a cheapann tú a chaithfidh tarlú anois chun rudaí a chur ina gceart?" Gabhann Jack leithscéal agus aontaíonn sé a bheith níos airdealláí ar a iompar sa todhchaí. Pléann siad bealaí do Jack fanacht gafa sa rang gan a bheith suaiteach, ag atógáil meas frithpháirteach.

Ráitis Mhothúchána

Is éard is ráitis mhothúchána ann ná nathanna a úsáidtear i gCleachtas Aisiríoch a chuireann mothúcháin duine faoi iompar duine eile in iúl. Úsáidtear iad chun tionchar mothúchána na ngníomhartha a chur in iúl, ag cabhrú le daoine tuiscint a fháil ar an gcaoi a dtéann a n-iompar i bhfeidhm ar dhaoine eile. In ionad díriú ar an milleán nó ar an bpionós, cuireann ráitis mhothúchána béim ar mhachnamh pearsanta agus ionbhá, ag spreagadh freagra níos atruach agus níos freagraí ar chásanna. Mar shampla, d'fhéadfadh múinteoir a rá, "I feel concerned when you talk during the lesson because it distracts others," rud a chabhraíonn leis an scoláire iarmhairtí mothúchána a gcuid gníomhartha a fheiceáil.

Samplaí de Ráitis Mothúchána maidir le hIompar Neamh-Inmhianaithe

- Bhraith mé buartha nuair nár lean tú na teoracha toisc gur chuir sé isteach ar shreabhadh an cheachta do gach duine.
- Bhí mé beagáinín buartha nach raibh tú ag díriú, feiceann tú, nuair nach bhfuil duine sa ghrúpa ag díriú ar an méid atá ceaptha againn a bheith á dhéanamh a d'fhéadfadh tionchar a imirt ar dhaoine eile sa ghrúpa a gcuid oibre a dhéanamh.

- Bhí díomá orm nuair a bhí tú déanach go dtí an rang toisc go ndeachaigh sé i bhfeidhm ar ár dtús agus leag sé ton dúshlánach don lá."
- Bhí díomá orm go raibh tú déanach mar níor mhaith liom go gcaillfeá amach ar an méid atá á dhéanamh againn.

"Bhraith mé frustrachas nuair a chuir tú isteach ar do chomhghleacaithe ranga; rinne sé deacair do dhaoine eile a gcuid smaointe a roinnt."

- Mothaím flustered agus buartha nuair a labhraíonn tú as a seal mar gheall ar.....
- "Tá imní orm nuair nach gcríochnaíonn tú d'obair bhaile toisc go mbíonn tionchar aige ar d'fhoghlaim
- Tá imní orm nach mbeidh tú sásta mar go mbraitheann tú go bhfuil tú ag titim taobh thiar
- Bhraith mé díomá nuair a d'úsáid tú teanga ghortach; Téann sé i gcoinne na timpeallachta measúla atá muid ag iarraidh a chruthú anseo."

Samplaí de Ráitis Mhothúchána chun aiseolas dearfach a thabhairt

"Bhí mé an-tógtha leis an gcaoi a raibh tú dírithe le linn cheacht an lae inniu. Rinne sé an rang a rith go réidh."

"Bhraith mé bródúil as tú a fheiceáil ag cabhrú le do chomhghleacaí ranga lena dtionscadal; Léirigh sé obair foirne iontach. "

"Táim an-sásta leis an iarracht a chuir tú isteach i d'obair bhaile an tseachtain seo. Is léir gur oibrigh tú go cruá. "

"Is mór agam cé chomh measúil is a bhí tú le linn an phlé grúpa. Rinne sé go mbraitheann gach duine compordach ag roinnt."

"Bhraith mé spreagtha ag do chruthaitheacht i do chur i láthair inniu. Chuir sé an oiread sin leis an rang."

Liosta Léitheoireachta

1. An Lámhleabhar Cleachtais Aisiríoch do Mhúinteoirí, Disciplinarians, agus Riarthóirí" le Ted Wachtel

- Treoir chuimsitheach a thugann comhairle phraiticiúil maidir le ceisteanna aisiríoch agus ráitis mhothúchána a úsáid i suíomhanna scoile.

2. Ciorcail Aisiríoch i Scoileanna: Pobal a Thógáil agus Foghlaim a Fheabhsú" le Bob Costello, Joshua Wachtel, agus Ted Wachtel

- Díríonn an leabhar seo ar chiorcail aisiríoch a chur i bhfeidhm i scoileanna, le samplaí mionsonraithe de conas ceisteanna aisiríoch agus ráitis mhothúchána a úsáid.

3. Just Schools: A Whole School Approach to Restorative Justice" le Belinda Hopkins

- Explores how schools can integrate restorative practices, including the use of affective statements and questions, into their culture and everyday practices.

4. Cleachtais Aisiríoch a Chur i bhFeidhm i Scoileanna: Treoir Phraiticiúil maidir le Pobail Scoile a Chlaochlú"le Margaret Thorsborne agus Peta Blood

- Cuireann sé straitéisí agus samplaí ar fáil chun ceisteanna aisiríoch agus ráitis mhothúchána a úsáid go héifeachtach chun timpeallacht scoile aisiríoch a thógáil.

5. Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas Fisher, and Nancy Frey

- Tugann an leabhar seo léargas ar an gcaoi ar féidir ceisteanna aisiríoch agus ráitis mhothúchána a úsáid mar chuid de straitéis bainistíochta réamhghníomhach seomra ranga.

6. An Leabhar Beag Disciplín Aisiríoch do Scoileanna: Freagracht Teagaisc; Aeráidí Cúraim a Chruthú le Lorraine Stutzman Amstutz agus Judy H. Mullet

- Treoir gonta maidir le cleachtais aisiríoch a chur i bhfeidhm i scoileanna, lena n-áirítear úsáid éifeachtach ceisteanna agus ráitis mhothúchána chun aeráid dhearfach scoile a chur chun cinn.

Athbhreithniú ar Théarma an Fhómhair

Athbhreithniú ar Théarma an Earraigh RP:

Athbhreithniú ar Théarma an tSamhraidh RP:

AGUISÍN 1(a): NÓSANNA IMEACHTA MAIDIR LE FIONRAÍ AGUS DÍBIRT

Fionraí

Sainmhíniú ar Fhionraí:

'a cheangal ar an scoláire é féin a bheith as láthair ón scoil ar feadh tréimhse shonraithe, teoranta de laethanta scoile

Cód Iompair a Fhorbairt: Treoirlínte do Scoileanna, an Bord Náisiúnta Leasa Oideachais

Údarás chun an méid seo a leanas a chur ar fionraí:

Tá Bord Bainistíochta Ghaelscoil Uí Riada tar éis an t-údarás a tharmligean go foirmiúil agus i scríbhinn chun 'Fionraí Láithreach' a fhorchur chuig an bPríomhoide. D'fhéadfadh 'Fionraí Láithreach' a bheith ar feadh tréimhse ó lá amháin nó trí lá scoile ag brath ar dhéine an Iompair ar leith i gcúinsí eisceachtúla agus le ceadú Chathaoirleach an Bhoird d'fhéadfadh an fhionraí a bheith ar feadh tréimhse níos faide ach in aon chás ní rachaidh sé thar 5 lá scoile

Ina theannta sin, tá an t-údarás tarmligthe go foirmiúil agus i scríbhinn chuig an bPríomhoide 'Fionraí Uathoibríoch' a fhorchur d'iompraíochtaí ainmnithe atá sonraithe sa pholasaí seo. D'fhéadfadh Fionraí Uathoibríoch a bheith ar feadh tréimhse ó lá amháin go trí lá scoile ag brath ar dhéine an Iompair shonraigh, i gcúinsí eisceachtúla agus le ceadú Chathaoirleach an Bhoird d'fhéadfadh an fhionraí a bheith ar feadh tréimhse níos faide ach in aon chás ní rachaidh sí thar 5 lá scoile.

Coinníonn an Bord a údarás chun mac léinn a chur ar fionraí i ngach cás/cúinse eile.

Fionraí láithreach agus fionraí uathoibríoch

Measfar go bhfuil gá le 'Fionraí Láithreach' sa chás go dtiocfaidh an Príomhoide ar an gcinneadh tar éis réamhfiosrúcháin go mbeadh bagairt thromchúiseach ar shábháilteacht agus ar fholláine daltaí nó fhoireann na scoile dá leanfaí láithreach leanúnach an dalta sa scoil ag an am. D'fhéadfadh 'Fionraí Láithreach' a bheith ar feadh tréimhse ó lá amháin nó trí lá scoile ag brath ar dhéine an Iompair ar leith, i gcúinsí eisceachtúla agus le ceadú Chathaoirleach an Bhoird, d'fhéadfaí an fhionraí a bheith ar feadh tréimhse níos faide ach in aon chás ní rachaidh sé thar 5 lá scoile

Is éard is 'Fionraí Uathoibríoch' ann ná fionraí a fhorchuirtear ar iompraíochtaí ainmnithe. Tá sé cinnte ag Bord Bainistíochta Ghaelscoil Uí Riada, tar éis dó aird chuí a thabhairt ar a dualgas cúraim mar atá forordaithe sa Reachtáíocht Sláinte agus Sábháilteachta, go dtabharfar 'Fionraí Uathoibríoch' mar smachtbhannas ar na hiompraíochtaí ainmnithe seo a leanas;

- Ionsaí fisiciúil/foréigean a dtagann díobháil choirp ar dhalta nó ar bhall foirne nó
- Foréigean fisiciúil dá dtagann damáiste tromchúiseach do mhaoin na scoile

D'fhéadfadh Fionraí Uathoibríoch a bheith ar feadh tréimhse ó lá amháin go trí lá scoile ag brath ar dhéine an lompair ar leith, i gcúinsí eisceachtúla agus le ceadú Chathaoirleach an Bhoird d'fhéadfadh an fhionraí a bheith ar feadh tréimhse níos faide ach in aon chás ní rachaidh sé thar 5 lá scoile

Cuirfear Tuismitheoir(i)/Caomhnóir(i) ar an eolas faoi Fhionraí Láithreach nó Uathoibríoch ar an teileafón, agus déanfar socruithe leo chun an dalta a bhailiú. In aon chás ní chuirfear scoláire abhaile ón scoil sula gcuirtear a thuismitheoir(i)/caomhnóir(i) ar an eolas. Eiseofar fógra foirmiúil i scríbhinn faoin bhfionraí in am trátha, ach tráth nach déanaí ná 2 lá scoile tar éis an fhionraí a fhorchur. Tabharfar mionsonraí i bhfógra den sórt sin:

- na cúiseanna leis an bhfionraí
- fad na fionraí agus na dátaí ar a dtosóidh agus a dtiocfaidh deireadh léi
- aon chlár staidéir atá le leanúint
- na socruithe maidir le filleadh ar scoil, lena n-áirítear aon ghealltanais atá le cur isteach Seo Nua Mhósaimbíc Metical agus Tigercoin convertor Tá suas chun dáta le rátaí malairte ó 15 Feabhra 2020.

