

Gaelscoil na Mí

Uimhir Rolla: 20382F



Cód Iompair

Ráiteas Tosaigh

Cuireadh an dréacht seo le chéile don chéad uair i Méan Fómhair 2011 nuair a bhunaíodh an scoil. Chuir foireann na scoile leis mar chuid d'Uaireanta Páirc an Chrócaigh an bhliain dár gcionn agus cuireadh ceistneoir chuig tuismitheoirí faoi dhroch-iompair agus bainistíocht iompair sa scoil. Chuir foireann na scoile, an Bord Bainistíochta agus na tuismitheoirí leis an dréacht seo.

Réasúnaíocht

Le cinntiú go mbeadh timpeallacht ordúil le haghaidh na foghlama sa scoil ní mór don scoil polasaí cuimsitheach iompair a fhorbairt.

Is ceanglas é faoin Acht Oideachais (Leas), 2000, Alt 23 (1) *a dhéanann tagairt don cheanglas ar scoileanna cód iompair a ullmhú i leith na mac léinn atá cláraithe sa scoil. In Alt 23(2) sonraíonn sé go saineoidh an cód iompair:*

Na caighdeáin iompair a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil;

- Na bearta a fhéadfar a dhéanamh nuair a mhainneoidh nó nuair a dhiúltóidh mac léinn na caighdeáin sin a urramú;
- Na nósanna imeachta a bheidh le leanúint sula bhféadfar mac léinn a chur ar fionraí nó a dhíbirt as an scoil lena mbaineann;
- Na forais chun deireadh a chur le fionraí a forchuireadh i ndáil le mac léinn;
- Na nósanna imeachta a bheidh le leanúint i ndáil le fógra maidir le leanbh a bheith as láthair ón scoil.
- A chinntiú go bhfuil an cód iompair ag cómhlonadh na gceanglas dlíthúil agus an dea-chleachtas arna leagan amach sa Chód Iompair a Fhorbairt: Treoirinte i gcomhair Scoileanna, BNLO, 2008.

Gaol le spiorad sáiniúil na scoile

I nGaelscoil na Mí, cabhraíonn muid le gach uile páiste gach gné den phearsantacht a fhorbairt agus é/ í a threorú i dtreo an chirt agus na tuisceana i dtimpeallacht foghlamtha dearfach, taitneamhach oscailte. Glactar go hómósach leis an bpáiste mar atá sé; oiltear, múinteas agus treoraítear é i dtimpeallacht atá spreagúil agus sábhailte chun a p/phoitinseál a bhaint amach.

Aidhmeanna

Ba mhaith linn i nGaelscoil na Mí:

- Cinntiú go gcuirtear timpeallacht oideachasúil ar fáil atá treoraithe ag ár ráiteas físe
- Cur ar chumas na scoile feidhmiú ar bhealach ordúil ionas gur féidir le páistí 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 páistí agus an gá le freastal ar na difríochtaí sin
- 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 ag leanúint an córas Na Blianta Iontacha agus Smacht Chun Foghlama.

Ábhar an Pholasáí

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

- An Fhoireann
- An Bord Bainistíochta
- Tuismitheoirí
- Daltaí
- Straitéisí dearfacha chun iompar a bhainistiú
- An Seomra Ranga
- An Clós Súgartha
- Limistéir eile sa scoil- pasaistí, leithris etc.
- Gníomhaíochtaí atá bainteach leis an scoil
- Duaiseanna agus smachtbhannaí(c/f smacht chun foghlama)
- Duaiseanna agus aitheantas tugtha do dhea-iompar
- Straitéisí chun freagairt d'iompar míchuí
- Tuismitheoirí a bheith rannpháirteach i mbainistiú an drochiompair
- Iompar ionsaitheach nó foréigneach a bhainistiú
- Fionraí
- Díbirt
- Achomhairc
- Cuntas a Choiméad; Rang, An Clós Súgartha, Taifid scoile
- Nós imeachta chun fógra a thabhairt go mbíonn dalta as láthair ón scoil 20 lá nó níos mó i.e TUSLA
- Tagairt do Pholasaithe eile

Treoirínite faoi iompar sa scoil

Luann an tAcht Oideachais (Leas), Alt 23 go sonródh an cód iompair “*Na caighdeáin iompair a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil*”.

- Táimid ag súil le dea-iompar ó gach dalta agus go léireoidh gach dalta tuiscint ar pháistí eile agus ar dhaoine fásta
- Táimid ag súil leis go léireoidh gach dalta meas ar mhaoin na scoile, maoin páistí eile agus ar a maoin féin
- Táimid ag súil leis go bhfreastalóidh gach dalta ar scoil ar bhonn rialta agus go mbeidh siad ann in am
- Táimid ag súil leis go ndéanfaidh gach dalta a d(h)ícheall ar scoil agus san obair bhaile.
- Táimid ag súil leis go mbeidh páistí airdeallach faoi **éiteas Gaelach** na scoile.

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

Tá an Bord Bainistíochta agus an príomhoide freagrach as chur chuige uile scoile a bheith againn maidir le hiompair. Déanann muid an- iarracht sa scoil iompar dearfach a chur chun cinn. Tá ról ag na tuismitheoirí, múinteoirí agus na páistí comhoibriú le chéile chun iompar dearfach a chruthú sa scoil. Ar an ábhar seo tá rialacha, duaiseanna agus smachtbhannaí deartha ag foireann na scoile ag braith ar na córais Smacht chun Foghlama & Na Blianta Iontacha. Beidh ar gach tuismitheoir glacadh leis agus siniú a chur leis an Cód Iompair nuair a chlaraítear a p/pháiste sa scoil.

