



Cód Iompair

Scoil Naomh Eoin Baiste, Lios Póil, Co. Chiarraí

Ráiteas Tosaigh

I gceanglas le Acht Oideachais (Leas), 2000, Alt 23 (1) d'ullmhaigh Bord Bainistíochta Scoil Naomh Eoin Baiste an gCód Iompair i gcomhairle le Foireann, Daltaí agus Coiste na dTuismitheoirí. Cuireadh é seo ar fáil do dhaltaí, foireann agus tuismitheoirí. Seoladh an dréacht go dtí Patrún na Scoile le faofa.

Réasúnaíocht

Tá athbhreithniú déanta ar Chód Iompair SN Eoin Baiste de réir 'Cód Iompair a Fhorbairt: Treoirlínte i gcomhair Scoileanna' (An Bord Náisiúnta Leasa Oideachais, 2008).

In Alt 23(2) sonraíonn sé go saineoidh an cód iompair:

1. Na caighdeáin iompair a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil;
2. Cur chuige na Scoile Uile maidir le iompar dearfach a chur chun cinn.
3. Na bearta a fhéadfar a dhéanamh nuair a mhainneoidh nó nuair a dhiúltóidh mac léinn na caighdeáin sin a urramú;
4. Na nósanna imeachta a bheidh le leanúint sula bhféadfar mac léinn a chur ar fionraí nó a dhíbirt as an scoil lena mbaineann;
5. Na forais chun deireadh a chur le fionraí a forchuireadh i ndáil le mac léinn.
6. Polasaí frith-bhulaíochta na scoile
7. Na nósanna imeachta a bheidh le leanúint i ndáil le fógra maidir le leanbh a bheith as láthair ón scoil.

Gaol le spiorad sáiniúil na scoile agus Ráiteas Misean

Ethos na Scoile

Is Scoil Chaitliceach í Scoil Naomh Eoin Baiste.

Is é an aidhm atá ag an scoil Chaitliceach seo ná dul chun cinn iomlán an pháiste a fhorbairt i ngach gné ó thaobh; intleachta/ fisiciúlachta/cultúrtha/móráltachta agus spioradáltachta, chomh maith le caidreamh beo le Dia agus le daoine eile.

Leanann an scoil seo fealsúnacht saoil atá bunaithe ar Chreideamh i nDia agus beatha/bás/aiséirí ár dTiarna Íosa Críost.

Cuireann an scoil seo Teagasc Críostaí ar fáil do pháistí i gcomhar le teagasc, cleachtas agus traidisiúin an Chreideamh Chaitlicigh agus múnlaítear páistí sa Chreideamh Caitliceach.

Ráiteas Misean

I Scoil Naomh Eoin Baiste creidimid go bhfuil an fhoghlaim lárnach i saol an linbh. Cuirtear béim ar fhorbairt iomlán an dalta i suíomh scoile atá tarraingteach, suaimhneasach. Táimid aontaithe i bhforbairt scileanna agus cumas gach dalta i dtreo is gur féidir leo feidhmiú go muiníneach sa saol rompu.

Aidhmeanna

‘Siad aidhmeanna an pholasáí seo ná: -

- Cur ar chumas na scoile feidhmiú ar bhealach ordúil ionas gur féidir le leanaí dul chun cinn a dhéanamh i ngach gné dá bhforbartha
- Atmaisféar a chruthú ina bhfuil meas agus tuiscint ar a chéile agus ina nglactar le daoine
- Iompar dearfach agus féinsmacht a chothú, ag tabhairt aird ar na difríochtaí idir leanaí agus an gá le freastal ar na difríochtaí sin
- Chun féin-mheas agus gaolmhaireachtaí dearfacha a chothú
- Sábháilteacht agus dea-bhraistint gach ball den phobal scoile a chinntiú
- Cabhrú le tuismitheoirí agus daltaí tuiscint a fháil ar na córais agus na nósanna imeachta atá mar chuid den chód iompair agus a gcomhoibriú a lorg agus na nósanna imeachta sin á gcur i bhfeidhm
- Cinntiú go gcuirtear an córas rialacha, duaiseanna agus smachtbhannaí i bhfeidhm ar bhealach cothrom agus comhleanúnach ar fud na scoile
- Cinntiú go gcruthaítear timpeallacht dhearfach agus sábhálta don mhúineadh agus don fhoghlaim.
- Chun daltaí a mhealladh chun freagracht phearsanta a ghlacadh as a bhfoghlaim agus a n-iompar
- Chun cabhrú le daltaí a bheith ina saoránaigh a bheidh freagrach agus a ghlacfaidh páirt
- Chun a chinntiú go bhfuil eolas agus tuiscint ar iompar agus stráitéisi go bhfuil an scoil ag súil leis, maidir le h-iompar ar eolas ag gach ball de phobal na scoile agus go bhfuil tuiscint acu ar an iompar seo. Tugtar an t-eolas seo trí shuíomh idirlíon na scoile, trí pholasaithe a bheith ar fáil agus trí chumarsáid oscailte a bheith againn le pobal uile na scoile
- Chun go mbeadh múinteoirí ábalta múineadh gan cur isteach orthu agus chun sábháilteacht agus dea-bhail phobal uile na scoile a chinntiú