Admhaíonn an Bord Bainistíochta nach gcuireann an cinneadh Fionraí Láithreach nó Fionraí Uathoibríoch deireadh leis an dualgas próiseas cuí agus nósanna imeachta cothroma a leanúint. Maidir leis seo, agus tar éis imscrúdú foirmiúil, a bheidh le críochnú tráth nach déanaí ná 2 lá scoile tar éis na heachtra, tabharfaidh an Bord cuireadh don dalta agus dá tuismitheoir(i)/caomhnóir(i) chuig cruinniú chun plé a dhéanamh;

- na cúinsí a bhaineann leis an bhfionraí
- idirghabhálacha chun cosc a chur ar atarlú mí-iompar den sórt sin arís

Aithníonn Bord Bainistíochta Ghaelscoil Uí Riada an tábhacht bhunúsach a bhaineann le neamhchlaontacht sa phróiseas imscrúdaithe. I dtaca leis sin, tugtar an gealltanais seo a leanas:

- Ní bheidh aon duine a bhfuil leas dílisithe nó baint phearsanta aige leis an ábhar páirteach in eagrú nó i gcur chun feidhme an nós imeachta imscrúdaithe

Nósanna imeachta maidir le fionraí eile:

I gcásanna seachas na cásanna a bhaineann le Fionraí Láithreach nó Uathoibríoch, beidh feidhm ag na nósanna imeachta seo a leanas;

Sa chás go ndeimhníonn réamhmheasúnú ar an bhfíric mí-iompar tromchúiseach a d'fhéadfaí a chur ar fionraí, cuirfidh Bord Bainistíochta Ghaelscoil Uí Riada tús le fiosrúchán foirmiúil ar an ábhar.

Cloífead leis na nósanna imeachta seo a leanas:

Litir scríofa ina bhfuil an t-eolas seo a leanas a chuirfear chuig Tuismitheoir(i)/caomhnóir(i);

1. Sonraí faoin mí-iompar líomhnaithe, sonraí an phróisis imscrúdaithe atá le teacht, agus fógra go bhféadfadh fionraí a bheith mar thoradh ar an líomhain.

2. Cuireadh chuig cruinniú, a bheidh le sceidealú tráth nach déanaí ná 5 lá scoile ó dháta na litir, áit a dtugtar deis do thuismitheoirí/caomhnóir/caomhnóir(i) freagra a thabhairt sula ndéantar cinneadh nó sula gcuirtear smachtbhanna i bhfeidhm.

Aithníonn Bord Bainistíochta Ghaelscoil Uí Riada an tábhacht bhunúsach a bhaineann le neamhchlaontacht sa phróiseas imscrúdaithe agus cinnteoireachta. I dtaca leis sin, tugtar na gealltanais seo a leanas:

1. Ní bheidh aon duine a bhfuil leas dílsithe nó rannpháirtíocht phearsanta aige san ábhar rannpháirteach in eagrú nó i gcur chun feidhme an nós imeachta imscrúdaithe, ná ní bheidh baint ag duine den sórt sin leis an bpróiseas cinnteoireachta.
2. Beidh an duine/na daoine a bhfuil baint acu leis an bpróiseas imscrúdaithe, ar thuarascáil iomlán ar na fíricí a chur i láthair, as láthair ón bpróiseas cinnteoireachta.

Sa chás go bhfuil cinneadh déanta maidir le fionraí, cuirfidh Cathaoirleach an Bhoird Bhainistíochta fógra i scríbhinn ar fáil don thuismitheoir/do na thuismitheoirí/do chaomhnóir(i) agus don dalta faoin gcinneadh. Deimhneoidh an litir:

1. na cúiseanna leis an bhfionraí
2. fad na fionraí agus na dátaí ar a dtosóidh agus a dtiocfaidh deireadh léi
3. aon chlár staidéir atá le leanúint
4. na socruithe maidir le filleadh ar scoil, lena n-áirítear aon ghealltanais a bheidh le déanamh ag an dalta agus ag an thuismitheoir(i)/caomhnóir(i)
5. an fhoráil maidir le hachomharc chun an Bhoird Bhainistíochta.

Sa chás go dtiocfaidh líon iomlán na laethanta ar cuireadh an dalta ar fionraí sa scoilbhliain reatha go fiche lá, cuirfear an thuismitheoir(i)/caomhnóir(i) in iúl faoina gceart achomharc a dhéanamh chuig Ard-Rúnaí na Roinne Oideachais agus Scileanna faoi Alt 29 nó faoin Acht Oideachais 1998 agus cuirfear faisnéis ar fáil dóibh maidir le hachomharc den sórt sin a chur isteach

AGUISÍN 1 (b): **FACHTÓIRÍ ATÁ LE BREITHNIÚ SULA gCUIRTEAR MAC LÉINN AR FIONRAÍ**

(Leathanach 72 de 'Cód Iompair a Fhorbairt, Treoirlínte do Scoileanna')

Breithneoidh an Bord Bainistíochta na nithe seo a leanas:

Nádúr agus tromchúis an iompair.

- Cad é an cur síos beacht ar an iompar?
- Cé chomh leanúnach is a bhí an t-iompar do-ghlactha?
- An bhfuil an t-iompar fadhbanna méadaithe, in ainneoin na n-idirghabhálacha a thriail?

Comhthéacs an iompair

- Cad iad na cúinsí a bhaineann le mí-iompar tromchúiseach (m.sh. sa rang, i rang múinteora ar leith, sa chlós, i ngrúpa)?

- Cad iad na fachtóirí a d'fhéadfadh a bheith ina chúis le heachtraí mí-iompair thromchúiseacha (e.g. bulaíocht, fachtóirí cultúrtha nó teaghlaigh)?
- Cad é aois, céim forbartha agus cumas cognaíoch an scoláire?
- An bhfuil aon fhachtóirí ann a d'fhéadfadh a bheith bainteach leis an iompar (m.sh. cúinsí baile ar leith, riachtanais bhreise oideachais)?

Tionchar an iompair

- Cén tionchar a bhíonn ag iompar an scoláire ar mhic léinn agus ar bhaill foirne eile?
- Cén tionchar atá ag an iompar ar theagasc agus ar fhoghlaim an ranga?
- An bhfuil tionchar ar leith nó níos mó ag an iompar ar roinnt scoláirí nó múinteoirí?
- An dtuigeann an scoláire an tionchar a bhíonn ag a n-iompar ar dhaoine eile?

Rinne na hidirghabhálacha iarracht go dtí seo

- Cad iad na hidirghabhálacha a triaileadh as? Cén tréimhse?
- Cén chaoi a ndearnadh taifead agus monatóireacht ar na hidirghabhálacha ?
- Cad é an toradh a bhí ar na hidirghabhálacha sin?
- An raibh baint ag na tuismitheoirí le réiteach a aimsiú ar an iompar fadhbúil?
- An bhfuil idirghabháil NEPS nó measúnú nó comhairleoireacht shíceolaíoch eile á lorg, nuair is cuí?
- An bhfuil aon idirghabhálacha eile ar fáil amhail idirghabháil piaraí, cur chuige ceartais aisiríoch nó comhdháil teaghlaigh
- An bhfuil baint ag an mac léinn nó ag an tuismitheoir le haon seirbhís tacaíochta agus ar iarradh cabhair ar an ngníomhaireacht nó ar an tseirbhís tacaíochta seo chun an fhadhb seo a réiteach?
- Ar iarradh cúnaimh ar aon ghníomhaireacht eile? (m.sh. CAMHS, TESS, NCSE)

Cé acu an bhfuil fionraí ina fhreagairt chomhréireach

- An bhfuil gá le hiompar an scoláire a chur ar fionraí:
- An bhfuil an caighdeán atá á chur i bhfeidhm chun an t-iompar a mheas mar an gcéanna leis an gcaighdeán a chuirtear i bhfeidhm ar iompar aon scoláire eile?

An tionchar a d'fhéadfadh a bheith ag fionraí

- An gceadóidh fionraí idirghabhálacha breise nó malartacha a dhéanamh?
- An gcuideoidh fionraí leis an scoláire an t-iompar míchuí a athrú?
- Cén chaoi a gcabhróidh fionraí le múinteoirí nó le scoláirí eile a bhfuil tionchar ag an iompar orthu?
- An gcuirfidh fionraí aon leochaileacht oideachais an scoláire in olcas?

AGUISÍN 2: DÍBIRT

Sainmhíniú ar Dhíbirt:

'Díbrítear mac léinn as scoil nuair a dhéanann Bord Bainistíochta cinneadh é nó í a eisiáimh go buan ón scoil, tar éis forálacha alt 24 den Acht Oideachais (Leas) 2000 a chomhlíonadh.

Cód Iompair a Fhorbairt: Treoirínte do Scoileanna, an Bord Náisiúnta Leasa Oideachais

Údarás chun an méid seo a leanas a dhíbirt:

Tá an t-údarás chun dalta a dhíbirt forchoimeáda ag an mBord Bainistíochta.

Nósanna imeachta maidir le díbirt:

I gcás ina ndeimhníonn réamhmheasúnú ar na fíricí mí-iompar tromchúiseach a bhféadfadh díbirt a bheith ina dhíbirt, beidh feidhm ag na nósanna imeachta seo a leanas:

a. Déanfar imscrúdú mionsonraithe faoi stiúir an Phríomhoide nó Ainmnitheach an Bhoird más gá)

Mar chuid den imscrúdú, eiseofar litir scríofa ina mbeidh an fhaisnéis seo a leanas chuig tuismitheoir/caomhnóir(i);

- sonraí faoin mí-iompar líomhnaithe, sonraí faoin bpróiseas imscrúdaithe atá le teacht agus fógra go bhféadfadh díbirt a bheith mar thoradh ar an líomhain.
- cuireadh chuig cruinniú, a bheidh le sceidealú tráth nach déanaí ná 5 lá scoile ó dháta na litir, áit a dtugtar deis do thuismitheoirí/caomhnóir(i) freagra a thabhairt

b. Déanfaidh an Príomhoide (nó an tAinmní BoM) moladh don Bhord Bainistíochta

Sa chás go dtagann an Príomhoide (nó an t-ainmní) ar thuairim, bunaithe ar an imscrúdú ar an mí-iompar líomhnaithe, go bhféadfadh údar a bheith le díbirt, déanann an Príomhoide (nó an t-ainmní) moladh don Phríomhoide Bainistíochta díbirt a dhéanamh. Sa chás seo, déanfaidh an Príomhoide (nó an t-ainmní):

1. a chur in iúl don tuismitheoir/do chaomhnóir/caomhnóir(i) go bhfuil iarrtha ar an mBord Bainistíochta machnamh a dhéanamh ar dhíbirt
2. a chinntiú go bhfuil taifid ag tuismitheoirí/caomhnóirí de: na líomhaintí i gcoinne an scoláire; an t-imscrúdú; agus fógra i scríbhinn i dtaobh na bhforais ar a n-iarrtar ar an mBord Bainistíochta breithniú a dhéanamh ar dhíbirt
3. na taifid chuimsitheacha chéanna a chur ar fáil don Bhord Bainistíochta agus a thugtar do thuismitheoir(i)/caomhnóir(i)

c. Breithniú ag an mBord Bainistíochta ar Mholtaí an Phríomhoide (nó an Ainmní BOM) agus Éisteacht a Thionól

Más rud é, tar éis tuarascáil an Phríomhoide a bhreithniú, go gcinneann an Bord Bainistíochta smaoineamh ar mhac léinn a dhíbirt, beidh éisteacht sceidealta.

Tabharfar fógra i scríbhinn don tuismitheoir/don tuismitheoir/don chaomhnóir/do chaomhnóirí maidir le dáta, suíomh agus am na héisteachta

1. an ceart atá acu aighneacht i scríbhinn agus ó bhéal a dhéanamh chuig an mBord Bainistíochta
2. go bhféadfar iad a thionlacan ag an éisteacht, más rogha leo é,

Geallann an Bord Bainistíochta go gcinnteoidh uainiú an fhógra scríofa sin go mbeidh dóthain fógra ag tuismitheoirí/caomhnóir(i) chun ligean dóibh ullmhú don éisteacht.