An Fhoireann

Beidh rialacha cinnte á chrochadh i ngach seomra ranga. Cabhróidh seo le múinteoirí nua/ionadaithe tuiscint a fháil ar an bplean seo.

Déanfar athbheithniú ar an bplean seo go rialta toisc gur scoil nua í atá ag fás agus ag forbairt.

Bhí na múinteoirí páirteach i ndrúchtú an phlean seo.

Nuair a bheidh páistí le deacrachtaí iompair mar thoradh ar na riachtanais speisialta atá acu, bainfidh an scoil úsáid as Plean Oideachais Aonair le spríocanna cinnte maidir le hiompar an pháiste sin.

Úsáidtear curaclam OSPS na scoile chun tacaíocht a thabhairt don chód iompair. An aidhm atá aige ná cabhrú lenár bpáistí scileanna cumarsáide, bealaí cuí idirghníomhaíochta agus iompair agus scileanna um réiteach coinbhleachtaí a fhorbairt. Déanann sé iarracht freisin féinmheas a chothú agus cabhrú le páistí glacadh le difríochtaí agus saoránacht a fhorbairt.

An Bord Bainistíochta

Tá freagracht ar leith ag an mBord as éiteas na scoile, chomh maith le freagracht fhoriomlán as polasaithe scoile. Beidh ról lárnach ag an mBord sa phróiseas lena bhféachfar ar na cineálacha caidrimh agus iompair a léireoidh an t-éiteas sin. Beidh sé mar aidhm ag an mbord iompar dearfach a chothú agus a chur chun cinn. Fáilteofar roimh thuairimí agus moltaí an Bhoird maidir le cur i gcrích an pholaisaí seo. Beidh ar an mbord an pholasaí seo a dhaingniú ag cruinniú Bord Bainistíochta roimh dheireadh na bliana 2012.

Tuismitheoirí

Bhí ionchar ag na tuismitheoirí sa phlean nuair a chuireadh ceistneoir faoi iompar abhaile chuig tuismitheoirí chun a ndearcadh a lorg agus nuair a thug siad aischothú don scoil maidir lena dtuairimí i léith mí-iompair. Tuigfidh tuismitheoirí go bhfuil béim ar dhea-iompar sa scoil nuair a fheiceann siad rialacha scríofa agus curtha i bhfeidhm sa scoil. Cuirfear an Cód iompair os comhair na dtuismitheoirí faoi dhó gach aon bhliain ag an dá oíche oscailte agus iarrfar ar na tuismitheoirí féachaint air lena bpáistí agus é a shíniú. Beidh cruinniú oide-tuistí ar siúl uair sa bhliain áit go bpléfead iompar an pháiste i dtaca leis an gcód.

Táimid ag iarraidh go mbeadh páirt lárnach ag na tuismitheoirí an dea-iompar agus an moladh a chur chun cinn. Iarrtar orthu:

- cinntiú go mbíonn páistí ag freastal ar scoil go rialta agus a bheith in am
- na páistí a spreagadh chun a ndícheall a dhéanamh agus a bheith freagracht as a gcuid oibre
- eolas a bheith acu faoi rialacha, faoi chóras duaiseanna agus smachtbhannaí na scoile agus comhoibriú le sin
- freastal ar chruinnithe ag an scoil má éilítear orthu
- cabhrú le páistí an obair bhaile a dhéanamh agus cinntiú go bhfuil sí tugtha chun críche acu
- cinntiú go mbíonn na leabhair agus na hábhair riachtanacha don scoil ag páistí

Daltaí

Beidh tuiscint ag na daltaí ar rialacha na scoile agus ar an gconradh atá sínithe i.e rialacha, duaiseanna agus smachtbhannaí. Déanfar iad a phlé go rialta, iad a mhúineadh agus mar chuid den churaclam OSPS. Táimid ag iarraidh go bhfeicfidh na páistí go bhfuil nós dea-iompar sa scoil.

Straitéisí dearfacha chun iompar a bhainistiú

Cuireann an scoil na straitéisí dearfacha atá aithinte sa chlár Na Blianta Iontacha chun cinn chun dea-iompar a chruthú agus droch-iompar a sheachaint.

An Seomra Ranga

Beidh liosta rialacha ar chrocaid i ngach seomra ranga.

Rialacha na Scoile

- Déanfar an dá riail scoil is tábhachtaí a phlé gach Aoine ag an tionól.
An Riall Mór Glas: Labhraíonn muid Gaeilge.
An Riall Mór Dearg: Coiméadann muis ár lámha & cosa dúinn féin.
- Déanann múinteoirí cinnte go dtuigeann daltaí an t-iompar a éilítear orthu agus cuirtear é sin i gcuimhne dóibh go minic.
- Bainfidh na múinteoirí úsáid as réimse teicnící bainistíochta seomra ranga chun cinntiú go mbaintear úsáid as gníomhaíochtaí agus modheolaíochtaí éagsúla chun suim agus inspreagadh na ndaltaí a chothú.

An Clós

Bíonn cúram féitheoireachta ag múinteoirí ag am sosa agus ag am lóin.

Beidh cúinne sa chlós ar fáil do na naíonáin amháin.
Múinfeadh cluichí clóis chun Gaeilge a chothú agus dea-iompar a chruthú.

Ar laethanta fliuche beidh na páistí fágtha i seomra ranga faoi chúram an mhúinteora atá ar dhualgas áit go mbíonn deis ag na páistí súgradh .