Cur chuige na scoile uile maidir le hiompar dearfach a chur chun cinn

Tuigeann an Bord Bainistíochta an tabhacht atá ag baint le luachanna polasaithe, cleachtais agus gaolmhaireachtaí comhseasamhacha a chruthú chun tacaíocht a thabhairt don gCód Iompair.

Is féidir an timpeallacht seo a chruthú le comhoibriú ó phobal uile na scoile.

Tugann an Bord aitheantas don dtabhacht a bhí leis an ról a ghlac an Príomhoide, múinteoirí, CRS, foireann fo-ghabhálach, tuismitheoirí agus daltaí agus iad ag déanamh athbhreithniú ar an gCód agus á chur i bhfeidhm.

Daltaí – Rialacha na Scoile – Dea iompar

Go ginearálta

- Glactar leis go mbeidh gach dalta básach agus cuirtéiseach le múinteoirí, daltaí eile agus le cuairteoirí, sa scoil agus laismuigh den scoil, ar thurais oideachais/gníomhaíochtaí/imeachtaí & rl. Ní ghlacfar le droch chaint ná bulaíocht (bullying).
- Iarrtar ar dhaltaí meas a bheith acu ar an scoil agus a bhfuil ann agus ar thimpeallacht na scoile agus ar rudaí a bhaineann le daltaí eile agus leo féin
- ‘Sí an Ghaeilge teanga teagaisc, labhartha agus cumarsáide na scoile.
- Glactar leis go gcuirfidh na leanaí na beartais éagsúla ó thaobh **Covid -19** i bhfeidhm go toilteanach. msh Sláinteachas rialta lámh, scaradh sóisialta, sláinte riosparáide agus béasa casachtaí.
- Cosc ar theileafóin so-ghluaiste ag daltaí. Cead ag an múinteoir ranga nó an Phríomhoide iad seo a thógaint agus tuismitheoirí a chur ar an eolas láithreach mar gheall orthu.
- Níl cead ag daltaí seoda a chaitheamh agus corpoideachas ar siúl
- Beidh ar gach dalta áird a thabhairt ar an múinteoir i gceannas.
- Níl cead guma-coganta a thabhairt taobh istigh de gheata na scoile.
- Sé polasaí na scoile ná dea-iompar a mholadh agus luach saothair a thabhairt do dhaltaí go mbíonn sé tuillte acu.
- Tá sé riachtanach go mbeadh gach dalta i láthair ag na ranganna coirpoideachais. Iarrtar ar dhaltaí go bhfuil fadhb sláinte acu nóta óna dtuismitheoirí/caomhnóirí a thabhairt isteach.

Sa Seomra Ranga

- Tá súil go ndéanfaidh gach dalta a dhícheall/a dícheall agus ná cuirfidh sé/sí isteach ar obair an ranga. Beifear ag súil go mbeidh gach leanbh ag:-
 - Éisteacht
 - Obair
 - Léiriú Measa
 - Glacadh le Treoracha
 - Lorg Cead
- Iarrtar ar na daltaí an obair bhaile a dhéanamh go néata críochnúil agus moltar do thuismitheoirí súil a choiméad ar an obair sin.

Sa Chlós

- Nuair a buailtear an clog raghaidh gach dalta isteach i líne a ranga féin agus siúl isteach go mall béasach.
- Ar an gClós, beifear ag súil go mbeidh gach leanbh ag: -
 - Imirt (go sábháilte, gan a bheith garbh nó dainséarach)
 - Tabhairt aird – ar threoracha an féitheora
 - Fanacht – sna limistéir ranga i gClós na Scoile
 - Lorg cead an Clós a fhágaint
 - Léiriú measa dá chéile agus don bhféitheoir
 - Seachaint droch-iompar agus droch-chaint

Cianfhoghlaim

Glactar leis go mbíonn na rialacha céanna i bhfeidhm don gcianfhoghlaim is a bheadh sa seomra ranga nuair atá daltaí ar na hárdáin dhigiteach (Zoom, What's App, Seesaw agus rí) agus go gcloífeadh na leanaí leis na rialacha sin. Má bhristear aon cheann de na rialacha seo beidh smachtbhannaí áirithe i gceist.