Maidir leis an éisteacht díbirt, tugann an Bord gealltanais;

1. Déanfar an cruinniú a reáchtáil i gceart de réir nósanna imeachta an Bhoird
2. cuirfidh an príomhoide (nó an t-ainmní BoM) agus an tuismitheoir(i)/caomhnóir(i) a gcás faoi bhráid an Bhoird i láthair a chéile
3. Tabharfar deis do gach páirtí fianaise an pháirtí eile a cheistiú go díreach
4. Féadfaidh an tuismitheoir/na caomhnóirí/na caomhnóirí cás a dhéanamh ar son smachtbhanna níos lú má roghnaíonn siad amhlaidh

d. Plé agus Gníomhartha an Bhoird Bhainistíochta tar éis na hÉisteachta

Más dóigh leis an mBord Bainistíochta, tar éis dó fíorais uile an cháis a bhreithniú, gur chóir an dalta a dhíbirt, an Bord

1. Cuirfidh sé a thuairim agus na cúiseanna atá leis an tuairim seo in iúl d'oifigeach TESS i scríbhinn tríd an bpost cláráithe, agus na cúiseanna atá leis an tuairim seo
2. Ní dhíbirt sé an scoláire roimh 20 lá scoile ón dáta a fhaigheann an tOifigeach TESS an fógra scríofa seo
3. Cuirfidh sé an tuismitheoir(i)/caomhnóir(i) in iúl i scríbhinn faoina gcinneadh agus cuirfidh sé in iúl dóibh go bhfuil teagmháil á dhéanamh leis an Oifigeach TESS
4. Beidh ionadaíocht aige ag an gcomhairliúchán a bheidh le heagrú ag an Oifigeach TESS
5. Cuirfidh sé an scoláire ar fionraí, má mheastar gur dócha go gcuirfidh láithreach leanúnach an scoláire le linn an ama seo isteach go mór ar fhoghlaim daoine eile, nó go mbeidh sé ina bhgairt do shábháilteacht daltaí nó foirne eile.

e. Tá tús á chur amárach le hobair athchóirithe atá beartaithe ar 22 scoil a thóg Western Building Systems

I gcás ina mbeidh an tréimhse fiche lá tar éis fógra a thabhairt don Oifigeach TESS caite, agus más rud é

tá an Bord Bainistíochta fós den tuairim gur chóir an mac léinn a dhíbirt, an Bord Deimhneoidh an bhainistíocht go foirmiúil an cinneadh a dhíbirt.

Cuirfear in iúl i scríbhinn do thuismitheoir(i)/caomhnóir(i) go rachaidh an díbirt ar aghaidh anois. Déanfaidh siad

a chur ar an eolas freisin faoina gceart achomharc a dhéanamh chuig Ard-Rúnaí na Roinne Oideachas agus Scileanna faoi Alt 29 nó faoin Acht Oideachais 1998 agus cuirfear ar fáil dóibh faisnéis maidir le hachomharc den sórt sin a thíolacadh.

Aithníonn Bord Bainistíochta Ghaelscoil Uí Riada an tábhacht bhunúsach a bhaineann le

neamhchlaontacht sa phróiseas imscrúdaithe agus cinnteoireachta. I dtaca leis sin, tá an méid seo a leanas gealltanais a thugtar

1. Ní bheidh aon duine a bhfuil leas dílsithe nó baint phearsanta aige leis an ábhar páirteach

in eagrú nó i gcur chun feidhme an nós imeachta imscrúdaithe, ní bheidh baint ag duine den sórt sin leis an bpróiseas cinnteoireachta.

2. Déanfaidh an duine/na daoine a bhfuil baint acu leis an bpróiseas imscrúdaithe tuarascáil iomlán a thíolacadh

na fíricí as láthair ón bpróiseas cinnteoireachta.

DEIREADH A CHUR LE FIONRAÍ (ATHBHUNÚ)

Tar éis tréimhse fionraí, nó le linn tréimhse fionraí, féadfaidh an tuismitheoir/na tuismitheoirí/na tuismitheoirí iarratas a dhéanamh chun an dalta a bheith acu athbhunú sa scoil. Ní mór don tuismitheoir/do thuismitheoirí (agus don dalta) gealltanais sásúil a thabhairt go ndéanfaidh

beidh an dalta ar fionraí ag iompar de réir Chód na scoile agus ní mór don Phríomhoide a bheith sásta nach mbeidh athbhunú an dalta ina riosca do shábháilteacht an dalta féin, nó na ndaltaí nó na foirne eile agus ní bheidh tionchar tromchúiseach díobhálach aige ar an oideachas daltaí eile. An Príomhoide i gcomhairle leis na tuismitheoirí, leis an múinteoir ranga agus

éascóidh an dalta (más cuí) ullmhú plean iompair don dalta más rud é.

riachtanach agus ligfidh sé an dalta isteach go foirmiúil chuig an rang. I gcás ina ndéanfar réiteach sásúil ar

fadhb a bhaint amach, is féidir dalta a ligean isteach arís ar scoil laistigh de thréimhse fionraíochta ag an

rogha Chathaoirleach an Bhoird agus an Phríomhoide.

AGUISÍN 3 (a): **BILEOG MACHNAMHACH AN SCOLÁIRE / LOGA (do pháiste níos sine)**

Céard a tharla?

Cad a bhí tú ag smaoineamh air ag an am?

Cad iad na smaointe atá agat ó shin?

Cé a bhí buailte. De réir an méid a rinne tú?

Cén chaoi a ndearnadh difear dóibh?

Cad a cheapann tú a chaithfidh tarlú chun rudaí a chur ina gceart?

AGUISÍN 3 (b):
níos óige)

BILEOG MACHNAMHACH AN SCOLÁIRE / LOG (Do pháiste

Cad a rinne mé?

Cad é an chúis go ndearna mé é?

Cén riail a bhriseadh?

Cad is féidir liom a dhéanamh chun é a shocrú?

AGUISÍN 3(c):

MO THUARASCÁIL AR IOMPAR (Do leanbh níos óige)

Tarraing pictiúr a thaispeánann cad a rinne tú.



Tarraing pictiúr de cad a dhéanfaidh tú an chéad uair eile.



AGUISÍN 4:

FOIRM TUAIRISCITHE IOMPAIR

Múinteoir(i) imscrúdaithe _____ Dáta: _____

Teagmhas a thuairisciú leanbh/tuismitheoir/baill
foirne: _____

Leanbh(i) atá i gceist (ionsaitheoir/spríoc/lucht féachana

Ainmneacha:

Sonraí Teagmhais / Nótaí agallaimh le leanbh/leanaí (ceangail bileoga breise leis an bhfoirm seo más gá. Lorg freagraí ar cad é, cá háit agus cathain?)

Conclúid a tháinig at:

Dáta ar cuireadh tuismitheoirí ar an eolas faoi thoradh an imscrúdaithe:

Plean Gníomhaíochta: Glacadh céimeanna comhaontaithe leis an leanbh/tuismitheoirí chun an eachtra a réiteach.

Obair leantach:

Síniú an Phríomhoide signature _____ Class Síniú an Mhúinteora

Tacaíocht leantach curtha ar fáil (dáta agus comhartha)

Sínithe _____ Dáta _____

Conclúid a tháinig at:



AGUISÍN 5

TREOIRLÍNTE MAIDIR LE NÓS IMEACHTA GEARÁIN INTO/CPMSA DO BHUNSCOILEANNA.

Tháinig Eagraíocht Náisiúnta Múinteoirí na hÉireann agus Cumann na mBainisteoirí Bunscoile Caitliceacha ar chomhaontú i 1993 maidir le nós imeachta chun déileáil le gearáin ó thuismitheoirí i gcoinne múinteoirí. Is é is cuspóir don nós imeachta réiteach na ndeacrachtaí a éascú i gcás ina bhféadfadh siad teacht chun cinn ar bhealach comhaontaithe agus cothrom. Leagtar amach sa chomhaontú i gcúig chéim an próiseas atá le leanúint chun gearán a chur chun cinn agus an scála ama sonrath atá le leanúint ag gach céim

Réamhrá

Ní fhéadfaidh an Bord Bainistíochta ach na gearáin sin faoi mhúinteoirí atá scríofa agus sínithe ag thuismitheoirí/caomhnóirí daltaí a fhiosrú go foirmiúil, ach amháin sa chás go measann an Bord gurb iad na gearáin sin:

- (i) maidir le hábhair a bhaineann le hinniúlacht ghairmiúil agus a bheidh le tarchur chuig an An Roinn Oideachais/Comhairle Mhúinteoireachta.
- (ii) gearáin agus gearáin suaibhreasacha nó cráiteacha nach ndéanann difear d'obair mhúinteora i scoil, nó
- (iii) gearáin ina mbíonn ceachtar páirtí ag dul ar iontaoibh dlí nó ar nós imeachta eile atá ann cheana.

Féadfar gearáin neamhscríofa nach bhfuil sna catagóirí thuas a phróiseáil go neamhfhoirmiúil mar atá leagtha amach i gCéim 1 den nós imeachta seo.

Céim 1

1.1 Ba chóir do thuismitheoir/caomhnóir ar mian leo gearán a dhéanamh, mura bhfuil socruithe áitiúla ann a mhalairt, dul i dteagmháil leis an múinteoir ranga d'fhonn an gearán a réiteach

1.2 Sa chás nach bhfuil an tuismitheoir/caomhnóir in ann an gearán leis an múinteoir ranga a réiteach, ba chóir dó/di dul i dteagmháil leis an bPríomhoide chun é a réiteach.

1.3 Má tá an gearán fós gan réiteach, ba chóir don tuismitheoir/caomhnóir an t-ábhar a ardú le Cathaoirleach an Bhoird Bhainistíochta d'fhonn é a réiteach.

Céim 2

2.1 Má tá an gearán fós gan réiteach agus gur mian leis an tuismitheoir/caomhnóir an t-ábhar a shaothrú tuilleadh, ba chóir dó/di an gearán a thaisceadh i scríbhinn le Cathaoirleach an Bhoird Bhainistíochta

2.2 Ba chóir don Chathaoirleach nádúr beacht an ghearáin scríofa a chur in iúl don mhúinteoir agus iarracht a dhéanamh an cheist a réiteach idir na páirtithe laistigh de 5 lá tar éis an gearán scríofa a fháil.

Céim 3

3.1 mura réitítear an gearán go neamhfhoirmiúil, ba cheart don Chathaoirleach, faoi réir údarú ginearálta an Bhoird agus ach amháin sna cásanna sin ina measann an Cathaoirleach go bhfuil údarú áirithe an Bhoird ag teastáil:

(a) cóip den ghearán i scríbhinn a sholáthar don mhúinteoir, agus

(b) cruinniú a shocrú leis an múinteoir agus, i gcás inarb infheidhme, leis an bPríomhoide d'fhonn an gearán a réiteach. Ba cheart cruinniú den sórt sin a réachtáil laistigh de 10 lá tar éis an gearán i scríbhinn a fháil.

Céim 4

4.1 Mura bhfuil an gearán réitithe fós, ba chóir don Chathaoirleach tuarascáil fhoirmiúil a thabhairt don Bhord laistigh de 10 lá ón gcruinniú dá dtagraítear i 3.1(b).

4.2 Má mheasann an Bord nach bhfuil bunús leis an ngearán, ba chóir an múinteoir agus an gearán a chur ar an eolas laistigh de thrí lá ó chruinniú an Bhoird.

4.3 Má mheasann an Bord go bhfuil bunús leis an ngearán nó gur gá tuilleadh imscrúdaithe a dhéanamh air, leanann sé ar aghaidh mar seo a leanas:

(a) Ba chóir an múinteoir a chur in iúl go bhfuil an t-imscrúdú ag dul ar aghaidh go dtí an chéad chéim eile.

(b) ba chóir cóip d'aon fhianaise scríofa a thacaíonn leis an ngearán a sholáthar don mhúinteoir

(c) ba chóir go n-iarrfaí ar an múinteoir ráiteas i scríbhinn a chur ar fáil don Bhord mar fhreagra ar an ngearán.