Tógann an múinteoir ranga a rang féin go dtí an clós (agus ón gclós). Bíonn deis ag na páistí dul chuig an leithreas sula bhfágann siad an seomra ranga.

Má bhíonn drochiompar sa chlós déantar clarú air sa leabhar nótaí agus tugtar tuairisc don phríomhoide san oifig.

Limistéir eile sa scoil

Táimid ag súil go léanfar rialacha na scoile maidir le limistéir na scoile. Taispeántar go rialta do na páistí an dóigh go siúltar chuig an clós agus an cuí go bhfágann siad an scoil.

Gníomhaíochtaí atá bainteach leis an scoil

Baineann na rialacha atá sa chód iompair le mic léinn atá faoi chúram na scoile agus iad ar thuras scoile nó ag déanamh imeachtaí iarscoile. Is féidir cur leis an liosta seo ag am ar bith & cuirfeadh leis an liosta seo go rialta. Úsáidfeadh na luach saothair seo a leanas:

Duaiseanna

- Moladh ó bhéal.
- Moladh scríofa.
- Moladh ó mhúinteoir eile agus ón Príomhoide.
- Moladh ag tionól na seachtaine.
- Suaitheantas ‘Dalta na Seachtaine’
- Teastas Gaeilgeoir na seachtaine
- Greamaitheoirí a thabhairt amach sa rang.
- Nóta abhaile
- Leabhar Órga a shiniú
- Duais do fhreastal ar scoil
- Cártaí molta
- Duais don rang don seomra is glaine
- Cinnirí Gaeilge rang 2 ar aghaidh
- Coiste Glas
- Bosca draíochta san oifig
- Oíche saor ó obair bhaile

Smachtbhannaí

Beidh céimeanna á leanúint ag na múinteoirí agus iad ag freagairt do mhí-iompar. Beidh córas bainistiú ranga aonarach ag gach múinteoir ach leanfaidh múinteoirí na céimeanna seo.

1. Foláireamh ó bhéal
2. Ainm ar an gclár bán (sealadach)
3. Focal ón múinteoir fad atá an lón á thógaint amach ag an rang.
4. Bogadh go bord eile.
5. Bogadh go rang eile ar feadh tamaill áirithe chun obair a dhéanamh.

Mion drochiompar rialta (Leanfar 1-5 thuas agus ansin)

6. Seoladh chuig an bpríomhoide – nóta abhaile agus ar ais sínithe.
7. Seoladh chuig an bpríomhoide- cruinniú foirmeálta leis na tuismitheoirí.
8. Smachtbhannaí níos dáiríre fós –fionraíocht san aireamh.

Fíor-dhrochiompar

(Díreach go Céim 6 sna smachtbhannaí)

Cineálacha fíor- dhrochiompar

- A bheith drochbhéasach gan meas á thaispeáint
- An scoil a fhágáil i rith an lae gan cead
- Ainmneacha a ghlaoch ar dhaoine eile

- Drochtheanga nó teanga mí-chuí a úsáid
- Ag cur isteach ar an obair ranga go minic
- Ag insint bréag
- Iompar fíochmhar, bagrach nó foréigeanach i leith aon duine
- Goid
- Slad, damáiste nó maistíneacht a dhéanamh ar airíonna daoine eile (chomh maith le damáiste, scriosadh nó tarraingt ar obair pháiste eile)
- Tromaíocht
- Aisfhreagra a thabhairt don mhúinteoir
- Ag cur daltaí eile nó á c(h)ur féin i ndáinséar sa chlós ag am sosa
- A bheith easumhal go rialta agus d'aonghnó
- Ag glacadh páirt in eachtraí atá aimsithe ag an bhfoireann atá dainsearach nó mí-oiriúnach
- Duine eile a ghortú d'aonghnó
- An scoil nó trealamh na scoile a chur trí thine
- Bulaíocht a dhéanamh ar an idirlín nó ar fhón so-ghluaiste i rith am scoile
- Gan an Ghaeilge a labhairt i rith an lae ar scoil (naíonáin mhóra ar aghaidh)
- Graffiti timpeall na scoile
- Arm a thabhairt ar scoil

Níl an liosta thuas iomlán ach tá siad ainmnithe mar iompair atá dáiríre. Is feidir cur leis an liosta seo ag am ar bith. D'fhéadfadh go bhfuil droch iompar nach bhfuil liostáilte a rachaidh díreach go céim 6.

Tuismitheoirí

Bíonn tuismitheoirí ar an eolas faoin iompar a p/pháiste tríd teagmháil rialta leis an scoil.

Cuirtear tuismitheoirí ar an eolas go foirmeálta ag céim a 6. Is é/ í an Príomhoide Tánaisteach a dhéanann é seo. Nuair a thagann tuismitheoir chun na scoile cuirtear ar an eolas iad mar gheall ar an mí-iompar (an tuairisc scríofa) agus déantar plé leo ar an slí is fearr le iompar an pháiste a fheabhsú. Is cur chuige comhoibritheach a bhíonn i gceist. Bíonn an príomhoide i láthair más gá. Déantar cinneadh cumarsáid rialta a choinneáil leis na tuismitheoirí chun iompar an pháiste a mheas. Má bhíonn tuismitheoir inníoch, bíonn fáilte dul i dteagmháil leis an scoil ar bhonn rialta.

Iompar ionsaitheach nó foréigeanach a bhainistiú

Cuirfear páistí atá suaite go mothúchánach le haghaidh measúnú síceolaíoch. Le cabhair an Eagraí Riachtanas Speisialta Oideachais, lorgáitear tacaíocht chuí ó na seirbhísí atá ar fáil e.g. Feidhmeannach na Seirbhíse Sláinte, NEPS, Ionad Sláinte HSE, SESS, Enable Ireland.