Limistéir Eile sa Scoil

- Níl cead ag aon dalta dul taobh amuigh de limistéar na scoile gan cead.
- Ó thaobh sábháilteachta de, níl cead ag na daltaí bheith ag rith istigh sa scoil ná nuair a bhíonn siad ag dul amach sa chlós ag am sosa, nó ag fágaint an ranga.
- A bheith dea-bhéasach agus múinte ag dul amach ag am scoir. Múinteoir ag siúl amach go dtí an ngeata leo nuair a bhíonn siad ag dul abhaile

Tuismitheoirí/Caomhnóirí

Tá ról ana-thabachtach le plé ag tuismitheoirí/caomhnóirí agus tionchar acu ar dhearcadh an linbh agus conas a chuireann sé seo le h-iompar dhearfach ar scoil. Is féidir le tuismitheoirí/caomhnóirí cúnaimh a thabhairt don scoil agus a bpáiste(í) a spreagadh cloí leis na Rialacha scoile, bheith poncúil, bheith i láthair go rialta agus a chinntiú go ndéanann an dalta iarracht leis an obair bhaile agus am cuí a thabhairt dó. Má bhíonn aon ghné d'iompar an pháiste ag déanamh tinnis do thuismitheoirí/caomhnóirí, tá fáilte rompu coinneadh a dhéanamh i rith amanta scoile agus é a phlé leis an múinteoir ranga ar an gcéad dul síos agus ansan leis an bPríomhoide más gá. I gcásanna go mbíonn patrún iompair mí-oiriúnach le haithint, tabharfar cuireadh do thuismitheoirí/caomhnóirí páirt a ghlacadh sa phróisis idir-ghabhála.

- Tosnaíonn obair na scoile ar 9.10 r.n. Críochnaíonn obair naíonáin ar 1.50 i.n. (13.50) agus gach rang eile ar 2.50 i.n. (14.50). Tá sé de dhualgas ar thuismitheoirí/caomhnóirí na ndaltaí sna ranganna shóisearacha a bhailiú ón scoil ag 1.50 i.n. agus na daltaí eile a bhailiú ag 2.50 i.n. ach iad siúd atá ag taisteal ar bhusanna scoile nó go bhfuil cead acu i scríbhinn siúl /rothaíocht abhaile. Níl foireann na scoile freagrach as daltaí lasmuigh de na h-amanna seo. **Níl cead ag daltaí bheith ar an suíomh scoile roimh 9.00 r.n. agus taréis 3.00 r.n. Ní bheidh an scoil oscailte. Níl na múinteoirí ná an Bord Bainistíochta freagrach as na daltaí roimh agus taréis na hamanta seo.**

- Beifear ag súil go ndéanfaidh gach dalta freastal ar an scoil go rialta agus a bheith in am. Tá sé de dhualgas ar an scoil Tuarascáil Tinrimh Bliantúil agus líon na ndaltaí a bhíonn as láthair 20 lá nó breis sa scoilbhliain a sheoladh go dtí An Ghníomhaireacht um Leanaí agus an Teaghlach (TUSLA) dhá uair i rith na scoil-bhlíana.
- Iarrtar ar thuismitheoirí nóta, téacs nó r-phost a chur in iúl go dtí an scoil má bhíonn:
 - (a) aon dalta as láthair.
 - (b) dalta ag fágaint na scoile roimh am dúnta agus ainm an té a bheidh á b(h)ailiú muna mbíonn tuismitheoir/caomhnóir á b(h)ailiú
 - (c) muna mbíonn dalta ag glacadh páirt i ranganna Corpoideachais/Snáimh/Peil/Rugbaí/Ceol & rí
 - (d) muna mbíonn an obair bhaile déanta nó má tá deacrachtaí leis
 - (e) muna mbíonn éide scoile nó éadaí spóirt na scoile ar an dalta
- Iarrtar ar thuismitheoirí a chur in iúl don scoil má bhíonn aon ghalar tógálach ag dalta
- Iarrtar ar thuismitheoirí a chur in iúl don scoil má bhíonn leigheas á thógaint ag dalta
- Cosc ar bhailiúcháin nach bhfuil ceadaithe ag an scoil.
- Éide Scoile éigeantach ar gach dalta, gach lá ach amháin lá corpoideachais an ranga nuair atá sé de dhualgas ar gach dalta éide spóirt na scoile a chaitheamh. Bíodh ainm an dalta ar na baill éadaigh.
- Éide Spóirt na Scoile éigeantach ó Mheán Fómhair '07.
- Níl cead ag daltaí seoda a chaitheamh agus corpoideachas ar siúl
- Níl cead smidiú (make-up) a chaitheamh
- Níl cead sprae aerasól (aerosol spray) m.sh. Lynx, Impulse & rí a usáid. Moltar díbholaíoch rollta (roll-on deodorant) má tá sé ag teastáil. Is ar mhaithe le sláinte na leanaí é seo agus go háirithe leanaí go bhfuil múchadh (asthma) orthu.
- Tá sé riachtanach go mbeadh pinn agus pinnluaidhe oiriúnacha ag na daltaí.
- Iarrtar ar thuismitheoirí lón folláin a thabhairt do na daltaí gach lá.
- Níl cead bréagáin ná ábhair malartaithe a thabhairt ar scoil.
- Freastalaíonn tuismitheoirí ar chruinnithe ag an scoil, i rith amannta oscailte na scoile, má éilítear orthu.
- Tugtar cóip den bPolasaí seo do thuismitheoirí nua agus iad ag clárú.
- Cuirtear cóip den bPolasaí seo ar fáil do gach tuismitheoir (ar Aladdin) i dtosach na scoilbhliana gach bliain.