(d) ba chóir go dtabharfaí deis don mhúinteoir an cás a chur i láthair don Bhord. Bheadh an múinteoir i dteideal go mbeadh cara in éineacht leis agus go gcuideoidh sé cúnaimh ag aon chruinniú den sórt sin

(e) féadfaidh an Bord cruinniú a shocrú leis an ngearánach má mheasann sé gur gá an cruinniú sin, bheadh an gearánach i dteideal go mbeadh sé in éineacht le cara ag aon chruinniú den sórt sin agus go mbeadh sé i gcabhair aige, agus

(f) tionólfar an cruinniú den Bhord Bainistíochta dá dtagraítear i (d) agus (e) laistigh de 10 lá ón gcruinniú dá dtagraítear i 3.1(b).

Céim 5

5.1 Nuair a bheidh an t-imscrúdú críochnaithe ag an mBord, ba chóir don Chathaoirleach cinneadh an Bhoird a chur in iúl i scríbhinn don mhúinteoir agus don ghearánach laistigh de chúig lá ó chruinniú an Bhoird.

5.2 Is cinneadh críochnaitheach a bheidh i gcinneadh an Bhoird,

5.3 Déanfar athbhreithniú ar an Nós Imeachta um Ghearáin seo tar éis trí bliana.

5.4 Féadfaidh CPSMA nó INTO tarraingt siar ón gcomhaontú seo tar éis fógra trí mhí a thabhairt don pháirtí eile go bhfuil sé ar intinn aige é sin a dhéanamh, (sa Chomhaontú seo ciallaíonn 'laethanta' laethanta scoile)

AGUISÍN 6 A.Éide Scoile

CÓD GÚNA SCOILE & CUMA

Éide & Culaith Rianaithe do Naíonáin Bheaga - Rang 4

- *Bríste + Geansaí Liath (crested) + léine Pinstripe + Ceangail Dearg + bróga dubh go léir*
- *Pinafore (crested) + Cardigan Grey (crested) + Léine Pinstripe + Comhionannas vótaí dearg + riteoga dearga / liath nó stocaí bán + bróga dubha go léir*
- *Tracksuit Nua (1/4 zip + pants, stíl scaoilte) + T-léine Liath + Shorts + Runners (aon dath)*

Éide & Culaith Rianaithe do Rang 5 & 6

- *Bríste + Geansaí Liath (crested) + Léine Pinstripe + Ceangail Dearg + bróga dubh go léir*
- *Sciorta A-líne + Cardigan Grey (crested) + léine P / S + Comhionannas vótaí dearg + riteoga dearg / liath nó stocaí bán + gach bróga dubh*
- *Tracksuit Nua (1/4 zip + pants, stíl scaoilte) + t-léine liath + shorts + reathaithe (aon dath)*
- *Hoodie Ranga i Rang 6 mar atá eagraithe ag tuismitheoirí*

Bróga scoile dubha / Runners

Molann an Bord go mb'fhéidir go smaoiníodh tuismitheoirí ar reathaithe uile-dhubha a cheannach a bheadh mar bhróga scoile dubha leis an éide scoile

Caitheamh Seachtrach

* Spreagtar páistí chun cótaí a chaitheamh in ionad cochaill le haghaidh éadaí seachtracha a thagann ar scoil. B'fhéarr cótaí báistí mar go mbeidh siad amuigh sna heilimintí le linn amanna sosa agus le linn corpoideachais.

Cuma phearsanta

- Ba chóir go mbeadh gruaig fhada néata agus ceangailte siar chun críocha sláinte agus chun míolta ceann a sheachaint
- Ní cheadaítear dathú gruaige
- Ní cheadaítear aon piercing comhlacht infheicthe ach amháin le haghaidh piercing amháin sa chluaise le cluaise gearr / graí
- Ní cheadaítear makeup

Riachtanais Bhreise

D'fhéadfadh go mbeadh ar scoláirí a bhfuil riachtanais bhreise acu rochtain a fháil ar ábhair/feistis mhalartacha mar atá leagtha amach i dtuarascálacha gairmiúla (m.sh. tuarascálacha OT srl) agus arna aontú leis an scoil roimh ré.

AGUISÍN 7: TEAGMHÁIL LE TUISMITHEOIRÍ/MÚINTEOIRÍ

Tá ról ríthábhachtach ag tuismitheoirí i múnú na ndearcadh a chruthaíonn dea-iompar ar scoil. Tá fáilte roimh thuismitheoirí sa scoil i gcónaí agus moltar dóibh leas iomlán a bhaint as gach bealach cumarsáide foirmiúil agus neamhfoirmiúil atá ar fáil ag an scoil. Eagraítear cruinnithe aonair tuismitheoirí/múinteoirí uair sa bhliain. Mar sin féin, is féidir bualadh le múinteoir ag am ar bith i rith na bliana, ar an gcoinníoll go bhfuil coinne socraithe tríd an oifig roimh ré chun saincheistanna a d'fhéadfadh teacht chun cinn a bhaineann le forbairt, iompar agus dul chun cinn an pháiste a phlé.

AGUISÍN 8: IOMPRAÍOCHTAÍ DÚSHLÁNACHA

D'fhéadfadh go mbeadh rochtain ag teastáil ó dhaltaí a bhfuil riachtanais bhreise oideachais acu ar na forálacha breise atá sa "Bheartas um Iompraíochtaí Dúshlánacha a Bhainistiú". Déanfar é seo tar éis dul i gcomhairle leis na tuismitheoirí, an dalta, an múinteoir, an Fhoireann Bainistíochta Iompraíochta agus an Bord Bainistíochta mar atá leagtha amach sa pholasáí sin.

[Iompraíochtaí Dúshlánacha/Challenging Behaviours GA & bearla.docx](#)

AGUISÍN 9: POLASAÍ ÚSÁIDE INGHLACTHA (AUP)

[AUP 2025.docx](#)

Appendix 10: **Nota faoi smartwatches fitbits & earraí cliste/luachmhara srl.**

A thuimitheoirí, a chairde,

Beatha agus sláinte

Le déanaí tá sé tugtha faoi ndearna ag an scoil go bhfuil roinnt páistí tosnaíthe ag teacht isteach le earraí luachmhara ar nós Uaireadóir Cliste, Fitbits, Smartwatch, Apple Watch 7rl. seachas gnáth uaireadóir analógach nó digiteach. Tá bainistíocht na scoile ar an eolas go mbíonn tionchar ag na hearraí luachmhara seo ar na páistí agus iad ag freastal ar a gcuid foghlama:

- Aireachas ag am teagaisc
- Brú siceolaithe maidir le sonraí lúthchleasa a sholáthar
- Dainséar an damáiste do earra luachmhar sa scoil
- Aipeanna ar chuid acu a sháraíonn Rialacha Scoile maidir Teangmháil digiteach, Taifeadh 7rl.

Ar an mbonn sin titeann na hearraí luachmhara faoin rial sa Chód Rialbhéas is Smachta:

"Ní cheadaítear do pháistí cluichí nó earraí luachmhara a bhreith leo ar scoil agus má tharlaíonn aon damáiste d'aon saghas dá leithéid ar scoil, is cuma conas nó cé faoi ndeara é, ní bheidh an scoil freagrach as.

Déanfar eisceacht ar son líon beag atá baint úsáid as a leithéid ar bhonn monatóireachta toisc cúrsaí leighis is cúrsaí sláinte. Beidh orthu cead speisialta a fháil ón mbord bainistíochta chuige sin tré nóta a shíniú.

Tuigtear dúinn go mbeidh díomá ar roinnt de phobal na scoile ach tá sé de dhualgas orainn sábhailteacht, maitheas is folláin na bpáistí is pobal na scoile uile a chosaint i gcónaí.

Tuairiscíodh sa scoil le déanaí go bhfuil páistí tar éis tosú ag teacht isteach le míreanna luachmhara ar nós Smart Watch, Fitbits, Smartwatch, Apple Watch srl. seachas uaireadóir analógach nó digiteach tipiciúil. Tá a fhios ag bainistíocht na scoile go mbíonn tionchar ag na míreanna luachmhara seo ar na páistí agus iad ag freastal ar a gcuid foghlama:

- Aird ag am teagaisc
- Brú síceolaíoch chun sonraí lúthchleasaíochta a chruthú/a sholáthar
- Damáiste d'earra pearsanta luachmhar sa scoil
- Aipeanna a sháraíonn cuid acu Rialacha na Scoile maidir le teagmháil dhigiteach, teachtaireachtaí, taifeadh 7rl.

Ar an mbonn sin, tagann na nithe luachmhara faoin riail sa Chód Iompair agus Araíonachta:

"Ba chóir do thuismitheoirí agus do dhaltáí a thabhairt faoi deara go bhfuil cosc ar dhaltáí aon earraí luachmhara nó cluichí costasacha a thabhairt isteach in áitreabh na scoile, nó sa cheantar máguaird. Séanann údaráis na scoile aon dliteanas nó aon fhreagracht as damáiste a rinneadh don chéanna."

Déanfar eisceacht do líon beag atá ag úsáid feistí den sórt sin ar bhonn monatóireachta mar gheall ar shaincheisteanna leighis agus sláinte. Beidh orthu cead speisialta a fháil ón mbord bainistíochta don rud céanna trí nóta a shíniú.

Cé go dtuigeann muid go mbeidh díomá ar chuid de phobal na scoile, tá sé de dhualgas orainn sábháilteacht, folláine agus sláinte na bpáistí agus phobal na scoile ar fad a chosaint i gcónaí.

Dúradh Is Maith Liom É Go raibh maith agat.

le meas,

Brendan Ó Gréilligh

Séamus Ó Rinn

Aguisín 11: **Dínit agus Meas san Ionad Oibre**

<https://www.gaelscoiluirrada.ie/dinit-meas-san-ait-oibre/>

Aguisín 12 [Bí Cineálta/Beartas Frithbhulaíochta](#)

(forbairt déanta Aibreán/Bealtaine 2025)

AGUISÍN 13:

DEIMHNIÚ COMHOIBRITHE LEIS AN GCÓD IOMPAIR

Teastas Comhoibriú leis an gCód Iompar
Deimhniú um Chomhar leis an gCód Iompair

Tugtar tús áite do shabháltacht agus folláine na daltaí ar fad ag freastal ar Gaelscoil Uí Riada. Le seo san áireamh, cuireadh Cód Iompar le chéile a bhí daingnithe ag an mBord Bainistíochta.

Tá sábháilteacht agus folláine na ndaltaí ar fad atá ag freastal ar Ghaelscoil Uí Riada thar a bheith tábhachtach dúinn. Agus é sin san áireamh, tá Cód Iompair curtha i bhfeidhm agus daingnithe ag an mBord Bainistíochta.

Iarrtar a thuismitheoirí/caomhnóirí clár an pholasáí seo a léamh go cúramach agus é a phlé i dteannta a (b)pháistí. Le bhur dtoil léigh an beartas a leanas agus aontaigh leis na coinníoll a comhlíonadh trí síniú leictreonach ar Aladdin.

Iarraimid ar thuismitheoirí an polasáí a léamh go cúramach lena bpáiste/leanaí agus an t-ábhar a phlé. Léigh an gealltanús seo a leanas le do thoil agus aontaigh cloí leis an gcomhaontú a shíniú go leictreonach tríd an Aladdin.

Aontáim go bhfuil clár an pholasáí léite agus pléite agam i dteannta mo pháiste/f agus táimid sásta tacá leis an bpolasáí don bhliain amach romhainn.

Deimhním go bhfuil an polasáí seo léite agam le mo pháiste/mo pháistí agus go bhfuil an t-ábhar pléite againn le chéile agus go n-aontaímid seasamh leis an bpolasáí seo i rith na bliana amach romhainn.