Má chúisíonn iompar foréigeanach nó bagrach riosca don dalta féin nó do shábháilteacht na ndaltaí eile nó na foirne, cuirtear fios laithreach ar na tuismitheoirí.

Fionraí (mar chuid de phlean bainistíochta iompair)

Beidh fionraí mar chuid de phlean chun dul i ngleic le hiompar an mhic léinn.

- Déanfaidh fionraí cuidiú leis an scoil spríocanna iompair a chur ar bun leis an mac léinn agus lena t(h)uismitheoirí
- Deis a thabhairt d'fhoireann na scoile idirghabháil eile a phleanáil agus
- Deis a thabhairt tromchúis an iompair a chur ina luí ar an mac léinn agus ar a t/thuismitheoirí.

Cineálacha Fionraí

Fionraí láithreach:

I gcúinsí eisceachtúla féadfaidh an Príomhoide a bhreithniú go bhfuil fionraí láithreach oiriúnach i gcás ina léireofaí go mbeadh láithreach leantach an mhic léinn ag an am sin mar fhíorbhagairt do shábháilteacht na mac léinn nó foirne na scoile, nó do dhuine ar bith eile. Ní foláir gnáthaimh chóra a chur i bhfeidhm i gcónaí.

Fionraí ar bhonn atrátha

Ní cuirfear an mac léinn ar fionraí arís go luath tar éis dó/di fillleadh ar an scoil tar éis tréimhse fionraí eile ach amháin i gcás:

- go bhfuil siad i mbun mí-iompair thromchúisigh a bhfuil gá an mac léinn a chur ar fionraí de bharr
- go bhfuil gnáthaimh chóra á gcomhlíonadh ina n-iomláine

• gurb ionann an caighdeán atá curtha i bhfeidhm chun an t-iompar a bhreithniú agus an caighdeán atá curtha i bhfeidhm chun iompar mic léinn ar bith eile a bhreithniú.

Fionraí neamhfhoirmiúil Is é atá i gceist le fionraí ná mac léinn a eisiamh ar feadh roinnt den **nó neamhadmhálach** lá scoile, mar smachtbhanna, nó iarraidh ar thuismitheoirí leanbh a choinneáil ón scoil.

Próiseas chun fionraí a chur i bhfeidhm

An mac léinn agus na thuismitheoirí a chur ar an eolas

Cuirfear an mac léinn agus na thuismitheoirí ar an eolas maidir leis an ngearán i scríbhinn agus le glaoch teileafóin.

Deis freagra a thabhairt

Tabharfar deis do thuismitheoirí agus don mhac léinn freagra a thabhairt sula nglactar cinneadh nó sula ngearrtar smachtbhanna. Is deis mhaith cruinniú a bheith ann leis an mac léinn agus leis na thuismitheoirí ionas gur féidir leo a scéal a insint agus ceisteanna a chur faoin bhfianaise gur tharla mí-iompar, go háirithe nuair atá díospóid ann faoi na fíricí. Coinneoidh an scoil taifead ar gach comhrá agus nóta faoin gcás.

Tréimhse na fionraí

Ní chuirfear an mac léinn a chur ar fionraí ar feadh tréimhse níos níos faide ná trí lá, ach amháin i gcúinsí eisceachtúla ina bhfuil an Príomhoide den tuairim go bhfuil tréimhse níos faide ná trí lá de dhíth chun cuspóir áirithe a bhaint amach. Má bhíonn fionraí níos faide ná trí lá á meas, caithfear an t-ábhar a atreorú chuig an mBord Bainistíochta chun breithniú agus faomhadh a dhéanamh air, ag cur na gcúinsí in iúl maille leis na torthaí measta.

Achomhairc

Ba chóir don Bhord Bainistíochta deis a thabhairt achomhairc a dhéanamh ar chinneadh Príomhoide mac léinn a chur ar fionraí. I gcás cinntí a dhéanann an Bord Bainistíochta mac léinn a chur ar fionraí féadfaidh an Pátrún próiseas achomhairc a sholáthar.

Achomharc Alt 29

Ag an am a mbíonn fionraí á cur in iúl do na thuismitheoirí, caithfear insint dóibh agus don mhac léinn faoina gceart achomhairc d’Ard-Rúnaí na Roinne Oideachais agus Eolaíochta, faoi alt 29 den *Acht Oideachais, 1998* agus caithfear eolas a thabhairt ar an dóigh chun achomharc a dhéanamh.

An fhionraí a chur i ngníomh

Fógra i scríbhinn

Ní foláir don Phríomhoide fógra i scríbhinn a thabhairt do na thuismitheoirí agus don mhac léinn maidir leis an gcinneadh é/í a chur ar fionraí. Caithfidh an litir na nithe seo a leanas a dhearbú:

- tréimhse na fionraí agus na dátaí ar a dtosóidh agus ar a gcríochnóidh an fhionraí
- fáthanna na fionraí
- clár staidéir ar bith le leanúint
- socruithe ar fhilleadh ar scoil, agus gealltanais ar bith a gcaithfidh an mac léinn agus na thuismitheoirí a thabhairt (mar shampla d’fhéadfaí iarraidh ar na thuismitheoirí athdhearbhú a dhéanamh ar a dtiomantas don chód iompair)
- foráil achomhairc don Bhord Bainistíochta
- ceart achomhairc d’Ard-Rúnaí na Roinne Oideachais agus Eolaíochta (*an tAcht Oideachais, 1998*, alt 29). Scríobhfar an litir i stíl ar féidir leis na thuismitheoirí í a thuiscint. Caithfear aird ar leith a thabhairt ar an gcumarsáid le thuismitheoirí faoina bhfuiltear ar an eolas go bhfuil deacrachtaí léitheoireachta acu, nó i gcás thuismitheoirí nach í teanga na scoile an phríomhtheanga acu.

I ndiaidh na fionraí

Cuirfear deireadh le fionraí ar an dáta a luadh i litir fhoirmiúil fógra do na thuismitheoirí faoin bhfionraí.

Scláta glan

Nuair a chuirtear deireadh le smachtbhanna ar bith, agus fionraí san áireamh, caithfear deis a thabhairt don mac léinn agus tacú leis/léi tosú as an nua. Cé go gcaithfear taifead a choinneáil ar an iompar agus ar smachtbhanna ar bith a cuireadh i bhfeidhm, a luaithe is a chuirtear deireadh leis an smachtbhanna, ní mór don scoil na hionchais chéanna a bheith aici maidir leis an mac léinn seo agus atá aici maidir le gach mac léinn eile i dtaca le hiompar.

Díbirt

Tá údarás ag an mBord Bainistíochta mac léinn a dhíbirt ón scoil faoin acht um leasa oideachais 2000 Alt 24.

Na forais le haghaidh díbeartha

Is céim olltromchúiseach é díbirt agus ceann a chaithfidh an Bord Bainistíochta a ghlacadh i gcásanna tromchúiseacha iompair. Beidh an scoil tar éis bearta suntasacha a chur i bhfeidhm le dul i ngleic leis an mí-iompar chun díbirt an mhic léinn a sheachaint, lena n-áirítear, de réir mar is iomchuí:

- bualadh le tuismitheoirí agus leis an mac léinn le hiarracht a dhéanamh dóigheanna a fháil lena n-iompar do-ghlactha a athrú
- a chinntiú go dtuigeann an mac léinn torthaí féideartha a n-iompair, dá leanfadh sé ar aghaidh
- a chinntiú go bhfuil iarracht déanta gach rogha eile a chíoradh
- cuidiú a iarraidh ar ghníomhaireachtaí tacaíochta (An tSeirbhís Náisiúnta Síceolaíochta Oideachais, Feidhmeannacht na Seirbhíse Sláinte, An tSeirbhís Náisiúnta um Thacaíocht Iompair, Seirbhísí Meabhairghalair Leanaí agus Ógánach, An Chomhairle Náisiúnta um Oideachas Speisialta).

Fáthanna Dhíbeartha

- go mbíonn tionchar díobhálach buanseasmhach ag iompar an mhic léinn ar oideachas na mic léinn eile
- go bhfuil fíorbhagairt shuntasach ann do shábháilteacht na mac léinn nó na ndaoine eile fad is a bhíonn an mac léinn sa scoil
- go bhfuil an mac léinn freagrach as damáiste tromchúiseach do mhaoin.
- go bhfuil an droch-iompar dianseasmhach
- go bhfuil fadhbanna iompair éirithe níos measa, in ainneoin idirghabhálacha na scoile

Nósanna imeachta i ndáil le díbirt

Na céimeanna gnásúla a leanfar i gcás go bhfuil dalta le díbeart ón scoil:

- Imscrúdú sonrach faoi stiúir an Phríomhoide.
- Moladh ón bPríomhoide chuig an mBord Bainistíochta.
- Breithniú an Bhoird Bhainistíochta ar mholadh an Phríomhoide, agus éisteacht a reáchtáil.
- Breithniúcháin an Bhoird Bhainistíochta agus bearta i ndiaidh na héisteachta.
- Comhairliúcháin arna n-eagrú ag an Oifigeach Leasa Oideachais.
- Dearbhú ar na gcinneadh an mac léinn a dhíbirt.
- Glactar leis sna nósanna imeachta seo gurb é an Bord Bainistíochta an foras cinnteoireachta maidir le díbirtí.

Achomhairc

Faoi Alt 29 den Acht Oideachais, 1998, féadfaidh tuismitheoirí (nó mic léinn a bhfuil 18 mbliana d'aois slánaithe acu) achomharc a dhéanamh chun Ard-Rúnaí na Roinne Oideachais agus Eolaíochta in aghaidh roinnt cinní an Bhoird Bhainistíochta, lena n-áirítear (1) eisiámh buan ó scoil agus (2) fionraíocht ar feadh tréimhse a chiallódh go mbeadh tréimhse fionraíochta iomlán de 20 lá scoile nó níos mó in aon scoilbhliain amháin slánaithe ag dalta. Mar sin, ní mór do scoileanna tuismitheoirí a chur ar an eolas faoin gceart achomhairc sin má shocraítear dalta a chur ar fionraí nó a eisiámh go buan ón scoil. De ghnáth, ní mór achomhairc a dhéanamh laistigh de 42 lá féilire ón dáta a cuireadh an tuismitheoir nó an dalta ar an eolas faoi chinneadh na scoile. (Féach Imlitir 22/02)

- Cuirfidh cathaoirleach an Bhoird tuismitheoirí/caomhnóirí ar an eolas faoin gceart atá acu achomharc a dhéanamh in aghaidh chinneadh an Bhoird Bhainistíochta maidir le fionraíocht nó díbirt, agus cé a chuirfidh ar an eolas iad. Tabharfar cóip de Imlitir 22/02 agus na foirmeacha lena mbaineann do thuismitheoirí.

- Ullmhóidh an dlíodóir freagra má agus nuair atá achomharc á iniúchadh ag an Roinn Oideachais agus Eolaíochta (Alt 12, Ciorclán 22/02 – Achomharc a Phróiseáil)

Cuntas a Choinneáil

Coinnimid leabhair teagmhais ar mhí-iompar sa chlós agus déanann an múinteoir ranga taifead ar mhí-iompar rialta ina cóipleabhar ranga féin. Sa taifead seo, bíonn an dáta agus tuairisc neamhchlaonta tugtha.

Leibhéal ranga

Má tá mí-iompar leanúnach nó mí-iompar dairíre (fíor-dhairíre) coinneoidh an múinteoir tuairisc scríofa. Beidh leabhar clárúcháin do seo ar fáil ag gach rang leibheáil. Cuirtear an príomhoide ar an eolas ag céim a sé. Beidh tagairt don iompar sa tuairisc deireadh bliana.

Nósanna imeachta chun fógra a thabhairt go mbeidh dalta as láthair ón scoil

Luann an tAcht Oideachais (Leas), 2000, Alt 23 (2)(e) nach mór don chód iompair *“Na nósanna imeachta a bheidh le leanúint i ndáil le fógra maidir le leanbh a bheith as láthair ón scoil.” a shonrú.* Sonraíonn Alt 18 go gcaithfidh tuismitheoirí an scoil a chur ar an eolas faoi neamhláithreachta dalta agus cúis na neamhláithreachta sin. Déanann muid iarracht i nGaelscoil na Mí:

- Timpeallacht scoile spreagúil agus tarraingteach a chruthú
- Córas chun tinreamh maith nó feabhsaithe a aithint/chun duais a thabhairt mar thoradh air
- Ábhair an churaclaim agus modheolaíochtaí a oiriúnú chun an bhaint a bhíonn acu le daltaí a uasmhéadú
- Clár ama ranga agus scoile a athrú chun é a dhéanamh níos tarraingtí freastal ar scoil agus a bheith ann in am
- Tuismitheoirí a chur ar an eolas faoi théarmaí an Acht Oideachais agus na himpleachtaí a bhaineann leis. Cuirtear nóta abhaile ag tús na bliana mar gheall ar seo. Cuirtear tuismitheoirí ar an eolas arís i ndiaidh deich lá, 15 lá agus 20 lá as láthair. Cuireann na tuismitheoirí nóta isteach ag míniú asláithreachtaí. Coinníonn an múinteoir ranga na nótaí ar feadh bliana. Beidh fillteán san oifig ar gach páiste chun na nótaí a choinneáil. Baintear úsáid as foirmeacha TUSLA ar líne más gá.

Tagairt do Pholasaithe eile

Baineann na polasaithe seo leis an Cód Iompair:

Plean OSPS, Frithbhulaíocht, Beartas Iontrála agus Rannphairtíochta, Sláinte & Sábháilteacht, Próiseas Gearáin, Caomhnú Páistí, IT, Obair Bhaile, Fón póca

Critéir Rathúlachta

O bheith ag úsáid scéim duaiseanna & smachtbhannaí agus le aischothú na múinteoirí agus tuismitheoirí beimid in ann an cód a mheas. Beimid ag súil go mbeadh gach aon múinteoir ar aon fhocal i dtaca leis an gCód seo.

Róil agus Freagrachtaí

Tá an Príomhoide agus an múinteoirí ranga freagrach as an bpolasaí seo go laethúil. Tá dulagas freagrachta ag an mBord Bainistíochta na tuismitheoirí agus na daltaí le go n-eireoidh leis.

Dáta don chur i bhfeidhm, Daingniú & Clár ama don Athbhreithniú

Ghlac an Bord Bainistíochta leis an gcéad dréacht i 2011 agus cuireadh i bhfeidhm é láithreach.

Déanfar athbhreithniú ar fheidhmiú an pholasáí sa scoil bhlain 2016/2017 agus cuirfear na tuismitheoirí agus foireann uile na scoile ar an eolas faoi na hathruithe.

Déanfar athbhreithniú ar an bpolasaí gach cúig bhlian nó níos luaithe más gá.

Siniú an Phríomhoide: _____ Dáta: _____

Siniú an Chathaoirligh: _____ Dáta: _____

Gaelscoil na Mí

Uimhir Rolla: 20382F



Behaviour Policy

Introductory Statement

This policy was originally drafted in September 2011 the year Gaelscoil na Mí was established. The following year the school staff further developed it during Croke Park hours and to gather information parents were sent a questionnaire about mis-behaviours and behavior management in the school. The Board of Management, school staff and parents all contributed to this draft.

Rationale

A comprehensive policy on behaviour is necessary to ensure an orderly climate for learning in the school.

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:*

- The standards of behaviour that shall be observed by each student attending the school;
- The measures that shall be taken when a student fails or refuses to observe those standards;
- The procedures to be followed before a student may be suspended or expelled from the school concerned;
- The grounds for removing a suspension imposed in relation to a student; and

- The procedures to be followed in relation to a child's absence from school.
- To ensure existing policy is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

Relationship with School Ethos

In Gaelscoil na Mí every effort is made to help each and every child to develop their whole person and we undertake to teach each child good social skills with high moral standards in a positive learning environment. Each child is accepted as he/she is and he/she is guided and taught in an environment that is motivational for each child to reach his/her potential.

Aims

In Gaelscoil na Mí we would like:

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school as per the Incredible Years and Discipline for Learning programmes used in the school.

Content of policy

Whole school approach to promoting positive behaviour

- Board of Management
- Staff
- Parents
- Pupils
- Positive strategies for managing behaviour
- Classroom
- Playground
- Other areas in the school
- School related activities
- Rewards and sanctions
- Rewards and acknowledgement of good behaviour
- Strategies for responding to inappropriate behaviour
- Involving parents in management of problem behaviour
- Managing aggressive or violent behaviour
- Suspension
- Expulsion
- Appeals
- Keeping records
- Class
- Playground
- School records
- Procedure for notification to TUSLA of a pupil's absence from school for 20 days or more
- Reference to other policies

Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the code of behaviour shall specify ***“the standards of behaviour that shall be observed by each student attending the school”***.

- Each pupil is expected to be well behaved and to show consideration for other children and adults
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings

- Each pupil is expected to attend school on a regular basis and to be punctual
- Each pupil is expected to do his/her best both in school and for homework.
- Each pupil is expected to respect the Irish ethos of the school.

Whole school approach in promoting positive behaviour

The BOM and the principal endeavour to create and promote a positive environment and are responsible for a whole school approach to managing behaviour. Parents, teachers and children all play a role in cooperating to promote a positive learning environment. The staff have devised a set of rules rewards and sanctions following the Incredible Years and Discipline for learning programmes. A copy of the school's Code of Behaviour will be signed by all parents upon enrolment of their children in the school.

Staff

Each classroom will have the rules written on the wall. This will help teachers and substitutes to be consistent with the discipline programme.

As we are a developing school this code will be reviewed and edited annually by the teaching staff.

When a child has behavioural difficulties because of his/her special needs an individual education plan will be put in place by the Class Teacher and Learning Support/Resource teacher where the child may have different behavioural goals.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. In particular the Stay safe, Walk tall and Fun Friends programmes will be implemented and will support the code.

Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board has played an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities through sending questionnaires to parents and examining the results. Also the Board will endeavour to provide for staff development and training whenever possible. The Board shall endeavour to always promote positive behaviour. This code shall be reviewed the first Board of Management meeting of each school year.

Parents

Parents had a meaningful way of contributing to the development of this code through their involvement in the questionnaire in 2011. The Code of Behaviour is explained to parents at two separate open nights, the first before they register their child and the second after the child is registered and before the child commences in the school. Parents will be asked to sign it upon enrolment of their child in the school and will be given a copy for their own records.

Parents will understand that we expect good behaviour when they see rules written and working in the school. We expect parents to play a central role in the promotion of positive behaviour in the school.

We ask:

- Parents ensure their children attend school regularly and punctually
- Parents encourage their children to do their best and to take responsibility for their work
- Parents are aware of and cooperate with the school's rules and system of rewards and sanctions
- Parents attend meetings at the school if requested
- Parents help their children with homework and ensure that it is completed
- Parents ensure their children have the necessary books and materials for school.
- Each child's behaviour will be discussed at parent teacher meetings once a year.

Pupils

Each child will be made aware of and led to understand the rules, rewards and sanctions of the school. They will be discussed regularly and will be taught as part of the SPHE Programme.

Positive strategies for managing behaviour

The school promotes the positive strategies identified in the Incredible Years Programme for promoting good behaviour and preventing misbehaviour.

Classroom

Rules will be written up in each classroom for all to see.

School Rules

- The two main school rules will be discussed at assembly each Friday.
An Riall Mór Glas: Labhraíonn muid Gaeilge / We speak Irish.
An Riall Mór Dearg: Coiméadann muid ár lámha & cosa dúinn féin / We keep our hands & feet to ourselves.
- Teachers will discuss the rules regularly and discuss with the children the behaviour that is expected of them.
- Teachers will use a variety of their own classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.

Playground(s)

Teachers shall be on yard duty at lunch time. The Vice-principal shall arrange the rota.

Junior Infants shall have a specific space in the yard.

Yard games (as gaeilge) shall be taught regularly.

On wet days children remain seated in their classrooms. The teachers on duty (and where relevant the SNA) shall supervise them playing board games/ jigsaws etc.

Class teachers bring their class to and from the yard. Children should be given the chance to go to the toilet before they leave the classroom.

Mis-behaviours in the yard are recorded in the yard book. Serious mis-behaviours will be reported to the class teacher, an incident report will be completed and kept on file in the office.

School Limits

We expect the school rules to be followed at all times within the limits of the school and when children are representing the school or on school tours. Children are shown regularly how to walk to and from the yard.

Rewards and Sanctions

The rewards that will be used are as follows. This list can be added to at any time. **Rewards** (This list will be added to regularly)

- Verbal praise
- Written praise
- Rewards cards - each teacher has a box of reward cards on their table.
- Praise from teacher and / principal
- Praise at weekly assembly
- Dalta na seachtaine- student of the week
- Gaeilgeoir na seachtaine
- Stickers and stars
- A note home
- Sign the 'Leabhar Órga'
- Certificate for good attendance
- Praise cards
- Prize for cleanest classroom
- Cinnirí Gaeilge from 4th class up
- Magic box of prizes in office
- A free night from homework
- Gradam na Samhna/Nollag/Cásca/tSamhraidh
- Gradam an Phríomhoide

Sanctions (Each teacher will have his / her management style but he / she will use the same sanctions and rewards from Naíonáin Mhóra to rang 6).

1. Verbal warning.
2. Name recorded on board (temporary).
3. Teacher will speak to the child while class is taking out lunch.
4. Move to another table.
5. Move to another class for a set period to do work.

(Regular minor mis-behaviour 1-5 will be followed)

6. Sent to Principal – letter home to parents.
7. Sent to Principal – formal meeting with parents.
8. Consideration of further more serious sanctions including suspension.

Extreme misbehaviour-

Directly to step 6.

Some Extreme mis-behaviours

- Being discourteous or unmannerly
- Leaving school premises without permission during school day.
- Name calling – students or teachers
- Using unacceptable language
- Constantly disruptive in class
- Telling lies
- Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting)
- Stealing
- Damaging others' property including writing on or ruining another child's work
- Bullying
- Answering back a teacher
- Endangering self or fellow pupils in the class or the yard
- Deliberate, continual disobedience
- Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate
- Deliberately injuring any member of the school community
- Setting fire to school property
- Graffiti around school or grounds - (drawing / writing / marking)
- Cyber-bullying or bullying through the use of mobile phones during school time
- Not speaking Gaeilge during the school day- from Christmas in Senior infants on
- Bringing weapons into school

This list is not exhaustive but the behaviours have been identified by parents, teachers and the Bord Bainistíochta as serious. It can be added to at any time. There may be a serious misbehaviour that is not listed here and will warrant an immediate jump to céim 6.

Involving parents in management of problem behaviour

Parents will know how their child's behaviour is in school by regular communication with the class teacher. Parents will be contacted at stage 6 of sanctions or immediately in the case of a serious misbehaviour by the Vice-principal. When the parents come to the school the child's misbehaviour is discussed and a way forward is decided upon. This is a multi-disciplinary approach where all parties will be involved in an approach that will suit all parties and most of all will help with modifying the child's behaviour. The principal will be present if required. A decision is taken to keep regular contact with parents / guardians. On occasion outside agencies will be contacted.

Managing aggressive or violent misbehaviour

Children who are emotionally disturbed will be referred for psychological assessment. Through the Special Educational Needs Organiser, appropriate support is sought from services available e.g. Health Service Executive, NEPS, SESS, Enable Ireland

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the school will contact parents immediately.

Suspension (as part of behaviour management strategy)

Suspension will be part of the school's plan to modify a child's behaviour. Suspension will:

- Help the school to put new behavioural objectives for the child in place in conjunction with the parents.
- Give the staff a chance to plan different interventions
- Give time to communicate the mis-behaviour to the parents

Forms of suspension

Immediate suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

Rolling suspension

A student will not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension and
- fair procedures are observed in full and
- the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

Informal or Exclusion of a student for part of the school day, as a sanction, unacknowledged or asking parents to keep a child from school, as a sanction, is a **suspension**.

Procedures in respect of suspension

Inform the student and parents

The pupil and their parents will be informed in writing and with a phonecall.

Give an opportunity to respond

Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents will provide an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. The school shall keep a written record of everything that happens.

The period of suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by Foras Pátrúnachta na Scoileanna Lán-Ghaeilge.

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*. At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the *Education Act 1998*, and should be given information about how to appeal.

Implementing the suspension

Written notification

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

- the period 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 student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

The letter should be clear and easy to understand. Particular care will be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school. The letter shall be bi-lingual ie. Irish/English

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Clean slate

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

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*.

The grounds for expulsion

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

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

Reasons for Expulsion

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

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.
- the misbehaviour is ongoing
- behaviour is getting worse despite interventions

Procedures in respect of expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.

2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

- Parents/guardians shall be informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by the chairperson. Parents will be given a copy of Circular 22/02 and the related forms.
- A solicitor appointed by the Board of Management will prepare a response if and when an appeal is being investigated by the Dept. of Education and Science.(Section 12, Circular 22/02

Keeping records

In line with the school's policy on record keeping, and data protection legislation, the class teacher shall keep a record of all mis-behaviours. The teacher records the date and all records written in a factual and impartial manner.

Class level

If there is continuous mis-behaviour the class teacher shall keep a record. The principal and Vice-principal shall be informed at stage 6 of sanctions. Behaviour shall be referred to in the end of year report.

Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, "*the procedures to be followed in relation to a child's absence from school.*" Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Strategies that are used in Gaelscoil na Mí to encourage school attendance:

- Creating a stimulating and attractive school environment
- System for acknowledging/rewarding good or improved attendance- certificates medals at the end of the year.
- Adapting curriculum content and methodologies to maximise relevance to pupils.
- Adapting the class and school timetables to make it more attractive to attend and to be on time
- Making parents aware of the terms of the Education Welfare Act and its implications.
- Parents/guardians must send in a note informing teachers in writing of their child's absence from school and the reason for this absence. These notes are signed and dated. Each child has a file in filing cabinet where all correspondence is kept for the child's duration in the school

Reference to other Policies

List and check other school policies that have a bearing on the code of behaviour e.g. SPHE, Anti-bullying, Complaints Procedure, Enrolment, Child Protection, Health & Safety, IT, Obair Bhaile, Phone & Electronic Devices.

Success Criteria

Practical indicators of the success of the policy will be parents and teachers feedback about rewards and sanctions and good behaviour in school. All teachers will be in unity about the implementation of the code.

Roles and Responsibility

The people who have particular responsibilities for aspects of the policy are the príomhoide and class teachers. The BOM and parents and children are responsible for its success.

Implementation Date, Ratification by BoM & Timetable for Review

This policy was ratified by the Board of Management in 2011 & implemented immediately on the establishment of the school.

The policy will be reviewed during the school year 2016/2017 & any changes will be communicated to the staff and parents.

Further reviews will take place every five years or sooner if a need arises.

Siniú an Phríomhoide: _____ Dáta: _____

Siniú an Chathaoirligh: _____ Dáta: _____