Leanaí le Riachtanaisí Speisialta

Beifear ag súil go gcloífidh gach dalta leis an gCód Iompair. Aithníonn an scoil áfach, go mb'fhéidir go mbeadh cabhair ag teastáil ó leanaí le riachtanaisí speisialta maidir le rialacha áirithe. Cuirfear pleananna iompair (IEP's) le chéile i gcomhpháirtíocht le tuismitheoirí, múinteoir ranga, múinteoir acmhainne/múinteoir tacaíocht foghlama/agus nó Príomhoide agus Siceolaí na Scoile. Beidh gach páirtí ag comhoibriú le tuismitheoirí/caomhnóirí chun a chinntiú go dtabharfar an tacaíocht is fearr don dalta. Tabharfar aird ar fhorbairt chognaíoch i gcónaí. Beidh an comhairle proifisiúnta a thagann ó thástálacha an-thabhachtach. Más gá, múinfear stráitéisí do dhaltaí sa scoil ar conas cabhrú le dalta le riachtanaisí speisialta cloí leis na rialacha. Cuirfidh sé seo piarthacaíocht ar fáil. Déanfar é seo i slí thacúil agus sábháilte, ag tabhairt aitheantas do dhifríocthaí i ngach duine agus meas a thaispeáint dóibh.

An Bord Bainistíochta

D'ullmhaigh an Bord Bainistíochta An Cód Iompair. Is ar an mBord atá freagracht ar leith d'ethos na scoile, chomh maith le freagracht iomlán do pholasaithe na scoile. Tá an Bord gníomhach in iniúchadh an sórt caidreamh agus iompar a léireoidh ethos na scoile agus freagrachtaí na scoile.

Deimhníonn an Bord go bhfaighidh gach ball de phobal na scoile seans a bheith gníomhach i gcur le chéile an Chóid Iompair. Tá an Bord Bainistíochta tar éis clárú foirmiúil a dhéanamh ar ghlacadh leis an gCód Iompair, dáta a thosnaithe agus cathain a déanfar athbhreithniú air.

Foireann na Scoile

Tá an Príomhoide agus an Fhoireann Bainistíochta Inmheánach freagrach as an gCód Iompair a chur i bhfeidhm i slí atá seasmhach agus cóir do gach dalta. Tá freagracht áfach ar gach ball don fhoireann smacht a choiméad tríd an scoil go ginearálta.

Tá an Fhoireann Teagaisc freagrach as bainistiú iompair laistigh dá rang féin.