Sínte ag tuistí/caomhnóirí;

Sínte ag Tuismitheoir/Caomhnóir; go leictreonach trí Aladdin

Dáta:

Dáta: Infheicthe ar chóras Aladdin nuair a shínítear go leictreonach é

Athbhreithniú déanta	Déanta ag	Cead athbhreithniú eile
Meitheamh 2025	Bord Bainistíochta	Meitheamh 2026

Code of Behaviour: Gaelscoil Uí Riada

INTRODUCTION

In order to achieve and maintain a secure and healthy environment in which children can develop to their full potential intellectually, socially and emotionally we strive to provide a behavioural code which supports and promotes healthy relationships, healthy behaviours and which supports children's holistic growth through guiding them to find solutions to unhealthy and unwanted behaviours. Our aim is to ensure that children learn to contribute positively to their learning environment and also learn to work towards solutions collaboratively where there may be disruptions or behavioural breaches that may affect the health of their learning environment. Our school code places emphasis on outcomes of behavioural breaches/unwanted behaviour that reach accountability where children take steps to willingly address any harm done and work towards healing/repairing that harm rather than blameful responses to behavioural breaches/unwanted behaviour.

We also believe strongly in the importance of clear rules for all and agreed sanctions when required. In addition, we recognise the importance of a strong sense of community within the school and the existence of a high level of cooperation among teachers, ancillary staff, pupils, parents, the Board of Management (BOM) and the Parents Association (PA).

RATIONALE

The review of the Code of Behaviour was conducted to ensure that it is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board (NEWB), 2008. It has also been strongly informed by the philosophy of Restorative Practice (RP) as we are in the process of working towards becoming a Restorative School, having commenced that transition in March 2025..

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of Behaviour shall specify:

1. The whole school approach in promoting positive behaviour;

2. The standards of behaviour that shall be observed by each pupil attending the school;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school;
(See Appendices 1a, 1b & 2)
5. The grounds for removing a suspension imposed in relation to a pupil (See Appendix 2)
6. The procedures to be followed in relation to a child's absence from school.

Reference is made throughout the Code to the school's Anti-Bullying Policy. Access via the following link [Frith-bhulafocht](#)

RELATIONSHIP TO THE SCHOOL ETHOS, VISION, MISSION AND VALUES

It is our intention that our Code of Behaviour be consistent with our school ethos. It is also strongly informed by our vision and mission which are outlined below.

Our vision is to create and support a safe, positive learning and social environment which is welcoming, inclusive, co operative and child-centred. Where children's voices are heard and where children are encouraged to be responsive and are supported to play a core role in contributing to restoring peace and healthy relationships by finding solutions where there may be behavioural breaches or problems.

Irish language and culture is celebrated to foster a love, respect and appreciation of the Irish language.

Our Mission at Gaelscoil Uí Riada is to nurture our pupils to be kind, ethical, understanding and creative citizens and learners with the support of our parents, teachers and members of the school community.

Above all, our Code of Behaviour was drafted with our *mana scoile*, *Mair go Mairir* in mind. The values we strive to promote are outlined below:

- Respect
- Kindness
- Cooperation
- Friendship
- Diligence
- Honesty
- Equality
- Confidence

AIMS OF THE CODE

- To create an ordered environment, where all children feel secure and are given an opportunity to develop their full potential.
- To create a positive learning environment that facilitates the education and development of every child.
- To support good behaviour patterns based on consideration, empathy, tolerance and respect for the rights and needs of others, thereby encouraging and supporting the

children to be accountable for their own behaviour through using Restorative Methodologies.

- To promote self-esteem and an understanding of unique strengths, needs & challenges To engender positive and healthy relationships of mutual support among students, staff and Parents.
- To equip the pupils with the skills to deal with & grow from conflict, learn how to resolve conflict and enable them to mature into responsible and active citizens.
- To ensure that the school's high expectations for the behaviour of all members of the school community are widely known and understood.
- To ensure consistency of response to both positive and negative behaviour and to clarify the steps to be taken in the event of unwanted behaviours
- To encourage the involvement of both home and school in the implementation of this policy.

WHOLE SCHOOL APPROACH – BEGINNING A RESTORATIVE JOURNEY

The BOM recognises their important role in supporting consistent values, policies, practices and relationships that uphold our code of behaviour. We strive to engage with and involve the whole school community and in this respect the BOM acknowledges the importance of the role of principal, teachers, ancillary staff, pupils and parents in the implementation and upholding of the Code of Behaviour.

In this vein, our school adopts a Restorative Approach to behavioural breaches and potential conflicts. Restorative Practice is a relationship-based practice that focuses on supporting those who may have breached behavioural codes or may find themselves in conflict with others to take specific steps towards accountability for any harm done and to create solutions to heal that harm.

YEAR ONE RESTORATIVE PRACTICE TRANSITION – (Handbook Appendix 0)

We are currently in Year One of the transition to becoming a Restorative School. (App. 0 Handbook)

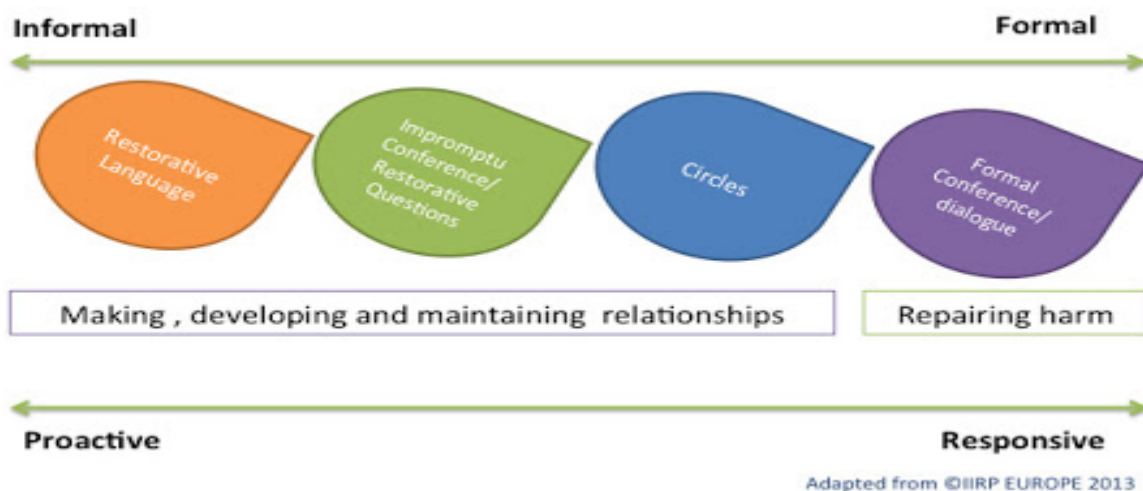
In Year One all staff have undertaken training in informal Restorative Practice strategies and will be striving to respond to behavioural breaches and conflicts using the tools of Affective Statements and the Restorative Questions.

All pupils will receive a simple induction into these practices so that they become accustomed to them and learn to use them themselves.

A core Restorative Practice Team has been formed and this team will circulate the Handbook to all staff for their use as they build and support the growth of the practices. All staff will wear RP lanyards to encourage the use of the informal practices during the school day.

Parents will be requested to familiarise themselves with RP and to begin to use the practices with their children.

All Year One Practices are outlined in our Gaelscoil Ui Riada Restorative Handbook. (App 0) Which will be reviewed at the end of each school year until the full RP continuum has been engaged with by staff. (continuum here) -



Year Two 2026 -2027 will see the development of Restorative Circles in Gaelscoil Ui Riada. The circle practice will be developed to support healthy relationships within the whole school community and will also be engaged with as an intervention where there has been clear breaches of the Code of Behaviour.

STANDARDS OF BEHAVIOUR AND EXPECTATIONS

PUPILS:

General Behaviour

Each pupil is expected to:

- attend- school on a regular basis and to be punctual
- wear - the correct school uniform, tracksuit and footwear on the correct days
- behave - with consideration for other children and adults
- speak - respectfully to everyone they meet
- speak -in Irish at all times
- walk - on the school grounds, corridors and stairs in an orderly manner
- respect - the property of the school, other children and their own belongings

- keep-hands, feet and all other body parts to themselves
- work- to the best of his/her ability both in school and for homework
- adhere - to the school's healthy eating, mobile phone and smart devices policy

Classroom Behaviour

- Each pupil is expected to:
- listen- to the teacher and other pupils when they are speaking
- follow- the direction of his/her teacher
- .complete-the assigned tasks to the best of his/her ability
- keep -their workspace tidy and respect the workspaces of others
- speak- with respect to the teacher, other pupils and visitors to the classroom
- obtain - his/her teachers permission to leave the classroom

Playground / Basketball Courts / Cúl an Tí/ Hall

Each pupil is expected to:

- remain - on school grounds at all times and play in their own allocated area
- follow-the directions of the staff on duty
- respect-teachers, Additional Needs Assistants (ANAs) and fellow pupils on yard
- obtain - permission before re-entering the classrooms during break periods (toilets should be used prior to coming out to the yard)
- play - safely avoiding any games or play that are rough or dangerous (such as Slide tackling, Bulldog, Bulldog Take Down - this list is not exhaustive)
- refrain from - any swearing, name calling or physical altercations
- include -all children who want to take part in the game
- adhere -to the agreed rules of the game

Sports & extra-curricular behaviour

Each pupil is expected to:

- complete - the activity to the best of their ability
- remain - with class at all times

Behaviour in other school areas

- speak-in Irish and with respect if chatting to others
- allow - others to pass them as needed
- walk -across the zebra crossing at all times and also while completing the daily mile
- Behaviour In other School Areas Each pupil is expected to:
- speak-Irish at all times
- greet - people appropriately as they meet them outside the classroom
- walk - quietly on the right hand side, in single file, In the school corridors and stairs following the arrows
- ascend/descend - both sides of the stairs while holding the railings, after breaktime, where two or more classes are moving together
- obtain - permission before entering any other classrooms, the hall or offices
- exit- the common space bathrooms as soon as they are finished and not linger there

Behaviour during School Outings/Activities

- Each pupil is expected to:
- follow-his/her teacher's/instructor's directions at all times
- remain - with the teacher/supervisors and group of pupils at all times
- behave- politely towards those they meet on such trips
- observe - the rules of general good behaviour
- speak- in Irish at all times
- wear -full school uniform or tracksuit unless otherwise instructed

Pupils can expect to be

- treated-with respect, fairness and consistency
- welcomed - into a safe atmosphere and well maintained physical environment
- recognised - for individual differences and have their needs met in so far as possible
- listened - to and encouraged to participate in decision-making
- enabled -to reach their full academic potential
- advocated - for to ensure access to appropriate assessments and necessary supports

SCHOOL STAFF:

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school

Teaching staff are specifically responsible for the management of behaviour within their own class. Each teacher and ANA (SNA) must be fully aware of the contents of the Code and must be cognisant of their duty or care.

Each teacher and ANA (in circumstances where appropriate) is expected to:

- discuss -the Code with their class at the beginning of the school year
- devise-the individual class rules with the pupils based on the Code
- display -the rules in the classroom and RP questions and refer to them regularly
- implement- the rules, incentives and sanctions in a fair and consistent manner
- encourage -self-discipline and positive behaviour, hence minimising disruption
- use-the principles, practices and questions of Restorative Practice
- ensure - there is an appropriate level of supervision at all times
- contact- parents/guardians where there have been infringements of the Code
- keep - a written record of all incidents of continued minor misbehaviour and serious, gross misconduct and inform the relevant parties of same
- report- repeated instances of serious misbehaviour to the Principal
- support- colleagues in implementation of the Code

Teachers and ANAs can expect to:

- be treated- with respect, courtesy and fairness

- teach -in a well-maintained physical environment relatively free from disruption
- work-in a safe environment free from physical assaults and verbal attacks
- receive - support and cooperation from colleagues and parents in order to fully implement the Code
- participate - fully in decision-making which affects their own work and that of the school in general
- obtain - support and professional advice from the Board of Management (BOM), Department of Education (DE), the National Council for Special Education (NCSE) and the National Educational Psychological Services (NEPS), the Tusla Educational Support Services (TESS) to help to cater for the psychological, emotional and physical needs of their pupils

PARENTS/GUARDIANS

As the primary educators, parents/guardians play a crucial role in shaping attitudes, practices and values in their children which result in positive behaviour in school.