Déanfaidh siad: -

- An Cód Iompair a phlé leis an rang i dtús na bliana i slí oiriúnach don aois grúpa faoin a láimh
- Deimhin de go mbeidh na rialacha ar taispeáint sa seomra ranga
- Deimhin de go mbeidh ionchur ar na daltaí rialacha an seomra ranga a chur le chéile in oiriúint dá n'aois
- Féin-smacht agus dea-iompar a spreagadh
- Féitheoireacht cuí i gcónaí
- Scéim duaiseanna/smachtbhannaí a chur i bhfeidhm i slí cóir seasmhach
- Cúntas ar eachtraí d'fhíor droch-iompar leanúnach a choiméad. Léireoidh an cúntas seo pé comhairle agus/nó foláireamh a tugadh don leanbh de bharr droch-iompar. (Féach leibhéil 1, 2 agus 3 maidir le h-iompar nach bhfuil sásúil, céimeanna smachta agus céimeanna tacaíochta).
- Na daltaí a chur ar an eolas faoi eachtraí leanúnacha d'fhíor dhroch-iompar atá á thaifead ag an múinteoir
- An Príomhoide a chur ar an eolas faoi eachtraí leanúnacha droch-iompar dáiríre
- Baill nua d'fhoireann na scoile, chomh maith le hionadaithe a bheidh fostaithe ar feadh míosa níos mó a chur ar an eolas faoi Chód Iompair na Scoile.
- Moltar do gach ball d'fhoireann na scoile lán-aimseartha nó páirt-aimseartha féachaint ar (leathnach 52 – 55) "Developing a Code of Behaviour, Guidelines for Schools" maidir le smachtbhannaí agus leathnach 67 maidir le Cearta an Linbh, Próiséis Cóir & rl.

Cur chuige na scoile uile maidir le hiompar dearfach a chur chun cinn

De ghnáth déanfaidh an scoil gach iarracht atmasféar/timpeallacht oiriúnach a chruthú ina mbeidh béim ar iompar dearfach a ath-neartú trí dhuaiseanna agus aitheantas a thabhairt. Bainfidh foireann na scoile úsáid as gheaitsí agus focail mholta sa rang agus i limistéar na scoile sa tslí is go dtugtar aitheantas láithreach don dea iompar agus go mbeidh luach saothair dá réir. Tabharfar aird faoi leith ar dhaltaí go mbíodh iompar mí-chuí luaite leo sa tslí is go dtugtar admháil don dea-iompar ach feabhas ar an iompar chomh maith.

Acmhainní

- OSPS Bí Sábhálte, Misneach, I nGrá Dé
- Am Ciorcail

An Seomra Ranga

Seo cuid de na straitéisí dearfacha a úsáidtear chun iompar sa seomra ranga a bhainistiú go héifeachtach:-

- “Bunrialacha”/iompar a mb’fheifear ag tnúth leis, i ngach rang a théann leis an éiteas a luaitear sa chód iompair agus a chruthaíonn timpeallacht dhearfach don fhoghlaim.
- Ionchur ó dhaltaí agus na rialacha ranga á gcur le chéile.
- Déanann múinteoirí cinnte go dtuigeann daltaí an t-iompar a éilítear orthu agus cuirtear é sin i gcuimhne dóibh go minic
- Córas soiléir chun aitheantas a thabhairt don dea-iompar agus chun duais a thabhairt mar thoradh air, agus chun smachtbhannaí a chur i bhfeidhm mar fhreagra ar dhrochiompar
- Teicnící bainistíochta seomra ranga a dhéanann cinnte go mbaintear úsáid as gníomhaíochtaí agus modheolaíochtaí éagsúla chun suim agus inspreatadh na ndaltaí a chothú
- Clár Ama.

Cló(i)s Súgartha

Seo cuid de na straitéisí dearfacha a úsáidtear chun dea-iompar a chur chun cinn, chun cosc a chur ar dheacrachtaí iompair agus chun déileáil le hiompar doghlactha m.sh.: -

- Rialacha don chlós súgartha a dheineann soiléir cad iad na gníomhaíochtaí a cheadaítear. Cuirtear iad sin in iúl don fhoireann agus do na daltaí.
- Beidh beirt oide i bhfeighil sa chlós ag amanta sosa ar mholadh ón gComhlacht Árachais. Feidhmíonn meitheal sábhála chomh maith.
- Ag amanta sosa, deineann an múinteoir ranga deimhin de go bhfuil gach dalta imithe amach sa chlós nuair a bhíonn múinteoir ag feitheoireacht sa chlós. Siúlann an múinteoir ranga isteach lena rang tar éis am tionóil.
- Beidh ar na leanaí cead a lorg chun an clós súgartha a fhágaint chun na leithris a úsáid
- Tá ranna cruthaithe sa chlós súgartha, agus áit curtha ar leataobh d’aoisghrúpaí ar leith.
- Cúntóirí Riachtanais Speisialta ar dualgas ag na h-amanta cuí

- Foireann fo-ghabhálach ar dualgas roimh agus i ndiaidh uaireanta oifigiúla na scoile
- Ar laethanta fliucha fanann na daltaí ina seomraí ranga áit ina mbíonn fáil ar chluichí, cártaí & rí acu agus déantar feitheoireacht orthu.
- Daltaí a fhanann istigh de bharr tinnis nó breoiteacht, bíonn siad fé chúram an phríomh oide nó múinteoir eile.
- Coiméadfar cuntas ar leathanach caighdeánach chun dhroch-iompar a thuairisciú
- Cuirfear smachtbhannaí i bhfeidhm ag brath ar an droch-iompar.

Duaiseanna

Úsáidfear scéim duaiseanna chun iompar dearfach a spreagadh. Seo a leanas cuid de na duaiseanna: -

- Pointí ar Dojo ranga-Dea iompar a mholadh
- Nóta sa dialann
- Duaiseanna
- Teastaisí
- Scoláire na Seachtaine (Naíonáin – Rang 2)
- Gaeilgeoir na Seachtaine
- Moladh ag am tionóil
- Sticéirí/duaiseanna
- Obair Bhaile saor - dearbháin

Limistéir Eile/Gníomhaíochtaí atá bainteach leis an scoil

Baineann na caighdeáin agus na rialacha atá sa Chód Iompair le gach limistéir sa scoil agus le aon ghníomhaíocht atá bainteach leis an scoil.

Iompar Mí-chuí

Tá an Cód Iompar rangaithe i dtrí leibhéal ag brath ar cé chomh h-olc agus atá an t-iompar i dtreo is go mbeidh an tuiscint céanna agus an fhreagairt don iompar mí-chuí comhsheasmhach. Sonraíonn an Cód na smachtbhannaí a usáidfear chun freagairt d'iompar do-ghlactha agus na h-idirghabhálacha tacaíochta a usáidfear. Beidh solúbthacht áirthe i gceist leis an mbeartas ag tógaint cúinsí aonair san áireamh.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas and all external activities - the school rules come under Level 1 behaviours. Students learn through their mistakes. To this extent, responses to the daily

behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Fair procedures have two essential parts, the right to be heard and the right to impartiality. Teachers and Principal will discipline students at level 1. Some examples of Level 1 responses are:

- The class teacher or teacher in charge will reason with the pupil concerned and will also correct and advise pupil while keeping an account of repeated behaviour and advice given.
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- May prescribe additional work (worksheets)
- Loss of privileges
- Behaviour contract – Class Rules. If problem persists, pupil will be sent to Principal.
- Pupil to be detained for 15 minutes at lunchtime, in Principal's Room and will be supervised by Principal
- Parental contact – if the problem cannot be sorted at school, parents will be contacted

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date shall be kept on a standardised sheet and these will be kept on file in the office. This information may be useful should a problem persist.

Level Two

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below

are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Solvent abuse
- Leaving school premises without permission

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- Pupil to be detained for 15 minutes at lunchtime, in Principal's Room and will be supervised by Principal for a day or a number of days, depending on the seriousness of the incident
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour

LEVEL 2: SUPPORTIVE INTERVENTIONS

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 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 Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin
- Assault on a teacher or pupil
- Sexual assault
- Supply of drugs to other pupils in the school

Level 3: Disciplinary Actions

Behaviour at Level 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 is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**
This response will occur with the first incidence of Level 3 behaviour or Level 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 Level 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.

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’

Schools are required by law to follow fair procedures when proposing to suspend or exclude students.

All sanctions should contain a degree of flexibility to take account of individual circumstances. Before any decision is made to suspend a student there are many considerations that the school must take into account:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response.
- The possible impact of suspension.

Section 11: Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend/Immediate Suspension & Automatic Suspension:

The Board of Management of SN Eoin Baiste has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. 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.

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' is a suspension imposed for named behaviours. The Board of Management of SN Eoin Baiste, 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.

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

Parent(s)/Guardian(s) will 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 duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- 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 reoccurrence of such misconduct.

The Board of Management of SN Eoin Baiste 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 SN Eoin Baiste 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);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. 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 SN Eoin Baiste 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:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- 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 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 Science under Section 29 of

the Education Act 1998 and will be provided with information on the submission of such an appeal.

Details with regard to Appeals Procedure outlined in Circular 22/02.

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 Suspend:

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);

- 1) details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- 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

- 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

1. as to the date, location and time of the hearing
2. of their right to make a written and oral submission to the Board of Management
3. 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 Educational Welfare 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 Educational Welfare Officer receives this written notification
3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
4. Will be represented at the consultation to be organized by the Educational Welfare 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 Tusla has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of 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 Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Details with regard to Appeals Procedure outlined in Circular 22/02.

The Board of Management of SN Eoin Baiste 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.