Parents are expected to:

- familiarise -themselves fully with the school's Code of Behaviour
- encourage - their children to follow the school's Code
- ensure-their children attend school regularly and on time
- collect pupils from school promptly
- inform- the class teacher of any change to collection procedure for their children
- give - homework due time and effort, in line with ability
- provide - children with necessary materials (stationery etc)
- supply - their children with a healthy lunch in line with school policy
- not to drive into the school yard mornings or afternoons, as it endangers children arriving for school and departing from school
- Fulfill all special policy/arrangements agreed with the school re safety/medicines etc
- treat- members of the school community with respect at all times (see Appendix 10 Dignity & Respect in the Workplace Policy,)
- provide- an explanation note on Aladdin for all absenteeism
- cooperate -with teachers in instances where their child's behaviour is causing difficulty to others
- communicate -to the school any issues and changes in family life which may affect their child's behaviour as per the communication policy (see appendix 7)
- make - an appointment to discuss their concerns regarding any aspect of their child's behaviour through contacting the office (see appendix)

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Parents can expect:

- treatment that is respectful, courteous and fair
- an environment that is safe and welcoming for their child

- to obtain recognition for individual differences among pupils, having due regard for the resources that are available
- the full implementation of the school's Code of Behaviour & Dignity in the Workplace
- the receipt of progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- to receive information on school's policies and procedures
- grievances to be dealt with in accordance to agreed procedures i.e. (INTO / CPSMA Grievance Procedure, Appendix 5)

PROMOTING POSITIVE BEHAVIOUR

As a general rule, the school will endeavour to create an environment where positive behaviour is reinforced through praise and incentives. School staff will use encouraging language and gestures, both in class and around the school and positive behaviour will be recognised and affirmed as often as possible. Special attention will be paid to pupils who have previously struggled with behavioural challenges so that not only good behaviour but also improvement in behaviour is acknowledged.

Strategies to Promote Positive Behaviour

The following are some examples of how positive behaviour is promoted and how it may be acknowledged. As a health promoting school, we strongly discourage the use of treats as prizes with exceptions on the day of Halloween, Christmas, Easter and Summer holidays.

- Modelling of positive behaviour
- Verbal affirmation and encouragement (individually/on intercom/at assembly)
- Involvement of Coiste na nDaltai (Student Council)
- Social Stories
- Value of the Month and related resources
- Specific Weeks - e.g. Anti-Bullying Week etc
- Buddy Systems
- Individual Behaviour Contracts/Plans
- Additional 'Golden Time' given to preferred activity chosen by the child or class
- Written affirmation of good behaviour (via Drive/journal, students copybook etc)
- Stars, stamps, stickers, tickets, certificates, homework passes and prizes .
- **Gaeilgeoir an lae/na Seachtaine**
- Photos of Gaeilgeoir na Seachtaine / Irish Student of the Week displayed in school reception and occasionally shared on Instagram with the permission of parents
- Special responsibilities (Garda Gaeilge/Fuinnimh/, Coiste na nDaltai, Coiste Glas, Coiste Leabharlainne srl)
- A visit to another member of Staff or to the Principal's office to acknowledge the positive behaviour/effort.

CHILDREN WITH ADDITIONAL NEEDS

All children are required to comply with the Code. However, the school recognises that children with additional behavioural needs may require extra assistance in understanding and adhering to the school rules. The first step for any teacher is to ensure as best they can that the classroom rules and environment support that child as best as possible. Once this has been done, individual triggers or challenges will be identified and individual behaviour plans may be put in place after consulting with parents, class teacher, support teachers, relevant agencies and/or Principal who will all work closely with home to ensure that the optimal support is given. Cognitive and emotional development will be taken into account at all times. Professional advice from other services and from psychological assessments may be sought.

The children in the class /school may be taught strategies to help the student with additional needs to adhere to the rules and thus provide peer support where appropriate. This will be done in a sensitive, supportive and safe way, acknowledging and respecting differences in all individuals.

Pupils presenting with Behavioural Disorders or Behaviours of Concern

1. We will treat pupils presenting with behavioural/emotional disorder/problems in a professional and caring way. All behaviour is communication and the school recognises that inappropriate behaviour is often a sign of underlying challenges within the child or within the child's environment.
2. A pupil who presents with an undiagnosed behaviour disorder may, after consultation with the Principal and parents, be referred to NEPS psychological service or for professional assessment/counselling
3. Additional practices to enable those with needs may include regulation breaks, time outs, modified rules, reduction or individualisation of rules, specific rewards or sanctions.
4. Special behaviour system will be used as needed for such pupils. These may include daily monitoring records, ABCs, TOAD etc as well as individualised plans
5. Teachers will liaise with external agencies as appropriate NCSE, NEPS, TESS etc
6. The *Challenging Behaviours/Behaviours of Concern Policy* may be utilised in consultation with parents (see Appendix 7)

GAELSCOIL UÍ RIADA SCHOOL RULES / RIALACHA NA SCOILE

1. **Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times.** Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. **Irish is the language of teaching and communication of the school and all pupils and staff members are required to speak it.** Support and encouragement of the use of the language is expected from all parents/guardians.
3. **Pupils are expected to be punctual and attend school every day.** If pupils are late or absent, parents are expected to provide a written explanation via Aladdin or phone call, stating the reason for lateness or absence,
4. **Pupils are expected to obey teacher's instructions at all times, to work to the best of their ability and to make every effort to complete their school/home work**

properly and neatly. If for any reason a pupil cannot do their homework an explanatory note should be sent to the teacher.

5. **Pupils are expected to take pride in their appearance, to wear the correct school uniform and/or tracksuit** and to have all books and required materials to hand. [Refer to www.gaelscoiluiriada.ie or appendix 6 for correct school uniform). Pupils are prohibited from bringing onto the school premises, or its immediate environs, any valuable items/jewelry/cosmetics. Cosmetics, including false eyelashes/nails, are not to be worn in school by pupils.
6. **Pupils are prohibited from bringing any valuables, technological games or smart devices to school.** With the permission of the principal, exceptions may be permitted at specific times or for those that require them for medical reasons (and as per AUP)
7. **Mobile phones** We understand that some parents wish that their children have mobile phones. Pupils are prohibited from using mobile phones at school and should it be necessary for a pupil to make a telephone call, the school telephone may be used with the permission of the Principal and in the Principal's presence. The following rules are implemented to support the Code of Discipline so that both teachers and pupils can work in a disruption-free environment.
 - a. We recommend that pupils should leave mobile phones at home
 - b. Students who bring a mobile phone to school must leave it in their school bag on arrival at the school gates and it must be powered off. In the interests of Child Protection and the need to ensure the safety of all pupils in school, the teachers will then collect mobile phones from pupils each morning and store them securely for the school day. Pupils may take their phones at the end of the school day and should not turn them on until they are outside the school grounds.
 - c. A mobile phone may not be used during the school day until the student is outside the school gates after school.
 - d. A student attending after school clubs in the school is not permitted to use the phone on the school premises. Parents wishing to contact their child during such clubs must do so using the contact number/details provided by the club organisers.
 - e. Any mobile phone used in an improper way will be taken and sent to the Principal's office. A parent may call to the office to collect the same which will be returned, upon acceptable assurance from the parent that the phone will not be used in the future in a manner that contravenes school policy.
 - f. The school accepts no responsibility for any mobile phone lost or damaged within school environs or at school activities outside of the school grounds.
8. **All pupils should bring a wholesome lunch to school** that adheres to the school's *Healthy Eating Policy*.
9. **Pupils must eat at their desks during allocated lunch time.** Eating is not permitted outside of the classrooms or in the school yard.
10. **Pupils are not permitted to leave the school premises during school hours** unless a written request is received from a parent/guardian or when a parent/guardian personally collects the child and signs out.

11. **When moving through the school pupils must do so quietly, in an orderly fashion and walk on the right-hand side of the corridors.** Pupils are not permitted run within the school building or during home time,
12. **Pupils are expected to show respect for all school property and other people's belongings and to keep the school environment clean and litter free**
13. **Pupils should never bully others. Bullying is never acceptable** (see Bí Cineálta/Anti Bully Policy, Appendix 12)
14. **Rough play is forbidden in the school yard and in the hall/Cúl an Tí,**
15. **Physical assault** is not permitted under any circumstances.

Please see Appendix 7 for a Code of Behaviour Compliance Sheet / Certificate of cooperation to be signed and dated electronically by all families on Aladdin.

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response, the Code of Behaviour classifies inappropriate behaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed. Teachers and/or the Principal will make judgements based on a common sense approach, having due regard to the age, needs and vulnerability of the child and the gravity and frequency of this inappropriate behaviour. The three categories of inappropriate behaviour are classed as minor, serious or gross.

Category One

Inappropriate Behaviours- Minor

Category 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Listed below are some examples of the types of behaviour that are included in Category 1. (Please note the list is not exhaustive.)

- failure to prepare for class, as defined by individual teachers
- running in the classroom/hallways
- ascending or descending the stairs inappropriately/dangerously
- disturbing the work or play of others
- deliberately taking belongings of others
- not working to full potential
- speaking in English
- back answering
- disrespectful language, tone, or manner
- ignoring staff requests
- interrupting classwork or talking out of turn
- littering around the school/inappropriate use of school bins
- walking around the classroom without permission
- not wearing the appropriate uniform
- not following the rules of the yard

- not following school policies in relation to phone and smart devices use

Dealing with Inappropriate Behaviours - Minor

Consequences for minor inappropriate behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will deal with pupils at Category 1. Some examples of Category 1 responses are:

- Commencing with Affective Statements and progressing through the Restorative Practice Continuum
- Filling in of a reflective log (if relevant) See Appendix 3a - 3c
- Time Out in classroom or during yard time
- Prescribing of additional school work
- Loss of privileges / withdrawal from fun activities
- Time out to another class
- Contact with parents
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

All everyday instances of a minor nature are dealt with by the class teacher or the supervising " teacher. Parents will be contacted at an appropriately early stage so that they can support their child in bringing about a change of behaviour.

In cases of inappropriate behaviour by a pupil/pupils towards another pupil(s) during school time, we do not recommend that parents contact each other. It is advised that parents make contact with the school directly and let the school follow procedure

What if a child has ongoing issues with their behaviour?

Where a child doesn't succeed in changing his/her behaviour having had supportive interventions from the relevant parties, an assessment may be required from an outside agency eg. NEPS or Occupational Therapy services, Child and Adolescent Mental Health Services (CAMHS) in order to explain the child's needs.

Category Two

Inappropriate Behaviours-Serious

Category 2 behaviour are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the pupils and staff. Listed below are some examples of the types of behaviour that are included in Category 2. (Please note the list is not exhaustive.)

- **Repeated instances of Category 1 behaviour which have not been modified by intervention**
- Profanity/disrespectful language/verbal assault
- Constantly disruptive in class/deliberate and continuous disobedience

- Blackmail
- Telling lies (repeated and/or of a serious nature)
- Derogatory reference to another person's race, gender, religion, physical condition, disability, sexuality or ethnic origin
- Inappropriate use of the internet
- Smoking/vaping
- Cheating/Stealing
- Endangering self/fellow pupils in the class or on yard (e.g- physical violence such as pushing, punching, striking, tripping, biting, throwing objects etc)
- Intentionally damaging school, other pupils or personal property
- Purposely activating the fire alarm
- Possession or use of dangerous items
- Leaving school premises without permission
- Deliberately coughing, sneezing, spitting on another child or member of staff
- Bullying - **All incidents of bullying will be dealt with as outlined in the school's Anti-Bullying Policy**

Dealing with Inappropriate Behaviours -Serious

Consequences for serious inappropriate behaviour are dependent upon the severity and frequency of the specific behavior and developmentally appropriate levels. Teachers in conjunction with the deputy principal or principal will deal with pupils at Category 2. Some examples of Category 2 responses are:

- Teachers may Initially take measures as outlined for Category above (with continued efforts to employ RP and progress through the RP continuum)
- An account of all C2 incidents will be entered in the relevant Behaviour Report Form on the School's Aladdin/Google Drive. (See Appendix 4)
- Behaviour Contracts
- Child will be sent to the Deputy Principal / Principal
- Formal letter/call from school Principal informing parent of inappropriate behaviour
- Class teacher or supervising teacher and Principal will meet with one/both parents
- Implementation of a more extensive Behaviour Management Contract/Plan
- Request for assistance from external agencies such as the NEPS, NCSE, CAMHS, Health Service Executive Community Services, the National Behavioural Support Service.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).
- Chairperson of Board of Management informed and parents requested to meet with Chairperson and the Principal
- Suspension will be used as a sanction **where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians** of the pupil have failed to achieve a satisfactory conclusion. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Category Three

Inappropriate Behaviours-Gross

Category 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Category 3. (Please note that the list is not exhaustive.)

- **Repeated or serious instances of Category 2 behaviour which have not been modified after intervention**
- Persistently engaging in activities that have been identified by members of staff as dangerous or inappropriate
- Assault - intentionally causing physical harm to others or violent fighting
- Intentional- possession or use of weapons
- Possession or Use of illegal drugs or alcohol
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin
- Setting fire to school property
- Vandalism of school property

Dealing with Inappropriate Behaviours - Gross

Behaviour at Category 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension or expulsion are outlined in Appendices 1a, 1b & 2. Examples of Category 3 responses are:

- **Restorative Practice** (later RP continuum practices - Community Conference + Leaving Well Conference) and/or
- **Suspension from school for one to five days:**
This response will occur with the first incidence of Category 3 behaviour or Category 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension
- **Suspension from school for five to ten days:**
This response will occur with the repeated Incidence of Category 3 behaviour or a severe expression of this Behaviour, A suspension of this magnitude will only be issued with the approval of the Board of Management
- **Expulsion:**
Repeated incidents of Level 3 behaviour can result in a pupil being expelled

NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- ❖ The school should be notified of the absence as soon as practicable or on/before the first day the pupil returns to school
- ❖ The reason for the absence should be notified to the class teacher
- ❖ The absence should be documented in writing by using the Aladdin system
- ❖ Details pertaining to the absence, such as duration and reason, should be provided
- ❖ Significant absences cause by ill health (i.e. absences longer than 10 school days) should be certified

The school has a legal obligation to inform the Tusla Education Support Services (TESS) in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register. Parents /guardians will be alerted to the accumulation of days in advance of the 20 day mark automatically by the Aladdin System

Records

While teachers are expected to keep informal and individual records of minor behaviours, a standardised behaviour form must be filled out once a category 2 behaviour has occurred. (See **Appendix 4) This record will be accessible on the Aladdin System** and will only be visible to the class teacher, Principal, deputy principal and other relevant teachers. Such records will contain;

- ❖ Description of incident(s) of misbehaviour,
- ❖ Outcomes of any conferences with pupil(s)
- ❖ Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies (if relevant)
- ❖ Evidence of improved behaviour (if relevant)
- ❖ Any sanctions imposed, and the reasons they were imposed (if relevant)

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained, These records may be used when liaising with parents and if matters proceed to BOM level. Records will not be used outside the school, All records will be kept in accordance with the Data Protection Act 1998 and the Data Protection (Amendment) Act 2003. Formal records in relation to pupils' behaviour are kept in a secure file on the school system Copies of all communications with parents will be retained in the school. All such records are retained until students reach 21 years. Class teachers shred personal records at the end of each year,

SUCCESS CRITERIA

This policy will be deemed to be successful when the following are observed:

- Positive behaviour in classrooms, playground and the school environment

questions as a practice among staff with students in daily interactions both in the classroom and the wider school environment.

Affective statements, which express personal feelings about behaviour, can be introduced to foster a culture of empathy and open communication. Staff can practice using these statements to address both positive and negative behaviours, helping students understand the emotional impact of their actions.

Restorative questions, which encourage reflection and accountability, can be gradually integrated into classroom management and conflict resolution strategies. Teachers can use these questions to guide students in understanding the consequences of their actions, focusing on how they affect others and exploring ways to make good any harm that has occurred as a result of unwanted behaviour.

With consistent practice of affective statements and restorative questions staff can refine the practices and by the end of the first year, the goal is for staff to feel confident in using affective statements and restorative questions, setting the stage for deeper implementation of restorative practices in the years to come.

Restorative Questions

These questions help facilitate open dialogue, encourage accountability, and focus on repairing relationships rather than simply punishing the wrongdoer.

For the Person Who Caused Harm:

What happened?

What were you thinking about at the time?

What have you thought about since?

Who has been affected by what you did and in what way?

What do you think you need to do to make things right?

For the Person Harmed:

What did you think when you realized what had happened?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Example Using Restorative Questions for Classroom Disruption

During a group project in the classroom, two students, Emma and Liam, get into an argument. Liam accuses Emma of copying his ideas and Emma retaliates by calling Liam an unkind name. The conflict escalates, causing a disruption in the class.

Teacher's Response Using Restorative Questions:

The teacher intervenes by asking both children to stay behind at break time so that he can use the restorative questions. The teacher begins by addressing Liam:

"Liam, can you tell me what happened?" After listening to Liam's explanation, the teacher asks, "What were you thinking at the time?" and "How do you think your words and actions affected Emma and the rest of the class?"

Liam answers that he saw Emma copying his idea and told her to stop which might have hurt Emma. The teacher then turns to Emma, asking, "Emma, how did you feel when Liam said that? What's been the hardest part for you in this situation?"

Emma expresses her feelings of embarrassment and frustration. The teacher continues, "What do you both think needs to happen to make things right?"

Liam apologizes, and they discuss how they can work better together. The teacher ensures they both agree on steps to move forward positively, focusing on rebuilding trust and cooperation in the group.

Student using unwanted behaviour towards Teacher in Class

During a lesson, a student named Jack becomes disruptive, making loud comments and interrupting the teacher, Ms. O'Brien. When Ms. O'Brien asks him to stop, Jack rolls his eyes and mutters something disrespectful under his breath, causing a few students to laugh. The situation disrupts the class, and Ms. O'Brien feels disrespected.

Teacher's Response Using Restorative Questions:

After class, Ms. O'Brien asks Jack to meet her in the RP space at lunch time for a conversation. She calmly starts with, "Jack, can you tell me what happened in class today from your point of view?" Jack shrugs, saying he was just bored and didn't mean anything by it.

Ms. O'Brien continues, "What were you thinking when you made those comments and when you reacted to me the way you did?" Jack hesitates, then admits he was frustrated and wasn't thinking about how it might come across.

Ms. O'Brien then asks, "How do you think your actions affected me and the rest of the class?" Jack looks down and says he didn't realize it would disrupt the lesson and make her feel disrespected.

Finally, Ms. O'Brien asks, "What do you think needs to happen now to make things right?" Jack apologizes and agrees to be more mindful of his behavior in the future. They discuss ways for Jack to stay engaged in class without being disruptive, rebuilding mutual respect.

Affective Statements

Affective statements are expressions used in Restorative Practice that communicate a person's feelings about another's behavior. They are used to convey the emotional impact of actions, helping individuals understand how their behavior affects others. Instead of focusing on blame or punishment, affective statements emphasize personal reflection and empathy, encouraging a more compassionate and responsible response to situations. For example, a teacher might say, "I feel concerned when you talk during the lesson because it distracts others," which helps the student see the emotional consequences of their actions.

Examples of Affective Statements for Unwanted Behaviour

- I felt concerned when you didn't follow the instructions because it disrupted the flow of the lesson for everyone.
- I was a bit worried that you haven't been concentrating, you see, when someone in the group isn't concentrating on what we're supposed to be doing that can affect other people in the group from doing their work.

- I was disappointed when you were late to class because it affected our start and set a challenging tone for the day.
- I was a bit disappointed you were late because I don't want you to miss out on what we've been doing.

- "I felt frustrated when you interrupted your classmates; it made it hard for others to share their ideas."
- I feel flustered and worried when you speak out of turn because.....

- "I'm worried when you don't complete your homework because it impacts your learning
- I'm worried that you won't be happy because you'll feel like you are falling behind
- I felt let down when you used hurtful language; it goes against the respectful environment we're trying to create here."

Examples of Affective Statements to give positive feedback

"I was really impressed with how focused you were during today's lesson. It made the class run smoothly."

"I felt proud seeing you help your classmate with their project; it showed great teamwork."

"I'm really happy with the effort you put into your homework this week. It's clear you worked hard."

"I appreciate how respectful you were during the group discussion. It made everyone feel comfortable sharing."

"I felt inspired by your creativity in your presentation today. It added so much to the class."

Reading List

1. "The Restorative Practices Handbook for Teachers, Disciplinarians, and Administrators" by Ted Wachtel

- A comprehensive guide that provides practical advice on using restorative questions and affective statements in school settings.

2. "Restorative Circles in Schools: Building Community and Enhancing Learning" by Bob Costello, Joshua Wachtel, and Ted Wachtel

- This book focuses on implementing restorative circles in schools, with detailed examples of how to use restorative questions and affective statements.

3. "Just Schools: A Whole School Approach to Restorative Justice" by Belinda Hopkins

- Explores how schools can integrate restorative practices, including the use of affective statements and questions, into their culture and everyday practices.

4. Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities"by Margaret Thorsborne and Peta Blood

- Offers strategies and examples for effectively using restorative questions and affective statements to build a restorative school environment.

5. Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas Fisher, and Nancy Frey

- This book provides insights into how restorative questions and affective statements can be used as part of a proactive classroom management strategy.

6. The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates by Lorraine Stutzman Amstutz and Judy H. Mullet

- A concise guide on applying restorative practices in schools, including the effective use of questions and affective statements for promoting a positive school climate.

RP Autumn Term Review

RP Spring Term Review:

RP Summer Term Review:

APPENDIX 1(a): PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Definition of Suspension:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of Gaelscoil Uí Riada has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher, An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the

specific Behaviour in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ' Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school, An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days

An ' Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Gaelscoil Uí Riada, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days

Parent(s)/Guardian(s) be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the reasons for the suspension
- the duration of the suspension and the dates on which it will begin and end
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension
- interventions to prevent a recurrence of such misconduct

The Board of Management of Gaelscoil Uí Riada acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Gaelscoil Uí Riada will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Gaelscoil Uí Riada acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

1. the reasons for the suspension
2. the duration of the suspension and the dates on which it will begin and end
3. any study programme to be followed
4. the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
5. the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal

APPENDIX 1 (b): **FACTORS TO CONSIDER BEFORE SUSPENDING A STUDENT**

(Page 72 of 'Developing a Code of Behaviour, Guidelines for Schools')

The Board of Management will consider the following:

The nature and seriousness of the behaviour.

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, additional educational needs)?

The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?

- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance ? (e.g.CAMHS, TESS, NCSE)

Whether suspension is a proportionate response

- Does the student's behaviour warrant suspension:
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

APPENDIX 2: EXPULSION

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a. A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent[s]/guardian(s);

- details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in expulsion.
- an invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(fs)/guardian(s) are provided with an opportunity to respond

b. The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion. In this event the Principal (or nominee) will:

1. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
2. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
3. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c. Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing as to the date, location and time of the hearing

1. their right to make a written and oral submission to the Board of Management
2. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

1. the meeting will be properly conducted in accordance with Board procedures
2. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
3. each party will be given the opportunity to directly question the evidence of the other party
4. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d. Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

1. Will notify the TESS officer in writing by registered post of its opinion, and the reasons for this opinion
2. Will not expel the student before the passage of 20 school days from the date on which the TESS Officer receives this written notification

3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the TESS Officer is being contacted
4. Will be represented at the consultation to be organized by the TESS Officer
5. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e. Confirmation of the Decision to Expel

Where the twenty-day period following notification to the TESS Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Gaelscoil Uí Riada acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

REMOVAL OF SUSPENSION (REINSTATEMENT)

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s (and pupil) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff and will not have a seriously detrimental effect on the education of other pupils. The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required and will re-admit the pupil formally to the class. Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Chairperson of the Board and the Principal.

APPENDIX 3 (a): **STUDENT REFLECTIVE SHEET /LOG (for older child)**

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected. by what you did?

In what way have they been affected?

What do you think needs to happen to make things right?

APPENDIX 3 (b):

STUDENT REFLECTIVE SHEET /LOG (For younger child)

What did I do?

What was the reason that I did it?

What rule did break?

What can I do to fix it?

APPENDIX 3(c):

MY BEHAVIOUR REPORT (For younger child)

Draw a picture showing what you did.

A large, empty rectangular box with a black border, intended for a child to draw a picture showing what they did.

Draw a picture of what you will do next time.

A large, empty rectangular box with a black border, intended for a child to draw a picture of what they will do next time.

APPENDIX 4:

BEHAVIOUR REPORT FORM

Investigating teacher(s) _____ Date: _____

Child/parent/staff reporting incident: _____

Child(ren) involved (aggressor/target/bystanders

Names:

Incident Details /Notes of interview with child / children (attach additional sheets to this form if required. Seek answers to what, where and when?)

Conclusion arrived at:

Date parents were informed of outcome of investigation: _____

Action Plan: Agreed steps with child/parents taken to resolve the incident.

Follow-up:

Principal's signature _____ Class Teacher's signature _____

Follow-on support provided (date and sign)

Signed _____ Date _____

Conclusion arrived at:

INTO/CPMSA COMPLAINTS PROCEDURE GUIDELINES FOR PRIMARY SCHOOLS.

The Irish National Teachers' Organisation and the Catholic Primary School Managers' Association reached agreement in 1993 on a procedure for dealing with complaints by parents against teachers. The purpose of the procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out in five stages the process to be followed in progressing a complaint and the specific timescale to be followed at each stage

Introduction

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- (i) on matters of professional competence and which are to be referred to the Department of Education/Teaching Council.
- (ii) frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in a school or
- (iii) complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

Stage 1

1.1 A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint

1.2 Where the parent/guardian is unable to resolve the complaint with the class teacher, she/he should approach the Principal with a view to resolving it.

1.3 If the complaint is still unresolved, the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

2.1 If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, she/he should lodge the complaint in writing with the Chairperson of the Board of Management

2.2 The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

3.1 If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:

- (a) supply the teacher with a copy of the written complaint and

(b) arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

4.1 If the complaint is still not resolved, the Chairperson should make a formal report to the Board within 10 days of the meeting referred-to in 3.1(b).

4.2 If the Board considers that the complaint is not substantiated, the teacher and the complaint should be informed within three days of the Board meeting.

4.3 If the Board considers that the complaint is substantiated or that it warrants further investigation, it proceeds as follows:

(a) the teacher should be informed that the investigation is proceeding to the next stage.

(b) the teacher should be supplied with a copy of any written evidence in support of the complaint

(c) the teacher should be requested to supply a written statement to the Board in response to the complaint.

(d) the teacher should be afforded an opportunity to make a presentation of the case to the Board. The teacher would be entitled to be accompanied and assisted by a friend at any such meeting

(e) the Board may arrange a meeting with the complainant if it considers such to be required, The complainant would be entitled to be accompanied and assisted by a friend at any such meeting and

(f) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1(b).

Stage 5

5.1 When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher and the complainant within five days of the meeting of the Board.

5.2 The decision of the Board shall be final,

5.3 This Complaints Procedure shall be reviewed after three years.

5.4 CPSMA or INTO may withdraw from this agreement having given the other party three months' notice of intention to do so,
(in this agreement 'days' means schools days)

APPENDIX 6 A.School Uniform

SCHOOL DRESS CODE & APPEARANCE

Uniform & Tracksuit for Junior Infants - Rang 4

→ *Trousers + Grey Jumper (crested) + Pinstripe shirt + Red Tie + all black shoes*

- Pinafore (crested) + Grey Cardigan (crested) + Pinstripe shirt + Red tie + red/grey tights or white socks + all black shoes
- New Tracksuit (¼ zip + pants, loose style) + Grey T-shirt + Shorts + Runners (any colour)

Uniform & Tracksuit for Rang 5 & 6

- Trousers + Grey Jumper (crested) + Pinstripe shirt + Red tie + all black shoes
- A-line skirt + Grey Cardigan (crested) + P/S shirt + Red tie + red/grey tights or white socks + all black shoes
- New Tracksuit (¼ zip + pants, loose style) + Grey t-shirt + shorts + runners (any colour)
- Hoodie Ranga i Rang 6 as organised by parents

Black school shoes/Runners

The Board recommend that parents perhaps consider purchasing all-black runners which would also serve as black school shoes with the school uniform

Outer Wear

* Children are encouraged to wear coats instead of hoodies for outerwear coming to school. Rain coats are preferable as they will be out in the elements during break times and during PE.

Personal appearance

- Long hair should be neat and tied back for health purposes and to avoid head lice
- Hair colouring is not permitted
- No visible body piercing are permitted except for a single piercing in the earlobe with short/stud earrings
- Makeup is not permitted

Additional Needs

Students with additional needs may have to access alternative materials/fittings as outlined in professional reports (eg OT reports etc) and agreed with the school in advance.

APPENDIX 7: PARENT/TEACHER CONTACT

Parents play a crucial role in shaping the attitudes which produce good behaviour in school. Parents are always welcome in the school and are encouraged to take full advantage of all formal and informal channels of communication made available by the school. Individual parent/teacher meetings are organised once a year. However it is possible to meet a teacher at any time during the year, provided an appointment has been arranged through the office in advance to discuss issues which may arise pertaining the child's development, behaviour and progress.

APPENDIX 8: CHALLENGING BEHAVIOURS

Students with additional educational needs may need access to the extra provisions that are contained within the “Managing Challenging Behaviours Policy”. This will be done following consultation with the parents, pupil, teacher, Behavioural Management Team & Board of Management as outlined in the said policy.

[Iompraíochtaí Dúshlánacha/Challenging Behaviours GA & bearla.docx](#)

APPENDIX 9: ACCEPTABLE USAGE POLICY (AUP)

[AUP 2025.docx](#)

Appendix 10: Nota faoi smartwatches fitbits & earraí cliste/luachmhara srl.

A thuimitheoirí, a chairde,

Beatha agus sláinte

Le déanaí tá sé tugtha faoi ndearna ag an scoil go bhfuil roinnt páistí tosnaíthe ag teacht isteach le earraí luachmhara ar nós Uaireadóir Cliste, Fitbits, Smartwatch, Apple Watch 7rl. seachas gnáth uaireadóir analógach nó digiteach. Tá bainistíocht na scoile ar an eolas go mbíonn tionchar ag na hearraí luachmhara seo ar na páistí agus iad ag freastal ar a gcuid foghlama:

- Aireachas ag am teagaisc
- Brú siceolaithe maidir le sonraí lúthchleasa a sholáthar
- Dainséar an damáiste do earra luachmhar sa scoil
- Aipeanna ar chuid acu a sháraíonn Rialacha Scoile maidir Teangmháil digiteach, Taifeadh 7rl.

Ar an mbonn sin titeann na hearraí luachmhara faoin rial sa Chód Rialbhéas is Smachta:

"Ní cheadaítear do pháistí cluichí nó earraí luachmhara a bhreith leo ar scoil agus má tharlaíonn aon damáiste d'aon saghas dá leithéid ar scoil, is cuma conas nó cé faoi ndeara é, ní bheidh an scoil freagrach as.

Déanfar eisceacht ar son líon beag atá baint úsáid as a leithéid ar bhonn monatóireachta toisc cúrsaí leighis is cúrsaí sláinte. Beidh orthu cead speisialta a fháil ón mbord bainistíochta chuige sin tré nóta a shíniú.

Tuigtear dúinn go mbeidh díomá ar roinnt de phobal na scoile ach tá sé de dhualgas orainn sábhailteacht, maitheas is folláin na bpáistí is pobal na scoile uile a chosaint i gcónaí.

Recently it has been reported at the school that children have started coming in with valuable items such as Smart Watch, Fitbits, Smartwatch, Apple Watch etc. rather than a typical analog or digital watch. The school management is aware that these valuable items have an impact on the children as they attend to their learning:

- Attention at teaching time
- Psychological pressure to create/provide athletic data
- Damage to a valuable personal item in the school
- Apps some of which violate School Rules regarding digital contact, messaging, recording 7rl.

On that basis, the valuables fall under the rule in the Code of Conduct and Discipline:

“Parents and pupils should take note that pupils are prohibited from bringing onto the school premises, or its immediate environs, any valuables or expensive games. The school authorities disclaim any liability or any responsibility for damage caused to same.”

An exception will be made for a small number who are using such devices on a monitoring basis due to medical and health issues. They will have to receive special permission from the management board for the same by signing a note.

While we understand that some of the school community will be disappointed, it is our duty to always protect the safety, well-being and health of the children and the entire school community.

Thank you for your support.

le meas,

Brendan Ó Gréilligh

Séamus Ó Rinn

Appendix11: **Dignity & Respect in the Workplace**

<https://www.gaelscoiluiriaada.ie/dinit-meas-san-ait-oibre/>

Appendix 12 [Bí Cineálta/Anti Bullying Policy](#)

(Developed April/May 2025)

APPENDIX 13:

CERTIFICATE OF COOPERATION WITH THE CODE OF BEHAVIOUR

Teastas Comhoibriú leis an gCód Iompar
Certificate of Cooperation with the Code of Behaviour

Tugtar tús áite do shabháltacht agus folláine na daltaí ar fad ag freastal ar Gaelscoil Uí Riada. Le seo san áireamh, cuireadh Cód Iompar le chéile a bhí daingnithe ag an mBord Bainistíochta.

The safety and wellbeing of all pupils attending Gaelscoil Uí Riada is of the utmost importance to us. With this in mind, a Code of Behaviour has been put in place and ratified by the Board of Management.

Iarrtar a thuismitheoirí/caomhnóirí clár an pholasaí seo a léamh go cúramach agus é a phlé i dteannta a (b) páistí. Le bhur dtoil léigh an beartas a leanas agus aontaigh leis na coinníoll a comhlíonadh trí síniú leictreonach ar Aladdin.

We request that parents read the policy carefully with their child/children and discuss the contents. Please read the following undertaking and agree to comply by signing the agreement electronically via the Aladdin.

Aontáim go bhfuil clár an pholasaf léite agus pléite agam i dteannta mo pháiste/f agus táimid sásta tacá leis an bpolasaf don bhliain amach romhainn.

I confirm that I have read this policy with my child / children and that we have discussed the contents together and we agree to uphold this policy during the coming year.

Sinithe ag tultsf/caomhnóirí;

Signed by Parent/Guardian; electronically via Aladdin

Dáta:

Date: Visible on the Aladdin system when electronically signed