ASLÁITHREACHAS DALTA A THUAIRISCIÚ

Iarrtar ar thuismitheoirí/caomhnóirí cloí leis na nósanna imeachta seo leanas nuair a bhíonn asláithreachas dalta á thuairisciú acu:-

- Ba cheart an scoil a chur ar an eolas faoi asláithreacht ar an gcéad lá go dtagann an dalta ar ais ar scoil
- Ba cheart an múinteoir ranga a chur ar an eolas maidir leis an gcúis asláithreachta a mhíniú
- Tuairisc a scríobh i ndialann an pháiste nó litir a scríobh faoin asláithreacht
- Cuirfear ar fáil sonraí maidir le cúis agus faid na h-aisláithreachta
- I gcás asláithreachta dáiríre (níos mó ná 10 lá scoile), ba cheart teastas a chur ar fáil

Cuirfidh an scoil Tusla ar an eolas, i scríbhinn, nuair atá leanbh curtha fionraí nó díbeartha ar feadh tréimhse 6 lá nó níos mó; nuair a bhíonn dalta as láthair 20 la nó níos mó i rith na scoilbhliana; sa chás go mbíonn tinreamh neamhrialta i gceist agus nuair a bainfear dalta den Rolla

TAIFEAD

Úsáidfear an leathanach caighdeánach mar thaifead, chun cúntas a choiméad ar iompar dhalta ar leith. Coiméadfear cúntas ar: -

- Eachtraí droch-iompair
- Na h-idirghabhálacha a úsáideach chun iompar a fheabhsú, san áireamh bheadh teangmháil le thuismitheoir(i)/caomhnóir(i) nó an scéal a chur faoi bhráid eagraisí eile
- Fianaise go bhfuil feabhas ar an iompar
- Píonóis/smachtbhannaí a cuireadh ar dhalta agus na cúiseanna go gcuireadh i bhfeidhm iad

Cuirfear in iúl do dhaltaí nuair atá cúntas á choiméad faoina n-iompar, agus míneofar dóibh cad ina thaobh go bhfuil an cúntas seo á choiméad.

Coiméadfear na cúntaisí i gcomhréir leis an Acht um Caomhnú Sonraí (leasaithe), 2003 (*Data Protection (Amendment) Act, 2003*).

Cumarsáid

Beidh an polasaí seo curtha ar fáil do Phobal na Scoile Uile, beidh sé foilsithe ar an suíomh scoile agus beidh cóip ag Coiste na dTuismitheoirí. Beidh cóip den bPolasaí ar fáil don Roinn Oideachais agus Scileanna agus don bPatrún, má táid á éileamh.

Tagairt do Pholasaithe eile

Tacaíonn na polasaithe seo leanas le héifeacht agus cur i gcrích Cód Iompair SN Eoin Baiste: - OSPS, Polasaí Frith-Bhulaíochta, Ciapadh Gnéasach, Clarú, Coiméad Cúntais agus Cosaint Sonraí, Polasaí Stráitéis Tinrimh, Comhionannas, Clár Buanú Sláinte, Mí-úsáid Drugaí Tobac agus Alcól, Ráiteas Sábhála, Imeachtaí Lasmuigh den Scoil, Leigheas a Riaradh, Oscailt agus Dúnadh na Scoile, Obair Bhaile, Polasaí Úsáide Inghlactha Idirlíon (AUP).

Critéir Rathúlachta

Na comharthaí practiciúla a thaispeáinfidh rathúlacht an pholasaí: -

- Iompar dearfach sna seomraí ranga, sa chlós agus i dtimpeallacht na scoile
- Cleachtais agus nósanna imeachta an pholasaí seo a bheith curtha i bhfeidhm go seasmhach ag múinteoirí
- Aiseolas dearfach ó mhúinteoirí, tuismitheoirí agus daltaí

Róil agus Freagrachtaí

Is ag an mBord Bainistíochta atá freagracht iomlán an pholasaí seo.

Tá sé de dhualgas ar an bPríomhoide, agus ar fhoireann na scoile ar fad (múinteoirí, cúntóir riachtanaisí speisialta agus foireann fo-ghabhálach) an polasaí seo a chur i bhfeidhm.

Déanfaidh an PO Tánaisteach comhordú agus monatóireacht ar chur i bhfeidhm an pholasaí seo.

Tabharfaidh daltaí agus tuismitheoirí tacaíocht don bpolasaí seo agus beidh ionchur rialta á thabhairt acu nuair a bheidh athbhreithniú á dhéanamh ar an bpolasaí. Beidh baint acu leis le cur i bhfeidhm an pholasaí.

Dáta don chur i bhfeidhm

Cuireadh an polasaí seo i bhfeidhm i Mí Meán Fhómhair, 2011

Athbhreithniú

Déanfar athbhreithniú ar an bpolasaí seo go bliantúil ag an mBord Bainistíochta agus cuirfidh siad pobal uile na scoile ar an eolas faoin athbhreithniú. Beidh taifead den athbhreithniú curtha ar fáil don Roinn agus an Phatrún má iarrtar.

Daingniú & Cumarsáid

Dhaingnigh an Fhoireann Teagaisc an polasaí seo ar an 24ú Bealtaine 2011

Dhaingnigh Coiste na dTuismitheoirí an polasaí seo ar an 22ú Márta 2011

Dhaingnigh Daltaí na Scoile an polasaí seo i rith na scoilbhliana 2010 – 2011

Deineadh athbhreithniú ar an bPolasaí seo ar an 4ú Aibreán, 2017

Dhaingnigh an Bord Bainistíochta an polasaí ar an 29ú Bealtaine 2018.

Deineadh athbhreithniú ar an bpolasaí seo ag cruinniú den mBord Bainistíochta ar an 4ú Márta 2021.

Deineadh athbhreithniú ar an bpolasaí seo ag cruinniú den mBord Bainistíochta ar an 9ú Nollaig 2021.

Deineadh athbhreithniú ar an bpolasaí seo ag cruinniú den mBord Bainistíochta ar an 29ú Samhain 2022.

Sínte ag *Catriona Ní Fhallúin*
Cathaoirleach, An Bord Bainistíochta

Tabharfar cóip den bpolasaí do thuismitheoirí nuair a bhíonn leanbh á chlárú acu agus iarrfar orthu a n'ainm a shíniú ar an bhFoirm Clárúcháin chun a thaispeáint go nglacann siad leis.

Faomhadh an Phatrúin

Dhein Oifig Oideachais Naomh Sheanáin faomhadh ar an bPolasaí seo ar son an Phatrúin, an t-Easpag Réamonn de Brún

An Mhír Thagartha

- Cód Iompair a Fhorbairt: Treoirlínte i gcomhair Scoileanna, BNLO, 2008
- An tAcht Oideachais (Forálacha Ilghnéitheacha), 2007 - athrú éagsúla faoi nósanna imeachta achomhairc faoi Alt 29 den Acht Oideachais, 1998.
- An tAcht Oideachais (Leas) 2000, Alt 23 (1-5). 24 (1-5) (Láithreán gréasáin ROE)
- An tAcht Oideachais, 1998, Alt 15 (2(d)) (Láithreán gréasáin ROE)
- Ciorclán 22/02 Nósanna Imeachta Achomhairc faoi Alt 29 den Acht Oideachais, 1998. (suíomh idirlín ROE) Déileáilann sé le hachomhairc faoi na teidil seo a leanas:
 - (1) Eisiámh buan ón scoil
 - (2) Fionraíocht
 - (3) Diúltú do chlárú
- Treoirlínte na Roinne Oideachais agus Scoileanna faoi Dhul i nGleic le hlompar Bulaíochta i mBunscoileanna agus Iarbhunscoileanna (2013) ar fáil ar láithreán gréasáin na ROE)
- Tuairisc don Aire Oideachais Niamh Breathnach, T.D. ar Smacht i Scoileanna. Maeve Martin, Earrach 1997. Caib. 4 Igh 56-61 Moltaí do Scoileanna
- Na Cláir Aireachais agus Walk Tall
- Lámhleabhar Bhaill an Bhoird Bhainistíochta Leasaithe 2007. CPSMA.
- INTO (2004) Ag Bainistiú Iompar Dúshlánach: Treoirlínte do Mhúinteoirí
- INTO (2006) I dTreo an Iompair Dhearfaigh i mBunscoileanna
- Féinmheas a Chothú INTO 1995
- INTO, An tAcht Oideachais 1998, An tAcht Oideachais (Leas) 2000. Ceisteanna agus Freagraí
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Caib. 2 School Discipline
- Freagairt don Bhulaíocht: Na Chéad Chéimeanna do Múinteoirí An Clár Cool School. Bord Sláinte an Oirthuaiscirt
- Bulaíocht i Scoileanna a Iniúchadh agus a Réiteach. An Clár Cool School. Bord Sláinte an Oirthuaiscirt
- Stop é! Céimeanna le hAghaidh a Thabhairt ar an mBulaíocht. Líonra Oideachais Loch Garman. Comhpháirtíocht Cheantar Loch Garman
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education (due for publication Autumn 2006)
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino