



Cód Iompar
Scoil na bhForbacha
Code of Behaviour
17668G

An Cód Iompair - Scoil na bhForbacha

Rinne pobal uile na scoile, idir foireann, daltaí, tuismitheoirí agus an Bord Bainistíochta athbhreithniú ar an gCód Iompair seo le linn bhliain scoile 2025/2026.

Réasúnaíocht

- Chun a chinntiú go bhfuil timpeallacht ordúil, chaidrimhúil sa scoil chun foghlaim agus folláine a chur chun cinn.
- Is ceanglas é faoi Alt 23 (1) den Acht Oideachais (Leas) 2000 go n-ullmhaíonn scoileanna Cód Iompair do gach dalta cláraithe sa scoil. In Alt 23 (2) leagtar amach go gcaithfidh an Cód Iompair an méid seo a leanas a shainiú:
 - (a) An caighdeán iompair ba cheart do gach dalta a bhíonn ag freastal ar an scoil a chomhlíonadh.
 - (b) Bearta le déanamh nuair a theipeann ar dhalta nó nuair a dhiúltaíonn dalta na caighdeáin seo a chomhlíonadh.
 - (c) Na nósanna imeachta le leanúint sula gcuirtear dalta ar fionraí nó sula ndíbirtear dalta ón scoil.
 - (d) Na forais chun fionraí a cuireadh ar dhalta a bhaint.
 - (e) Na nósanna imeachta le leanúint maidir le fógra a thabhairt faoi neamhláithreachtaí linbh ón scoil.
 - (f) Chun a chinntiú go gcomhlíonann an Cód Iompair na ceanglais dhlíthiúla agus chun dea-chleachtas a fhorbairt mar atá leagtha amach sa Chód: Treoirlínte do Scoileanna, NEWB, 2008.

Aidhmeanna

- A chinntiú go bhfuil timpeallacht oideachais ann i gcomhréir lenár Ráiteas Físe.
- Chun cur ar chumas na scoile feidhmiú ar bhealach ordúil ionas gur féidir leis na páistí dul chun cinn i ngach réimse dá bhforbairt.
- Atmaisféar measa agus tuisceana dá chéile a chruthú ina nglactar le gach duine.
- Iompar dearfach agus féinrialáil a chur chun cinn, agus aitheantas a thabhairt d'aonúlacht na ndaltaí.
- Chun sábháilteacht fhisiciúil agus mhothúchánach gach ball den phobal scoile a chinntiú.
- Cabhrú le tuismitheoirí agus daltaí córas agus nósanna imeachta an Chóid Iompair a thuiscint agus iarraidh ar a gcomhoibriú chun na nósanna imeachta seo a chur i bhfeidhm.
- Caidreamh láidir, muiníneach a thógáil idir foireann agus daltaí a thacaíonn le rialáil mhothúchánach agus le hiompar sóisialta.
- A thuiscint gur foirm chumarsáide é iompar agus freagairt do na riachtanais bhunúsacha atá á gcur in iúl.
- An dearcadh "Is Féidir Linn!" a chothú ina gcreideann páistí ina gcumas foghlaim, fás, agus dúshláin a shárú.

Ár gCur Chuige Caidrimhúil maidir le hlompar

I Scoil na bhForbacha, aithnímid gur foirm chumarsáide é iompar. Nuair a thaispeánann páistí iompar dúshlánach, is minic a bhíonn siad ag cumarsáid riachtanas deacrachta le rialáil mhothúchánach. Tá ár gcur chuige á threorú ag mana na scoile 'Is Féidir Linn!' - ag creidiúint, le tacaíocht, tuiscint, agus spreagadh, gur féidir le gach páiste rath a bhaint amach agus iompar dearfach a fhorbairt.

Tá ár gcur chuige bunaithe ar na prionsabail seo a leanas:

Iompar a Thuiscint mar Chumarsáid

- Cuireann gach iompar rud éigin in iúl faoi conas atá páiste ag mothú nó cad a theastaíonn uaidh/uaithi
- D'fhéadfadh roinnt iompar (mar shampla ag Fútamáil) cabhrú le páistí iad féin a shuaimhniú agus páirt níos fearr a ghlacadh san fhoghlaim
- Caithfidh páistí a bheith rialaithe go mothúchánach sular féidir leo páirt bhrí a ghlacadh san fhoghlaim nó sa mhachnamh
- Nuair a bhíonn páistí dírialaithe nó dícheangailte, ní bhíonn a n-inchinn réasúnach iomlán inrochtana

Caidreamh a Thógáil

- Tá caidreamh láidir, muiníneach idir foireann agus daltaí i gcroílár ár gcur chuige
- Oibríonn an fhoireann chun gach páiste a thuiscint mar dhuine aonair agus teacht ar aon fhocal lena riachtanais uathúla
- Dírímid ar cheangal roimh cheartú
- Glacann an fhoireann páirt in oiliúint mhothúchánach, ag cabhrú le páistí a gcuid mothúchán agus tionchar a n-iompair a thuiscint

Tacaíocht le Rialáil

- Teastaíonn tacaíocht ó pháistí chun a gcuid mothúchán a rialú sular féidir leo machnamh a dhéanamh ar a n-iompar nó ar roghanna sóisialta eile
- Cabhraíonn an fhoireann le páistí scileanna rialála mothúchánaigh a fhorbairt trí shamhlaíocht, teagasc, agus tacaíocht
- Aithnímid nach rogha é gach iompar, agus nach bhfuil gach iompar faoi smacht chomhfhiosach an pháiste
- Cuirimid tacaíocht ar fáil chun cabhrú le páistí scileanna machnaimh a fhorbairt atá oiriúnach dá n-aois agus dá gcéim

Iarmhairtí Nádúrtha agus Foghlaim

- Dírímid ar chabhrú le páistí iarmhairtí nádúrtha a n-iompar a thuiscint
- Úsáidimid cleachtais athchóiritheacha chun cabhrú le páistí caidrimh a dheisiú agus foghlaim ó chásanna dúshlánacha
- Seachnaimid smachtbhannaí a chuireann náire ar pháistí nó a leithlisíonn iad óna bpiaraí
- Cuirimid tuiscint chun cinn seachas pionós

Ionchais Ghinearálta Scoile

Táthar ag súil go ndéanfaidh na páistí cumarsáid go hiomlán trí Ghaeilge ach amháin nuair atá Béarla mar ábhar á theagasc.

Spreagaimid páistí chun:

- Gaeilge a labhairt ón am a théann siad isteach geataí na scoile
- Meas a bheith acu orthu féin agus ar gach duine eile
- Meas a bheith acu ar mhaoín na scoile, ar mhaoín daltaí agus múinteoirí eile, agus ar a maoín féin
- A bheith múinte, macánta agus fírinneach le gach duine i bpobal na scoile - foireann, páistí, tuismitheoirí agus cuairteoirí
- Freastal go rialta ar scoil agus a bheith in am
- A bheith cineálta lena gcompánaigh/piaraí agus a bheith réidh cabhrú le daoine eile
- A ndícheall a dhéanamh san obair scoile agus san obair bhaile araon
- Deacrachtaí/coimbhleacht a réiteach ar bhealach measúil
- Teanga mheasúil a úsáid agus iad ag caint
- Siúl (gan rith) i bhfoirgneamh na scoile, agus leibhéil ghutha oiriúnacha a úsáid faoi dhíon

Ionchais an tSeomra Ranga

Oibríonn múinteoirí le páistí chun ionchais an tseomra ranga a chruthú le chéile. Samplaí:

- Bí cineálta, roinn, cabhraigh le daoine eile agus glac do sheal
- Éist le páistí/múinteoirí nuair atá siad ag caint
- Bí múinte, fan i do shuí (nuair is cuí), gabh leithscéal agus abair le do thoil agus go raibh maith agat
- Bíodh meas agat ort féin, ar dhaoine eile agus ar a gcuid maoine
- Iarr cead sula mbain tú do dhaoine eile nó dá gcuid earraí
- Bí airdeallach agus trócaireach maidir le riachtanais daoine eile
- Ardaigh do lámh nuair atá rud éigin le rá agat leis an rang nó leis an múinteoir
- Coinnigh do spás glan, bíodh meas agat ar mhaoín na scoile agus ar thimpeallacht na scoile
- Bí sábháilte - siúil i gcónaí i bhfoirgnimh na scoile
- Déan do dhícheall le d'obair scoile agus le d'obair bhaile

Cur Chuige Iomlán Scoile chun Iompar Dearfach a Thacú

Ár gCreat Caidrimhúil

Cuirtear béim ar leith ar thimpeallacht/atmaisféar dearfach, caidrimhúil a spreagadh sa rang agus ar fud na scoile. Dírímid ar:

- Ceangal: Caidreamh láidir, muiníneach a thógáil idir foireann agus daltaí
- Comhrialáil: An fhoireann ag cabhrú le páistí a gcuid mothúchán a rialú

- Tuiscint: Iompar a fheiceáil mar chumarsáid agus freagairt do na riachtanais bhunúsacha
- Teagasc: Cabhrú le páistí litearthacht mhothúchánach, comhbhá, agus scileanna sóisialta a fhorbairt
- Cleachtas Athchóiritheach: Caidrimh a dheisiú agus foghlaim ó chásanna dúshlánacha

An Fhoireann mar Shamhlacha Róil

Cinntíonn an fhoireann go bhfuil siad ag tabhairt dea-shampla i gcónaí agus gur dea-shamhlacha iad do na páistí.

An Fhoireann:

- Samhlaíonn siad rialáil mhothúchánach agus cumarsáid mheasúil
- Úsáideann siad teanga mheasúil, thógalach caidrimh
- Dírimid ar na mothúcháin a spreagann iompar áirithe a thuiscint
- Freagraíonn siad le comhbhá agus tacaíocht agus teorainneacha soiléire á gcoinneáil acu

Iompar Dearfach a Aithint agus a Spreagadh

Aithnítear iompar dearfach agus iarracht trí réimse straitéisí:

- Focal ciúin chun sásamh nó sástacht a chur in iúl: "Thug mé faoi deara chomh cineálta is a chabhraigh tú..."
- Nóta dearfach a scríobh i gcóipleabhar an pháiste
- An páiste a thabhairt chuig múinteoir eile nó chuig an bpríomhoide chun a rathúlacht a roinnt
- Aitheantas os comhair grúpa nó an ranga
- Freagracht nó pribhléid speisialta a thabhairt (e.g., Am Órga)
- Focal aitheantais do thuismitheoir, i bhfoirm labhartha nó scríofa
- Foirmeacha eile aitheantais mar theastais

Neartaimid ár éitiós 'Is Féidir Linn!' trí aitheantas a thabhairt d'iarracht, fás, agus seasmhacht in éineacht le gnóthachtáil.

Nóta Tábhachtach: Dírimid ar spreagadh inmheánach agus seachnaimid córais luaíochta a d'fhéadfadh spleáchas a fhorbairt ar luaíochtaí seachtracha. Béim a leagan againn ar iarmhairtí dearfacha nádúrtha iompair shóisialta.

Forbairt Ghairmiúil agus Comhoibriú

Mar chuid dár dtiomantas leanúnach do fholláine na bpáistí a thacú agus iompar dearfach a chur chun cinn, tá foireann iomlán Scoil na bhForbacha ag glacadh páirte faoi láthair i gclár oiliúna gairmiúil dhá bhliain i Relate, creat iompair arna fhorbairt ag an gComhairle Náisiúnta um Oideachas Speisialta (NCSE).

Is cur chuige cuimsitheach, fianaise-bhunaithe é Relate a chabhraíonn le scoileanna iompar daltaí a léirmhíniú, a thuiscint, agus freagairt go héifeachtach dó. Ailíníonn sé

go hiomlán le héitiós caidrimhúil ár scoile, ag tacú leis an bhfoireann chun iompar a fheiceáil mar chumarsáid agus freagairt le comhbhá, comhsheasmhacht, agus tuiscint.

Feabhsaíonn an oiliúint seo ár gcumas chun straitéisí a chur i bhfeidhm atá bunaithe ar thrauma, ar chaidreamh, agus ar rialáil ar fud na scoile. Tacaíonn sé freisin le forbairt leanúnach litearthachta mothúchánaí, cleachtais athchóiritheacha, agus comhrialála laistigh de gach seomra ranga agus suíomhanna scoile.

- Tugtar deiseanna don fhoireann polasaithe agus nósanna imeachta na scoile a phlé, a leasú agus a aontú
- Glacann an fhoireann páirt i bhforbairt ghairmiúil leanúnach i gcleachtas caidrimhúil, cur chuige a bhfuil eolas ar thrauma, agus cleachtais athchóiritheacha
- Tá an scoil tar éis dul i dteagmháil le OIDE i bhforbairt an Chreata Folláine
- Buailéann an fhoireann le chéile go rialta chun smaointe a roinnt agus tacaíocht a thabhairt dá chéile cur chuige caidrimhúla a chur i bhfeidhm

Timpeallacht Teagaisc agus Foghlama

- Tá sé mar aidhm ag an teagasc a bheith éifeachtach, le curaclaim chuimsitheach spreagúil
- Oiriúnaítear tascanna do chumas agus do stíleanna foghlama na bpáistí
- Cothaítear nósanna imeachta bainistíochta ranga agus modhanna teagaisc éifeachtacha a spreagann foghlaim
- Úsáidtear curaclam OSPC na scoile chun tacú le hiompar dearfach trí Am Ciorcail, Cruinniú na Maidine, gníomhaíochtaí tógála caidrimh, agus forbairt litearthachta mothúchánaí
- Is é príomhaidhm Churacalam OSPC scileanna cumarsáide, idirghníomhaíochta cuí agus rialála mothúchánaigh na bpáistí a fhorbairt, agus a gcuid scileanna réitigh coinbhleachta a fhorbairt agus féinmheas, glacadh le difríochtaí, agus saoránacht ghníomhach á spreagadh
- Cinntíonn an scoil go n-úsáidtear cláir atá bunaithe ar fhianaise cosúil le Friends for Life, Zippy's Friends agus An LEANS Project chun meabhairshláinte na ndaltaí a chur chun cinn, athléimneacht a thógáil, agus scileanna sóisialta-mothúchána a fhorbairt.

Riachtanais Oideachais Speisialta

Tacaíonn an Cód Iompair le páistí a bhfuil deacrachtaí foghlama acu de bharr riachtanas speisialta trí:

- Pleananna Tacaíochta Scoile a chuimsíonn tacaíocht do rialáil mhothúchánaigh agus d'iompar
- Pleananna tacaíochta iompair arna bhforbairt i gcomhar leis an bhfoireann ROS, tuismitheoirí, múinteoir ranga agus Cúntóirí Riachtanas Speisialta
- Grúpaí scileanna sóisialta agus straitéisí soiléire leagtha amach i gcomhrá le gach páirtí ábhartha
- Moltaí le haghaidh tacaíochta ó sheirbhísí áitiúla (SENO, NEPS, Seirbhís Sláinte Poiblí, etc.)

- Aithint gur féidir go mbeidh tacaíocht bhreise ag teastáil ó roinnt páistí le rialáil mhothúchánach agus nach mbeidh a n-iompar laistigh dá smacht comhfhiosach i gcónaí
- Cur chuige aonair a aithníonn riachtanais uathúla agus imthosca gach páiste

Ról & Freagrachtaí

Bord Bainistíochta

Déantar iniúchadh bliantúil ar an gCód Iompair.

Ról an Bhoird Bainistíochta:

- Bunaítear sceideal athbhreithnithe foirmiúil (íosmhéid gach 3 bliana nó de réir mar is gá)
- Forbraítear plean gníomhaíochta le hamlínte nuair a aithnítear bearnaí
- Tugtar am agus deiseanna don fhoireann le linn laethanta pleanála forbartha scoile chun páirt a ghlacadh in obair athbhreithnithe
- Roinntear torthaí an iniúchta le pobal na scoile
- A chinntiú go bhforbraítear Cód Iompair agus go gcuirtear i bhfeidhm go hiomlán é sa scoil
- A chinntiú go bhfuil pobal iomlán na scoile páirteach ina fhorbairt, ina chur i bhfeidhm agus ina athbhreithniú
- Éitiós na scoile a chur chun cinn agus freagracht fhoriomlán a ghlacadh as gach polasaí scoile
- A thaifeadadh go foirmiúil cathain a ghactar agus a dhaingnítear an Cód Iompair, dáta a chur i bhfeidhm, agus sceideal athbhreithnithe
- Tacú leis an bhfoireann an Cód Iompair a chur i bhfeidhm trí dheiseanna forbartha gairmiúla agus acmhainní a chur ar fáil

Tuismitheoirí/Caomhnóirí

Chun an Cód Iompair a chur i bhfeidhm go héifeachtach, tá sé riachtanach tacaíocht iomlán na dtuismitheoirí a bheith againn. Iarraimid ar thuismitheoirí:

- Cur chuige caidrimhúil na scoile maidir le hiompar a thuiscint agus tacú leis
- Cabhrú lena bpáistí comhbhá, meas orthu féin agus ar dhaoine eile a fhorbairt
- Páistí a spreagadh chun freastal go rialta agus in am ar scoil
- Tacú le páistí ina n-iarrachtaí leis an nGaeilge
- Spéis a bheith acu in obair scoile a bpáiste agus tacú leo chun a ndícheall a dhéanamh
- An Cód Iompair Scoile a bheith ar eolas acu agus tacú leis
- Nósanna imeachta cuí a leanúint má tá imní orthu faoi aon ghné d'oidreachas a bpáiste
- Comhoibriú leis an bhfoireann agus imní faoi iompar á plé
- An scoil a chur ar an eolas faoi aon saincheisteanna/deacrachtaí a d'fhéadfadh tionchar a bheith acu ar dhul chun cinn nó ar iompar a bpáiste
- Cabhrú lena bpáistí le hobair bhaile nuair is gá
- A chinntiú go bhfuil leabhair scoile agus ábhair riachtanacha ag a bpáistí

Cumarsáid leis an Scoil: Tá cumarsáid an-oscailte idir foireann agus tuismitheoirí. Nuair a ullmhaíodh dréacht den pholasaí, roinneadh é ar láithreán gréasáin na scoile agus tugadh cuireadh do thuismitheoirí moltaí a dhéanamh. Oibrímid i gcomhar le Coiste na dTuismitheoirí (CAIRDE) agus cuirimid fáilte roimh a n-ionchur.

Eagraítear seisiúin eolais ar ghnéithe éagsúla den Chód Iompair chun tacú le tuismitheoirí, lena n-áirítear ábhair ar nós cibearbhulaíochta, sábháilteacht idirlín, clár Stay Safe, agus réiteach coinbhleachta.

Cuirtear i gcuimhne do thuismitheoirí go bhfuil freagracht orthu ag deireadh an lae as iompar a bpáiste ar scoil agus táthar ag súil go gcomhoibreoidh siad go hiomlán leis an bpolasaí seo chun sláinte agus sábháilteacht gach dalta a chinntiú.

Páistí

- Téann páistí i gcomhairle sa dréachtú ar ionchais an tseomra ranga
- Pléitear príomhphointí an Chóid Iompair le páistí ag leibhéal atá oiriúnach d'aois
- Tugtar deiseanna rialta do pháistí a gcuid tuairimí a thabhairt trí thionól, Coiste na Gaeilge, Comhairle na nÓg, agus plé seomra ranga
- Spreagtar páistí chun ionchais na scoile a phlé sa bhaile le tuismitheoirí/caomhnóirí

Comhairle na nÓg

Tá Comhairle na nÓg bunaithe ag Scoil na bhForbacha ionas go bhfuil guth ag páistí maidir le hiompar, rialacha scoile agus imeachtaí.

- Buailteann siad le chéile go rialta (de ghnáth gach coicís, nó níos minice más gá)
- Cabhraíonn siad le hionchais an tseomra ranga agus Cairt Chóid Iompair atá oiriúnach do pháistí a dhréachtú (féach aguisín 1).
- Glacann siad páirt i dtionóil
- Cuireann siad cairdeas agus cuimsiú chun cinn
- Tacaíonn siad le páistí níos óige
- Tugann siad sampla d'iompar dearfach
- Déanann siad faireachán agus athbhreithniú ar an gCód Iompair

Iompar Dearfach a Thacú i gCleachtas

Sa Seomra Ranga

Úsáideann múinteoirí straitéisí caidrimhúla chun timpeallacht dhearfach foghlama a chruthú:

1. Caidreamh a thógáil: Cur aithne ar gach páiste mar dhuine aonair, a gcuid láidreachtaí, dúshlán a thuiscint, agus cad a chabhraíonn leo a bheith sábháilte agus rialaithe
2. Atmaisféar fáilteach a chruthú: Seomra ranga oscailte, cúramach a chothú ina mothaíonn páistí go bhfuil meas orthu agus ina dtugann siad cúram dá chéile

3. Ionchais a chomhchruthú: Oibriú le páistí chun ionchais an tseomra ranga a fhorbairt a thuigeann siad agus a bhfuil úinéireacht acu orthu
4. Ionchais a thaispeáint go soiléir: Ionchais infheicthe sa seomra ranga agus tagairt dóibh go rialta mar Chairt Chóid Iompair Chomhairle na nÓg
5. Litearthacht mhothúcháinach a theagasc: Cabhrú le páistí a gcuid mothúchán féin agus mothúcháin daoine eile a thuiscint agus a ainmniú
6. Rialáil mhothúcháinach a shamhlú: Freagraí socair, measúil a thaispeáint fiú i gcásanna dúshlánacha
7. Teanga dhearfach, shonrach a úsáid: Díriú ar an méid atá páistí ag déanamh go maith seachas ar an méid atá siad ag déanamh mícheart
8. Iompar a thuiscint mar chumarsáid: Déanfaidh an fhoireann machnamh ar chúis bhunúsach d'iompar. Nuair a tharlaíonn iompar dúshlánach, fiafraigh "Cad atá an páiste seo ag iarraidh a rá liom?"
9. Tacú le rialáil roimh cheartú: Nuair atá páiste díriolta, cabhraigh leo ciúnú síos roimh dhéileáil leis an iompar
10. Tacaíochtaí amhairc a úsáid: Is féidir le hamchláir amhairc agus acmhainní bosca uirlisí rialála cabhrú le páistí fanacht rialaithe agus dírithe ar thascanna
11. Rogha agus féinriail a sholáthar: Nuair is cuí, tabhair roghanna do pháistí chun tacú lena gcéadfa ghníomhaíochta
12. Foghlaim struchtúrtha, spreagúil: Úsáid modhanna teagaisc éagsúla, rannpháirtíocht ghníomhach, obair ghrúpa, agus gníomhaíochtaí a spreagann spéis na bpáistí
13. Ionchais a chur i bhfeidhm go comhsheasmhach agus go cothrom: Ionchais a chur i bhfeidhm ar bhealach intuatha ar féidir le páistí a thuiscint
14. Dul i mbun comhráite athchóiritheacha: Nuair a tharlaíonn dochar, éascaigh comhráite a chabhraíonn le páistí a thuiscint conas a théann a n-iompar i bhfeidhm orthu féin agus ar dhaoine eile
15. Cabhrú le páistí foghlaim conas caidrimh a dheisiú

Sa gClós

- Forbraítear ionchais shoiléire don chlós agus pléitear iad le páistí trí phlé seomra ranga, tionól, agus meabhrúcháin rialta sa rang, tionól agus ar idirchum na scoile
- Forbraíonn múinteoirí agus cinntíonn siad leanúnachas in ionchais d'iompar ar an mbealach chuig an gclós (staighre), sa gcós agus úsáid leithris (caithfear cead a lorg)
- Cuirtear ionchais i bhfeidhm go comhsheasmhach agus go cothrom
- Imríonn páistí agus airdeall á dhéanamh acu ar shábháilteacht gach duine sa gclós
- Tá dhá am sosa sa lá scoile: 10:45-11:00 agus 12:40-1:00
- Cinntíonn rota maoirseachta go bhfuil go leor daoine fásta i láthair (múinteoirí agus CRanna)
- Nuair a theastaíonn tacaíocht ó pháistí le rialáil sa gclós, tugtar chuig spás comhrialála iad áit a gcabhraíonn ball foirne leo athshocrú, iad féin a mhothú sábháilte, agus tuiscint a fhorbairt ar cad a tharla
- Úsáidimid Cleachtas Athchóiritheach chun déileáil le coinbhleachtaí a thagann aníos idir daltaí (féach Polasaí Bí Cineálta)
- Táthar ag súil go siúlfaidh páistí i líne chuig agus ón gclós

- Tar éis am súgartha, buaileann an clog agus siúlann páistí chuig a línte agus seasann siad go ciúin go dtí go mbailítear iad ag ball foirne
- Tá múinteoirí ranga freagrach as maoirseacht a dhéanamh ar a ranganna ag siúl chuig agus ón gclós mura bhfuil siad ar dualgas cloiste. Más amhlaidh é seo, siúlfaidh CRA páistí chuig an rang
- Cuireann an múinteoir dualgas cloiste an múinteoir ranga ar an eolas faoi aon eachtra shuntasach sa gclós

Laethanta Fliucha

1. Ar laethanta fliucha, fanann páistí ina seomraí ranga
2. Glacann páistí páirt i gníomhaíochtaí ar nós Cúla 4 a fhéachaint, cluichí cláir a imirt, léamh, nó gníomhaíochtaí ciúine a chríochnú
3. Roinntear múinteoirí agus CRanna ar an rota cloiste i measc ranganna agus bogann siad go rialta ó sheomra go seomra
4. Féadfaidh páistí imirt i ngrúpaí má tá siad ag gabháil do chluichí ciúine seomra ranga (Jenga, Lego, cluichí cláir, etc.)

Gníomhaíochtaí a bhaineann leis an Scoil

Baineann na caighdeáin agus na hionchais laistigh den Chód Iompair le daltaí atá ar shiúl ó fhoirgneamh na scoile ach atá fós faoi chúram na scoile (m.sh., turais scoile, cluichí, gníomhaíochtaí iarscoile, Club Obair bhaile, oiliúint, agus imeachtaí eagraithe ag an scoil).

Tacú le Páistí Nuair atá Iompar Dúshlánach

Ár gCur Chuige

Nuair a thaispeánann páistí iompar dúshlánach, aithnímid:

- D'fhéadfadh go bhfuil an páiste dírialta nó dícheangailte
- D'fhéadfadh nach bhfuil an páiste ag smaoineamh go réasúnach
- Teastaíonn tacaíocht uathu chun rialú sula féidir leo dul i mbun machnaimh nó réiteach fadhbanna
- D'fhéadfadh go bhfuil an t-iompar ag cur riachtanas nach bhfuil sásta in iúl

Céimeanna a ghlacann an Fhoireann

1. Ceangal agus Comhrialáil

- Druidean an fhoireann leis an bpáiste go socair agus le comhbhá
- Tacaítear leis an bpáiste machnamh a dhéanamh in áit ainmnithe sábháilte
- Cabhraíonn an fhoireann leis an bpáiste rialú trí láithreach shocair, dearbhú, agus tacaíocht
- D'fhéadfadh siad straitéisí suaimhnithe a úsáid ar nós análú domhain, spás ciúin, sos gluaiseachta, úsáid An Seomra Scíth, úsáid bosca acmhainní na huirlise rialála
- Fanann ball foirne leis an bpáiste chun tacaíocht comhrialála a sholáthar

- Is timpeallacht shábháilte thacúil é an spás comhrialála

2. Tuiscint

- Nuair atá an páiste ciúnaithe síos, lorgaíonn an fhoireann tuiscint ar cad a tharla
- Fiafraíonn siad ceisteanna cosúil le: "Cad a bhí ag tarlú duit?" "Cad a theastaigh uait?" "Conas a bhí tú ag mothú?" D'fhéadfadh an páiste freagra a thabhairt ó bhéal, le léaráid nó i scríbhinn
- Cabhraíonn siad leis an bpáiste feacht a fhorbairt ar a gcuid mothúchán agus riachtanas
- Taifidíonn an fhoireann tuairimí chun patrúin nó spreagthóirí a aithint

3. Teagasc agus Réiteach Fadhbanna

- Cabhraíonn an fhoireann leis an bpáiste tionchar a n-iompair orthu féin agus ar dhaoine eile a thuiscint
- Oibríonn an fhoireann leis an bpáiste chun straitéisí malartacha a aithint don chéad uair eile
- Múineann an fhoireann scileanna sonracha a d'fhéadfadh a bheith ag teastáil ón bpáiste (m.sh., cabhair a iarraidh, straitéisí suaimhnithe a úsáid, mothúcháin a chur in iúl le focail)
- Déanann siad plan le chéile maidir le conas déileáil le cásanna cosúla amach anseo

4. Athchóiriú

- Má tá dochar déanta ag an iompar, éascaíonn an fhoireann comhrá athchóiritheach
- Faigheann an páiste deis an tionchar a thuiscint agus an chaidreamh a dheisiú
- D'fhéadfadh sé seo leithscéal, sásamh a dhéanamh, nó foirm eile athchóirithe atá oiriúnach don chás a bheith i gceist
- Tá an fócas ar fhoghlaim agus ar dheisiú

5. Doiciméadú agus Tacaíocht

- Doiciméadaíonn múinteoirí eachtraí suntasacha iompair, lena n-áirítear cad iad na straitéisí a úsáideadh agus cad a chonacthas cabhrú
- Féachann siad ar phatrúin chun spreagthóirí agus riachtanais a thuiscint
- Roinneann siad faisnéis ábhartha le tuismitheoirí trí ghlaio gutháin nó trí bhileog oibre Cleachtas Athchóiritheach a thugann an páiste abhaile
- Forbraíonn an múinteoir pleananna tacaíochta aonair le foireann tacaíochta nuair a thagann patrúin deacrachta aníos

Samplaí de Smachtbhannaí Cuí

Seo a leanas samplaí de smachtbhannaí a d'fhéadfaí a úsáid (ní liosta iomlán é):

- Meabhrúchán/iomardú ó bhéal (seachadta go measúil)
- Machnamh scríofa ar iompar agus ar a thionchar (de réir Cleachtadh Aisíróch)
- Pribhléid a chailleadh a bhaineann go díreach leis an mí-iompar
- Riachtanas cúiteamh a dhéanamh nó an dochar a rinneadh a réiteach
- Baint shealadach ón ngrúpa comhghleacaí (le maoirseacht agus tacaíocht)
- Tuairisc don Phríomhoide
- Tuairisc fhoirmiúil don Bhord Bainistíochta
- Fionraí (ag leanúint na nósanna imeachta atá leagtha amach)

Nuair a Theastaíonn Tacaíocht Bhreise

Má tá deacracht leanúnach ag páiste le hiompar:

Céim 1: Tacaíocht bunaithe sa Rang

- Doiciméadaíonn an múinteoir an t-iompar, lena n-áirítear comhthéacs, spreagthóirí, agus cad a chabhraíonn
- Trialaíonn an múinteoir straitéisí agus cur chuige éagsúla
- D'fhéadfadh an múinteoir dul i gcomhairle le comhghleacaithe nó foireann tacaíochta

Céim 2: Rannpháirtíocht Thuismitheoirí

- Déanann an múinteoir teagmháil leis an tuismitheoir chun tuairimí agus inní a roinnt
- Le chéile, pléann siad cad a d'fhéadfadh a bheith ag tarlú don pháiste
- Forbraíonn siad tuiscint chomhroinnte agus cur chuige comhsheasmhach idir baile agus scoil
- Leanann an múinteoir ar aghaidh ag doiciméadú agus ag triail straitéisí tacúla

Céim 3: Tacaíocht Bhreise Scoile

- Buailéann an múinteoir, tuismitheoir, agus príomhoide le chéile chun an cás a phlé
- D'fhéadfadh siad foireann tacaíochta a bheith páirteach (múinteoir ROS, CRA más ábhartha)
- Forbraíonn siad Plean Tacaíochta Iompair a shainiú:
 - Láidreachtaí agus spéiseanna an pháiste
 - Spreagthóirí agus comharthaí luath rabhaidh
 - Straitéisí a chabhraíonn leis an bpáiste rialú
 - Conas a fhreagrófar do dhaoine fásta chun tacú leis an bpáiste
 - Spriocanna agus céad chéimeanna eile
- Sceidealtar cruinnithe athbhreithnithe rialta

Céim 4: Tacaíocht Sheachtrach

- Más gá, d'fhéadfadh an scoil measúnú nó tacaíocht ó ghníomhaireachtaí seachtracha ar nós NEPS, FSS, nó seirbhísí oiriúnacha eile a mholadh
- Oibríonn tuismitheoirí agus an scoil le chéile chun rochtain a fháil ar na tacaíochtaí seo
- Cuirtear moltaí ó ghairmithe seachtracha isteach i bplean tacaíochta an pháiste

Nuair atá Imní Láithreach faoi Shábháilteacht

Má chuireann iompar páiste baol sábháilteachta láithreach orthu féin nó ar dhaoine eile:

- Cuireann an fhoireann sábháilteacht ar dtús - páistí eile a bhaint ó bhealach an chontúirte nó, más gá, an páiste a bhogadh chuig spás sábháilte
- Fanann an fhoireann socair agus úsáideann siad teicnící dí-éisteachta
- Tacaítear le páistí eile chun tuiscint a fháil (ar bhealaí atá oiriúnach d'aois) go gcoinnítear gach duine sábháilte ar scoil
- Déantar teagmháil le tuismitheoirí agus d'fhéadfaí iarraidh orthu a bpáiste a bhailiú mura féidir an páiste a thacú go sábháilte ar scoil an lá sin
- Socraítear cruinniú go pras chun plan sábháilteachta a fhorbairt sula bhfillleann an páiste ar scoil
- Lorgaítear tacaíocht sheachtrach nuair is cuí

Freagairt do Chásanna Sonracha

Riail na Gaeilge – Is Féidir Linn!

Is í an Ghaeilge teanga labhartha na scoile. Caithfidh gach páiste Gaeilge a labhairt sa seomra ranga, sa gclós, i dtimpeallacht na scoile agus ag ócáidí a bhaineann le gnóthaí scoile (i.e. turais, cluichí, comórtais, sacramaint etc.). Caithfear aird a thabhairt i gcónaí ar Riail na Gaeilge.

- I gcás go bhfuil páiste ó rang 1 go rang 6 ag labhairt Béarla go rialta agus ag déanamh neamhaird ar Riail na Gaeilge déanfaidh an múinteoir:
 - Comhrá a bheith acu leis an bpáiste chun aon deacrachtaí a thuiscint
 - Oibriú leis an bpáiste chun spriocanna a shocrú le haghaidh Gaeilge a úsáid
 - Tuismitheoirí a chur san áireamh má leanann an patrún ar aghaidh

Má leanann páiste ar aghaidh ag déanamh beag iarracht nó gan aon iarracht Gaeilge a labhairt, cuirfead an príomhoide ar an eolas agus cuirfidh an príomhoide smachtbhannaí cuí i bhfeidhm i gcomhréir leis an gCód Iompair. Tabharfar aois an pháiste san áireamh agus Riail na Gaeilge á cur i bhfeidhm.

Cé go gcoinníonn muid Riail na Gaeilge ar fud na scoile, i gcomhréir le héitiós dearfach ár scoile, cinntimid go gcuirtear an Ghaeilge i láthair i solas dearfach agus aibhsimid go rialta an saibhreas, na buntáistí agus gnéithe dearfacha ár dteanga agus ár gcultúir do na páistí.

- Dáileann múinteoirí ar an gclós aitheantas dearfach nuair a chloiseann siad páistí ag déanamh iarrachta cumarsáid a dhéanamh trí Ghaeilge
- Aithnítear iarrachtaí ag tionól trí "Gaeilgeoir na Míosa"
- Féadfaidh páistí a n-ainmneacha a scríobh ar phóstaer "Gaeilgeoir na Míosa" agus teastas a fháil ag tionól
- Déanfar athbhreithniú rialta ar straitéisí le Coiste na Gaeilge chun a chinntiú go bhfuil ionchur ag na páistí sna straitéisí atá á n-úsáid agus sna hiarrachtaí atá á ndéanamh sa scoil

Fóin Phóca agus Gléasanna Leictreonacha

Cloíann na téarmaí seo go hiomlán leis an *bPolasaí Úsáide Imghlactha*.

Ceadaíonn an scoil fóin phóca agus gléasanna leictreonacha laistigh de na paraiméadair seo a leanas amháin:

1. I gcásanna éigeandála, is é oifig na scoile an chéad phointe teagmhála i gcónaí
2. Féadfaidh páistí iarraidh labhairt lena dtuismitheoirí ar fhón na scoile má tá siad tinn nó imníoch
3. Mar chabhair leighis (m.sh., monatóireacht a dhéanamh ar leibhéil insilín), caithfidh tuismitheoirí iarratas a dhéanamh i scríbhinn chuig an mBord Bainistíochta. Má fhaomhtar é, coimeádfar an cead seo ar chomhad
4. Aon dalta le fón póca/gléas leictreonach gan chead, confascófar láithreach é. Glaofar ar thuismitheoirí chun é a bhailiú ón bPríomhoide
5. Má tá sárú eile ar an riail seo, coimeádfar an fón/gléas ar scoil ar feadh seachtaine agus caithfidh tuismitheoirí é a bhailiú go pearsanta
6. Má cheaptar go bhfuil ábhar míchuí ar fhón, caithfidh daltaí é a thabhairt don Phríomhoide. Caithfear caitheamh leis seo mar ábhar tromchúiseach
7. Ní ghlacann an scoil aon fhreagracht as fóin nó gléasanna a cailleadh, a goideadh, nó a damáisteadh ar fhoirgneamh na scoile nó ar thuras
8. Aon dalta a ghníomhachtaíonn nó a úsáideann a bhfón/gléas ar fhoirgneamh na scoile, ar thuras scoile, nó ag imeacht scoile, confascófar é. Cuirfear tuismitheoirí ar an eolas agus caithfidh siad é a bhailiú ón bPríomhoide
9. Caitheamh le mí-úsáid fón/fón ceamara laistigh d'fhoirgneamh na scoile mar ábhar tromchúiseach
10. Ní cheadaítear uaireadóirí cliste le cumas íomhánna, fuaime, nó físeáin a thaifeadadh do dhaltaí ar scoil ag aon am

Meáin Shóisialta (Páistí faoi 13)

Níor cheart go n-úsáidfí ardáin meán sóisialta gan mhaoirseacht ag páistí faoi bhun 13 bliana d'aois. Is ar thuismitheoirí atá an fhreagracht rochtain a bpáiste ar na cuntais seo a fhaireachán.

Má ghlacann do pháiste páirt in aon cheann de na nithe seo a leanas ar aon ardán ar líne:

- Cuntas a bhunú in ainm na scoile
- Grianghraif de bhaill foirne a roinnt gan chead

- Faisnéis clúmhillteach faoi bhaill foirne a chruthú
- Faisnéis clúmhillteach faoi bhaill foirne a thaitneamh nó a roinnt

Cuirfear do pháiste ar fionraí ón scoil sa chéad chás agus díbreofar ón scoil é/í as cionta athdhéanta de na nithe thuas.

Má tá tú ag tabhairt rochtain gan mhaoirseacht ar ardáin ar líne do do pháiste, mar thuismitheoirí ní mór duit freagracht iomlán a ghlacadh as iarmhairtí iompar ar líne do pháiste.

Fionraí agus Díbirt

Cé go bhfuil sé mar aidhm ag ár gcur chuige caidrimhúil an gá le fionraí nó díbirt a chosc, caithfidh scoileanna faoi Alt 23 den Acht Oideachais 2000 nósanna imeachta a leagan amach do na céimeanna tromchúiseacha seo.

Tá sé de dhualgas dlíthiúil ar an scoil nósanna imeachta cothroma a leanúint bunaithe ar phrionsabail an cheartais nádúrtha. Áirítear orthu seo:

An Ceart Éisteachta a Fháil:

- An ceart a bheith ar an eolas go bhfuil mí-iompar líomhnaithe á fhiosrú
- An ceart sonraí na líomhaintí agus na fianaise a fháil
- An ceart a bheith ar an eolas conas a dhéanfar cinneadh ar an gceist
- An ceart freagra a thabhairt ar líomhaintí sula ndéantar cinntí
- I gcás smachtbhannaí tromchúiseacha, an ceart éisteacht a fháil ón gcomhlacht cinnteoireachta
- I gcás go bhfuil fíricí conspóideacha, an ceart finnéithe a cheistiú

An Ceart Neamhchlaontachta:

- Easpa claontachta sa chinneadóir
- Nuair is féidir, an fhiosrúchán a scaradh ón gcinnteoireacht
- Ba cheart don Phríomhoide socrú a dhéanamh do bhall foirne eile chun fiosrúchán a dhéanamh agus torthaí a thuairisciú
- Caithfidh aon bhall Boird a bhfuil leas pearsanta acu iad féin a choinneáil ó phlé

Rúndacht:

- Déileálfar le gach ábhar a bhaineann le fiosrúchán ar mhí-iompar líomhnaithe faoi rún
- Coinneofar taifid i gcomhréir le reachtaíocht um Chosaint Sonraí

Cinntoidh an scoil nach mbeidh aon mhoill mhíchúiseach ann:

- Cuirfear na thuismitheoirí ar an eolas láithreach nuair a bheidh mí-iompar tromchúiseach á fhiosrú
- Socrófar cruinniú leis na thuismitheoirí laistigh de 2 lá scoile más féidir

- Déanfaidh an Príomhoide cinneadh laistigh de 5 lá scoile tar éis an chruinnithe
- Eiseofar fógra scríofa fionraí laistigh de 1 lá scoile tar éis an chinnidh
- Cuirfear an Bord Bainistíochta ar an eolas faoi gach fionraí ag a chéad chruinniú eile

Fionraí

Sula gcuirtear páiste ar fionraí, breathnaítear ar na nithe seo a leanas:

- Cineál agus comhthéacs an iompair
- Cad atá an t-iompar ag cur in iúl faoi riachtanais an pháiste
- Tionchar an iompair ar an bpáiste agus ar dhaoine eile
- Gach idirghabháil agus tacaíochtaí a trialáíodh go dtí seo
- An bhfuil an fionraí ar mhaithe leis an bpáiste
- Tionchar féideartha na fionraí ar an bpáiste

D'fhéadfaí fionraí a mheas nuair:

- Go ndearnadh gach iarracht tacú leis an bpáiste trí chur chuige caidrimhúla agus idirghabhálacha breise
- Go bhfuil tionchar díobhálach suntasach ag iompar an pháiste ar oideachas páistí eile
- Go bhfuil ceist sláinte agus sábháilteachta ann maidir leis an dalta ag fanacht ar scoil
- Go ndearna an páiste droch-iompar tromchúiseach ar nós fándálaíocht shuntasach nó goid

Nósanna Imeachta le haghaidh Fionraí Láithreach:

Nuair a dhéanann an Príomhoide cinneadh ar fhionraí láithreach bunaithe ar shábháilteacht daltaí/foirne/daoine eile:

- Caithfear imscrúdú a dhéanamh chun tacú leis an bhfionraí
- Cuirtear tuismitheoirí ar an eolas láithreach agus iarrtar orthu a bpáiste a bhailiú
- Cuirtear an Bord Bainistíochta ar an eolas faoin bhfionraí gan mhoill
- Socraítear cruinniú go práinneach chun plean tacaíochta a fhorbairt

Fad Fionraí:

- Is gnách go mbeidh fionraí tosaigh suas le 3 lá
- Teastaíonn athbhreithniú agus ceadú Bhord Bainistíochta le haghaidh fionraí níos mó ná 3 lá
- Féadfaidh an Bord údarú a thabhairt don Phríomhoide fionraí a shíneadh suas le 5 lá (faoi réir ceadú an Chathaoirligh) mura féidir leis an mBord teacht le chéile
- Ní féidir le fionraí níos mó ná 10 lá a bheith i gceist
- Má bhíonn iomlán fionraí níos mó ná 20 lá scoile i mbliain amháin, caithfidh an Bord athbhreithniú foirmiúil a dhéanamh

- Cuirtear tuismitheoirí ar an eolas faoin bpróiseas achomhairc má chuirtear páiste ar fionraí ar feadh níos mó ná 20 lá iomlán sa bhliain scoile

Díbirt

Ní dhíbreofar páiste ón scoil ach amháin nuair a chinnfidh an Bord Bainistíochta go bhfuil baint bhuan riachtanach, ag leanúint Alt 24 den Acht Oideachais 2000. Níl ag an mBord Bainistíochta amháin údarás chun dalta a dhíbirt.

Sula mbreathnaítear ar dhíbirt, caithfidh an scoil:

- Bualadh le tuismitheoirí agus an dalta chun gach bealach féideartha a iniúchadh chun tacú leis an bpáiste
- A chinntiú go dtuigeann an dalta agus an teaghlach tromchúis an cháis
- Gach idirghabháil agus tacaíochtaí a trialáíodh a dhoiciméadú
- Comhairle a lorg ó ghníomhaireachtaí cuí: FSS, NEPS, NEWB, NCSE

D'fhéadfaí díbirt a mheas nuair:

- Go bhfuil tionchar díobhálach tromchúiseach ag iompar páiste ar oideachas páistí eile
- Go bhfuil ceist sláinte agus sábháilteachta an-mhór ann maidir leis an dalta ag fanacht ar scoil
- Go ndearna an páiste droch-iompar tromchúiseach ar nós fándálaíocht shuntasach nó goid
- Go ndearnadh gach iarracht fhéideartha tacú leis an bpáiste agus lena dteaghlach, agus gurb í an díbirt an t-aon rogha atá fágtha

Díbirt Láithreach: Tá údarás ag an mBord Bainistíochta dalta a dhíbirt láithreach sna cúinsí eisceachtúla seo a leanas:

- Bagairt foréigneach thromchúiseach ar dhalta/fhoireann
- Ionsaí foréigneach
- Gníomhaíocht a bhaineann le drugaí ina bhfuil daltaí
- Ionsaí gnéasach

Nós Imeachta Achomhairc

Féadfaidh tuismitheoirí achomhairc a dhéanamh in aghaidh cinneadh páiste a chur ar fionraí nó a dhíbirt:

- Féadtar Achomhairc Alt 29 a chur isteach chuig Ard-Rúnaí na Roinne Oideachais agus Scileanna
- Cuirtear achomhairc isteach tríd an mBord Náisiúnta Leasa Oideachais

Tinreamh agus Poncúlacht

I gcomhréir le hAlt 18 den Acht Oideachais 2000, tá dualgas ar thuismitheoirí a chinntiú go bhfreastalaíonn a bpáiste ar scoil ón lá a chláraítear iad ar aghaidh.

Fógra faoi Neamhláithreachtaí

Iarrtar ar thuismitheoirí:

- An scoil a chur ar an eolas ar aip Aladdin roimh ré má tá a fhios acu go mbeidh a bpáiste as láthair, ag míniú an chúis, fad, agus dátaí na neamhláithreachta
- Nóta scríofa a sheoladh nuair a fhilleann an páiste ar scoil má bhí an neamhláithreacht gan choinne (m.sh., de bharr tinnis), ag tabhairt an chúis agus na dátaí

Coimeádann múinteoirí na nótaí agus teastais dochtúra go léir ar chomhad.

Comhpháirtíocht le Seirbhísí Leasa Oideachais TUSLA

Oibríonn an scoil i gcomhpháirtíocht le Seirbhísí Leasa Oideachais TUSLA:

- Déantar comhairle leis an Oifigeach Leasa Oideachais (EWO) maidir le freagrachtaí dlíthiúla agus dea-chleachtas
- D'fhéadfadh an EWO a bheith páirteach i dtacú le daltaí a bhfuil deacrachtaí leanúnacha tinrimh nó iompair acu
- Déanann an scoil comhairle leis an EWO sula smaoinítear ar dhíbirt
- Tuairiscíonn an Príomhoide fionraíochtaí do NEWB/TUSLA mar a cheanglaítear faoi Alt 21(4)(a) d'Acht an Oideachais (Leas) 2000
- De réir an Achta Oideachais, caithfear TUSLA a chur ar an eolas má chailleann leanbh níos mó ná 20 lá scoile

Tinreamh Maith a Chur Chun Cinn

- Cuirtear tuismitheoirí ar an eolas ag tús na bliana scoile faoi Alt 18 den Acht Oideachais 2000 agus tábhacht tinrimh rialta
- Seoltar meabhrúcháin abhaile i Meán Fómhair agus Eanáir ag neartú tábhacht tinrimh
- Spreagtar tuismitheoirí go láidir gan páistí a thógáil as scoil le haghaidh saoire le linn théarma scoile
- Tacaíonn atmaisféar dearfach, spreagúil, fáilteach sa scoil le tinreamh maith
- Aithnímid agus ceiliúrimid rannpháirtíocht, iarracht, agus fás pearsanta seachas tinreamh foirfe amháin
- Tuigimid go bhféadfadh roinnt páistí an scoil a bheith uathu ar chúiseanna tábhachtacha ar nós coinní teiripe, riachtanais leighis, nó am rialála sa bhaile, agus ní phionósaimid páistí as na neamhláithreachtaí riachtanacha seo
- Cuireann aitheantas tinrimh san áireamh imthosca aonair agus díritear ar rannpháirtíocht iomlán agus dul chun cinn an pháiste

Cód Éide Scoile

Tá dhá éide scoile againn: éide fhoirmiúil agus éide spóirt. Caitear iad seo ar laethanta ainmnithe mar a chuireann an scoil in iúl ag tús gach bliana.

Éide Fhoirmiúil:

- Brístí/brístí gearra scoile/sciorta/píonfóra náibhí
- Geansaí/cairdeagan gorm le suaitheantas na scoile
- Carbhat scoile le léine póló gorm

Éide Spóirt:

- Culaith riain ghorm, brístí fada nó brístí gearra na scoile

Ar mhaithe le comhionannas, féadfaidh cailíní brístí, sciorta, nó píonfóra a chaitheamh mar chuid dá n-éide fhoirmiúil.

Tacú le Riachtanais Céadfacha agus Cuimsiú:

Aithnímid go bhféadfadh íogaireachtaí céadfacha nó riachtanais eile a bheith ag roinnt páistí a dhéanann gnéithe den éide míchompordach nó dúshlánach. Tá muid tiomanta a bheith cuimsitheach i ndáiríre agus socruithe réasúnacha a dhéanamh.

Spreagtar tuismitheoirí teagmháil a dhéanamh leis an scoil má tá a bpáiste:

- Ag fulaingt le híogaireachtaí céadfacha a bhaineann le fabraicí, uigeachtaí, nó míreanna éadaigh áirithe
- Ag a bhfuil riachtanais leighis a éilíonn oiriúnú don éide
- Ag fulaingt le buairt shuntasach a bhaineann le haon ghné den chód éide

Oibreimid i gcomhar le teaghlaigh chun:

- Réitigh a aimsiú a choinníonn spiorad na héide agus riachtanais an pháiste á gcomhlíonadh
- Compord céadfach agus féinléiriú réasúnach a cheadú
- A chinntiú nach ndéantar míbhuntáiste ná nach n-eisiamhaítear aon pháiste de bharr céadfach nó riachtanais eile a bhaineann le ceanglais éide
- Dul i ngleic le gach cás le tuiscint agus solúbthacht

Is í folláine agus cuimsiú gach páiste ár dtosaíocht i gcónaí, agus oibreimid le teaghlaigh chun a chinntiú nach gcruthaíonn ceanglais éide bacainní do rannpháirtíocht iomlán i saol na scoile.

Nósanna Imeachta Gearán

Tá na nósanna imeachta seo leagtha amach go mionsonraithe inár bPolasaí Nósanna Imeachta Gearán ar féidir teacht air ar láithreán gréasáin na scoile: www.scoilnabhforbacha.ie.

Gearáin Theileafóin

Má fhaightear gearán teileafóin ag duine seachas an Príomhoide nó Rúnaí na Scoile, déanfaidh siad:

- Fiafraigh d'ainm an ghearánaí
- Fiafraigh dá gcaidreamh leis an scoil
- Tabhair faoi deara cad faoi atá an glao
- Cuir na sonraí seo ar aghaidh chuig an bPríomhoide

Ní lorgófar aon sonraí breise, agus ní dhéanfar teagmháil leis an ggearánaí thar an bhfón ach amháin ag an bPríomhoide. Cinnfidh an Príomhoide an bhfreagróidh siad láithreach nó an ndéanfaidh siad imscrúdú ar dtús.

Nós Imeachta Gearán Tuismitheoirí

Réiteach Neamhfoirmiúil

Spreagann an scoil réiteach luath neamhfoirmiúil ar ábhair inní:

- Tá fáilte roimh thuismitheoirí labhairt leis an múinteoir ranga mar chéad chéim
- Tá an Príomhoide ar fáil le haghaidh comhairliúcháin
- Éistfead le hábhair inní agus déileálfar leo go pras
- Lorgaíonn an scoil réiteach chomh gár agus is féidir d'fhoinse an fhadhbh

Gearáin Fhoirmiúla

Mura n-éiríonn le réiteach neamhfoirmiúil, leanfar an nós imeachta foirmiúil (sonraithe inár bPolasaí Gearán).

Cosaint ar Íospartú

Cinntíonn an scoil nach ndéantar íospartú ar aon duine a dhéanann gearán faoi idirdhealú, ciapadh, nó bulaíocht as labhairt amach.

Ceartha Achomhairc

Cuirtear tuismitheoirí agus daltaí ar an eolas faoi:

- Achomharc ar leibhéal na scoile chuig an mBord Bainistíochta
- Ceartha achomhairc faoi Alt 29 d'Acht an Oideachais 1998
- An tOmbudsman do Leanaí (nuair atá nósanna imeachta na scoile ídithe)

Tá Nósanna Imeachta Gearán oifigiúla Chumann Múinteoirí Éireann (C.M.É.) glactha ag an mBord Bainistíochta. Tá cúig chéim ann:

Céim 1

1. Ba cheart do thuismitheoir/caomhnóir ar mian leo gearán a dhéanamh dul i dteagmháil leis an múinteoir ranga ar dtús chun é a réiteach
2. Mura réitítear é, téigh i dteagmháil leis an bPríomhoide
3. Mura réitítear fós é, téigh i dteagmháil le Cathaoirleach an Bhoird Bainistíochta

Céim 2

1. Mura réitítear an gearán fós, ba cheart don tuismitheoir/caomhnóir é a chur isteach i scríbhinn le Cathaoirleach an Bhoird Bainistíochta
2. Cuireann an Cathaoirleach an gearán faoi bhráid an mhúinteora agus déanann sé iarracht é a réiteach laistigh de 5 lá

Céim 3 Mura réitítear go neamhfoirmiúil é, an Cathaoirleach (faoi réir údarás an Bhoird):

1. Soláthraíonn sé cóip den ghearán scríofa don mhúinteoir
2. Socraíonn sé cruinniú leis an múinteoir agus (i gcás ábhartha) an Príomhoide laistigh de 10 lá tar éis an gearán scríofa a fháil

Céim 4

1. Mura réitítear fós é, déanann an Cathaoirleach tuairisc fhoirmiúil don Bhord laistigh de 10 lá tar éis chruinniú Chéim 3
2. Má mheasann an Bord go bhfuil an gearán gan bunús, cuirtear an dá pháirtí ar an eolas laistigh de 3 lá
3. Má mheasann an Bord go bhfuil an gearán bunaithe nó go bhfuil gá le tuilleadh imscrúdaithe:
 - Cuirtear an múinteoir ar an eolas
 - Faigheann an múinteoir cóipeanna d'fhianaise scríofa
 - Iarrtar ar an múinteoir ráiteas scríofa a sholáthar
 - Tugtar deis don mhúinteoir a gcás a chur i láthair an Bhoird (le duine dá rogha féin i láthair)
 - Tarlaíonn an cruinniú seo laistigh de 10 lá tar éis chruinniú Chéim 3

Céim 5

1. Nuair atá an t-imscrúdú críochnaithe, cuireann an Cathaoirleach cinneadh an Bhoird in iúl i scríbhinn don mhúinteoir agus don ghearánaí laistigh de 5 lá
2. Is cinneadh críochnaitheach é cinneadh an Bhoird

Critéir Ratha

Cinnfear éifeachtúlacht an pholasaí seo trí:

- Fianaise ar chaidreamh dearfach, measúil ar fud na scoile
- Fianaise ar pháistí ag forbairt rialála mothúchánaí agus scileanna sóisialta
- Aiseolas ó dhaltaí, múinteoirí, agus tuismitheoirí
- Laghdú ar eachtraí iompair dhúshlánaigh
- Cur i bhfeidhm iomlán na gcur chuige caidrimhúla atá leagtha amach sa pholasaí seo ag gach ball foirne
- Páistí ag mothú sábháilte, sásta, agus ceangailte ar scoil

Tagairt do Pholasaithe Eile

Ailíníonn an polasaí seo leis na polasaithe scoile seo a leanas:

- Plean OSPC

- Frith-Bhulaíochta (Bí Cineálta)
- Nós Imeachta Gearán
- Sláinte & Sábháilteacht
- Oideachas Riachtanas Speisialta
- Polasaí Úsáid Inghlactha Idirlín
- Polasaí Saor ó Smartphone
- Polasaí Folláine

Róil & Freagrachtaí

- Cinntíonn an Bord Bainistíochta go gcuirtear an polasaí i bhfeidhm ar fud na scoile
- Cuireann foireann na scoile an polasaí i bhfeidhm le tacaíocht ó dhaltaí agus tuismitheoirí
- Déanann an Príomhoide agus an Leas-Phríomhoide monatóireacht ar chur i bhfeidhm le tacaíocht na foirne
- Tá tuiscint agus tacaíocht ó dhaltaí agus tuismitheoirí riachtanach le haghaidh cur i bhfeidhm rathúil

Conclúid

I Scoil na bhForbacha, tá leas is fearr na bpáistí go léir i gcroílár ár gcroí. Táimid tiomanta do thimpeallacht a chruthú ina mothaíonn gach páiste sona, sábháilte, agus sásta ar scoil. Tá folláine ár ndaltaí go léir i lár gach rud a dhéanaimid, agus oibrímid go leanúnach chun a chinntiú gur féidir le gach páiste rathú agus bláthú i bpobal ár scoile.

Léiríonn an Cód Iompair seo ár gcreideamh gur bhunús iompair dhearfaigh é caidreamh láidir, muiníneach, atúnadh mothúchánach, agus tuiscint. Nuair a mhothaíonn páistí ceangailte, tuigthe, agus tacaíthe, is fearr atá siad in ann foghlaim, fás, agus forbairt ina ndaoine muiníneacha, cúramach, agus freagracha.

Faoi threoir ár mana 'Is Féidir Linn!', creidimid go bhfuil an cumas ag gach páiste rathú nuair a thugtar an tacaíocht cheart, an spreagadh, agus na deiseanna dóibh foghlaim agus fás.

Déanfar athbhreithniú ar an bPolasaí seo i 2028.

Glactha thar cheann an Bhord Bainistíochta leis an gCód Iompar athbhreithnithe seo ar

Dáta: 26ú Samhain, 2025

Sínte: Murt Ó Cualáin

Cathaoirleach an Bhoird Bhainistíochta
Bainistíochta

Dáta: 26ú Samhain, 2025

Sínte: Áine Ní Thuathail

Príomhoide/Rúnaí ag an mBord

Dáta: 26ú Samhain 2025

Code of Behaviour - Scoil na bhForbacha

The school community, including staff, pupils, parents and Board of Management revised this Code of Behaviour during the 2025/2026 school year.

Rationale

- *To ensure that there is an orderly, relational environment in the school to promote learning and wellbeing.*
- *It is a requirement of the Education Act (Welfare) 2000, Paragraph 23 (1), that schools prepare a Code of Behaviour for all registered pupils in the school. In Paragraph 23 (2) it details that the Code of Behaviour must define:*
 - *(a) The standard of behaviour that shall be observed by every pupil attending the school.*
 - *(b) Measures to be taken when a pupil fails or refuses to observe these standards.*
 - *(c) The procedures to be followed before a pupil is suspended or expelled from the school.*
 - *(d) The grounds for removing a suspension imposed on a pupil.*
 - *(e) The procedures to be followed relating to notification of a child's absence from school.*
 - *(f) To ensure that the Code of Behaviour fulfills the legal requirements and to develop best practice as laid out in the Code: Guidelines for Schools, NEWB, 2008.*

Aims

- *To ensure that there is an educational environment in line with our Vision Statement.*
- *To enable the school to function in an orderly manner so that the children can progress in all areas of their development.*
- *To create an atmosphere of respect and understanding for each other where all are accepted.*
- *To promote positive behaviour and self-regulation, while recognising pupils' individuality.*
- *To ensure the physical and emotional safety of every member of the school community.*
- *To assist parents and pupils understand the system and procedures of the Code of Behaviour and to look for their co-operation in applying these procedures.*
- *To build strong, trusting relationships between staff and pupils that support emotional regulation and prosocial behaviour.*
- *To understand that behaviour is a form of communication and to respond to the underlying needs being expressed.*
- *To foster a "Is Féidir Linn!" attitude where children believe in their ability to learn, grow, and overcome challenges.*

Our Relational Approach to Behaviour

At Scoil na bhForbacha, we recognise that behaviour is a form of communication. When children display challenging behaviour, they are often communicating an unmet need or difficulty with emotional regulation. Our approach is guided by our school motto 'Is Féidir Linn!' - believing that with support, understanding, and encouragement, every child can succeed and develop positive behaviours.

Our approach is based on the following principles:

Understanding Behaviour as Communication

- *All behaviour communicates something about how a child is feeling or what they need*
- *Some behaviours (such as fidgeting) may help children self-soothe and engage better in learning*
- *Children need to be emotionally regulated before they can engage meaningfully in learning or reflection*
- *When children are dysregulated or disconnected, their rational brain is not fully accessible*

Building Relationships

- *Strong, trusting relationships between staff and pupils are at the heart of our approach*
- *Staff work to understand each child as an individual and attune to their unique needs*
- *We focus on connection before correction*
- *Staff engage in emotional coaching, helping children understand their feelings and the impact of their behaviour*

Supporting Regulation

- *Children need support to regulate their emotions before they can consider their behaviour or prosocial alternatives*
- *Staff help children develop emotional regulation skills through modelling, teaching, and support*
- *We recognise that not all behaviour is a choice, and not all behaviour is within a child's conscious control*
- *We provide scaffolding to help children develop reflection skills appropriate to their age and stage*

Natural Consequences and Learning

- *We focus on helping children understand the natural consequences of their actions*
- *We use restorative practices to help children repair relationships and learn from challenging situations*
- *We avoid sanctions that shame or isolate children from their peers*
- *We promote understanding rather than punishment*

General School Expectations

The children are expected to communicate entirely through Gaeilge except when English as a subject is being taught.

We expect children to:

- *Speak Gaeilge from the time they enter the school gates*
- *Have respect for themselves and for all others*
- *Respect school property, the property of other pupils and teachers, and their own property*
- *Be mannerly, honest and sincere with all in the school community - staff, children, parents and visitors*
- *Attend school regularly and be on time*
- *Be kind to their companions/peers and be prepared to help others*
- *Try their best in both schoolwork and homework*
- *Resolve difficulties/conflict in a respectful way*
- *Use respectful language when speaking*
- *Walk (not run) in the school building, and use appropriate voice levels indoors*

Classroom Expectations

Teachers work with children to co-create classroom expectations. Examples include:

- *Be kind, share, help others and take turns*
- *Listen to children/teachers when they are speaking*
- *Be mannerly, remain seated (when appropriate), excuse yourself and say please and thank you*
- *Have respect for yourself, others and their property*
- *Ask permission before touching others or their belongings*
- *Be mindful and compassionate of other people's needs*
- *Put up your hand when you have something to say to the class or to the teacher*
- *Keep your place clean, be respectful of school property and of the school environment*
- *Be safe - always walk in the school buildings*
- *Do your best with your schoolwork and your homework*

Whole School Approach to Supporting Positive Behaviour

Our Relational Framework

Special emphasis is put on encouraging a positive, relational environment/atmosphere in class and throughout the school. We focus on:

- *Connection: Building strong, trusting relationships between staff and pupils*
- *Co-regulation: Staff helping children regulate their emotions*
- *Understanding: Seeing behaviour as communication and responding to underlying needs*

- *Teaching: Helping children develop emotional literacy, empathy, and prosocial skills*
- *Restorative Practice: Repairing relationships and learning from challenging situations*

Staff as Role Models

The staff ensure that they are always setting good examples and that we are good role models for the children.

Staff:

- *Model emotional regulation and respectful communication*
- *Use respectful, relationship-building language*
- *Focus on understanding the feelings that drive certain behaviours*
- *Respond with empathy and support while maintaining clear boundaries*

Recognising and Encouraging Positive Behaviour

Positive behaviour and effort are acknowledged through a variety of strategies:

- *A quiet word to express pleasure or satisfaction: "I noticed how kindly you helped..."*
- *Write a positive note in the child's copy*
- *Bring the child to visit another teacher or the principal to share their success*
- *Acknowledgment in front of a group or the class*
- *Give a special responsibility or privilege (e.g., Am Órga)*
- *Word of acknowledgment to parent, in spoken or written form*
- *Other forms of recognition such as certificates*

We reinforce our 'Is Féidir Linn!' ethos by recognising effort, growth, and perseverance alongside achievement.

Important Note: *We focus on intrinsic motivation and emphasise the natural positive consequences of prosocial behaviour.*

Professional Development and Collaboration

As part of our ongoing commitment to supporting children's wellbeing and promoting positive behaviour, the entire staff of Scoil na bhForbacha are currently participating in a two-year professional training programme in Relate, a behavioural framework devised by the National Council for Special Education (NCSE).

Relate is a comprehensive, evidence-based approach that helps schools interpret, understand, and respond effectively to student behaviour. It aligns fully with our school's relational ethos, supporting staff to view behaviour as communication and to respond with empathy, consistency, and understanding.

This training enhances our capacity to implement trauma-informed, relationship-based, and regulation-focused strategies throughout the school. It also supports the

ongoing development of emotional literacy, restorative practice, and co-regulation within all classrooms and school settings.

- *Staff are given opportunities to discuss, amend and agree on school policies and procedures*
- *Staff engage in ongoing professional development in relational practice, trauma-informed approaches, and restorative practices*
- *The school has engaged with OIDE in development of the Wellbeing Framework*
- *Staff meet regularly to share ideas and support each other in implementing relational approaches*

Teaching and Learning Environment

- *Teaching aims to be effective, with a comprehensive and stimulating curriculum*
- *Tasks are adapted to meet children's abilities and learning styles*
- *Classroom management procedures and effective teaching methods that encourage learning are fostered*
- *The school's SPHE curriculum is used to support positive behaviour through Circle Time, Cruinniú na Maidine, relationship-building activities, and emotional literacy development*
- *The main aim of the SPHE Curriculum is to develop children's communication, appropriate interaction and emotional regulation skills, and to develop their conflict resolution skills while encouraging self-respect, acceptance of differences, and active citizenship*
- *The school ensures that evidence based programs such as Friends for Life, Zippy's Friends and The Leans Project are used to promote students' mental health, build resilience, and develop social-emotional skills.*

Special Educational Needs

The Code of Behaviour supports children who have learning difficulties as a result of special needs through:

- *School Support Plans that include support for emotional regulation and behaviour*
- *Behaviour support plans developed collaboratively with the SEN team, parents, class teacher and Special Needs Assistants*
- *Social skills groups and clear strategies set out in discussion with all relevant parties*
- *Recommendations for support from local services (SENO, NEPS, Public Health Services, etc.)*
- *Recognition that some children may need additional support with emotional regulation and that their behaviour may not always be within their conscious control*
- *Individualised approaches that recognise each child's unique needs and circumstances*

Roles & Responsibilities

Board of Management

The Board of Management's role is to ensure:

- *An annual audit of the Code of Behaviour is conducted*
- *A formal review schedule is established (minimum every 3 years or as needed)*
- *An action plan with timeframes is developed when gaps are identified*
- *Staff are given time and opportunities during school development planning days to engage in review work*
- *Audit findings are shared with the school community*
- *Ensure that a Code of Behaviour is developed and implemented fully in the school*
- *Ensure the full school community is involved in its development, implementation and review*
- *Promote the school's ethos and take overall responsibility for all school policies*
- *Formally record when the Code of Behaviour is accepted and ratified, its implementation date, and review schedule*
- *Support staff in implementing the Code of Behaviour through professional development opportunities and providing resources*

Parents/Guardians

To implement the Code of Behaviour effectively, it is essential to have the full support of parents. We ask parents to:

- *Understand and support the school's relational approach to behaviour*
- *Help their children develop empathy, respect for themselves and others*
- *Encourage children to attend school regularly and on time*
- *Support children in their efforts with Gaeilge*
- *Take an interest in their child's schoolwork and support them in doing their best*
- *Know and support the School's Code of Behaviour*
- *Follow appropriate procedures if they have concerns about any aspect of their child's schooling*
- *Co-operate with staff when addressing behavioural concerns*
- *Inform the school of any issues/difficulties that could affect their child's progress or behaviour*
- *Help their children with homework when necessary*
- *Ensure their children have schoolbooks and necessary materials*

Communication with School: *There is very open communication between staff and parents. When a draft of the policy was prepared, it was shared on the school's website and parents were invited to make recommendations. We work collaboratively with Coiste na dTuismitheoirí (CAIRDE) and welcome their input.*

Information sessions are organised on various aspects of the Code of Behaviour to support parents, including topics such as cyberbullying, internet safety, Stay Safe programme, and conflict resolution.

Parents are reminded that they ultimately have responsibility for their child's behaviour in school and are expected to cooperate fully with this policy to ensure the health and safety of all pupils.

Children

- *Children are consulted in the drafting of classroom expectations*
- *The main points of the Code of Behaviour are discussed with children at age-appropriate levels*
- *Children are given regular opportunities to give their opinions through assembly, Coiste na Gaeilge, Comhairle na nÓg, and classroom discussions*
- *Children are encouraged to discuss school expectations at home with parents/guardians*

Comhairle na nÓg/Student Council

Scoil na bhForbacha has established a Student Council so that children have a voice regarding behaviour, school rules and events. The Student Council:

- *Meets regularly (usually fortnightly, or more frequently if needed)*
- *Helps draft classroom expectations and a child friendly Code of Behaviour Charter (see Appendix 1).*
- *Participates in assemblies*
- *Promotes friendship and inclusion*
- *Supports younger children*
- *Sets an example of positive behaviour*
- *Monitors and reviews the Code of Behaviour*

Supporting Positive Behaviour in Practice

In the Classroom

Teachers use relational strategies to create a positive learning environment:

1. *Build relationships: Get to know each child as an individual, understand their strengths, challenges, and what helps them feel safe and regulated*
2. *Create a welcoming atmosphere: Foster an open, caring classroom where children feel valued and where they care for one another*
3. *Co-create expectations: Work with children to develop classroom expectations that they understand and have ownership of*
4. *Display expectations clearly: Have expectations visible in the classroom and refer to them regularly such as Comhairle na nÓg's Code of Behaviour Charter*
5. *Teach emotional literacy: Help children understand and name their emotions and the emotions of others*

6. *Model emotional regulation: Demonstrate calm, respectful responses even in challenging situations*
7. *Use positive, specific language: Focus on what children are doing well rather than what they're doing wrong*
8. *Understand behaviour as communication: Staff will reflect on underlying cause to behaviour. When challenging behaviour occurs, ask "What is this child trying to tell me?"*
9. *Support regulation before correction: When a child is dysregulated, help them calm down before addressing the behaviour*
10. *Use visual supports: Visual timetables and available regulation toolkit resources can help children stay regulated and on task*
11. *Provide choice and autonomy: Where appropriate, give children choices to support their sense of agency*
12. *Structured, engaging learning: Use varied teaching methods, active participation, group work, and activities that stimulate children's interest*
13. *Implement expectations consistently and fairly: Apply expectations in a predictable way that children can understand*
14. *Engage in restorative conversations: When harm occurs, facilitate conversations that help children understand how their behaviour affects themselves and others*
15. *Help children learn how to repair relationships*

In the Yard

- *Clear expectations for the yard are developed and discussed with children through classroom discussion, assembly, and regular reminders in class, assembly and on school intercom*
- *Teachers develop and ensure continuity in expectations for behaviour on the way to yard (stairs), in the yard and use of toilets (permission must be sought)*
- *Expectations are implemented consistently and fairly*
- *Children play while being mindful of the safety of all in the yard*
- *There are two breaktimes during the school day: 10:45-11:00 and 12:40-1:00*
- *A supervision rota ensures sufficient adults are present (teachers and SNAs)*
- *When children need support with regulation in the yard, they are brought to a co-regulation space where a member of staff helps them to reset, feel safe, and develop understanding of what happened*
- *We use Restorative Practice to address conflicts that arise between pupils (see BÍ Cineálta Policy)*
- *Children are expected to walk in a line to and from the yard*
- *After playtime, the bell sounds and children walk to their lines and stand quietly until collected by a member of staff*
- *Class teachers are responsible for supervising their classes walking to and from the yard unless they are on yard duty. If this is the case, an SNA will walk children to class*
- *The yard duty teacher informs the class teacher of any significant incident in the yard*

Wet Days

1. *On wet days, children stay in their classrooms*
2. *Children engage in activities such as watching Cúla 4, playing board games, reading, or completing quiet activities*
3. *Teachers and SNAs on the yard rota are divided among classes and move regularly from room to room*
4. *Children may play in groups if engaging in quiet classroom games (Jenga, Lego, board games, etc.)*

School-Related Activities

The standards and expectations within the Code of Behaviour also apply to pupils who are away from the school grounds but still in the care of the school (e.g., school tours, matches, after-school activities, Club Obair Bhaile, training, and school-organised events).

Supporting Children When Behaviour is Challenging

Our Approach

When children display challenging behaviour, we recognise that:

- *The child may be dysregulated or disconnected*
- *The child may not be thinking rationally*
- *The child may need support to regulate before he/she can engage in reflection or problem-solving*
- *The behaviour may be communicating an unmet need*

Steps Staff Take

1. Connection and Co-regulation

- *Staff approach the child calmly and with empathy*
- *The child is supported to reflect in a designated safe place.*
- *The staff help the child regulate through calm presence, reassurance, and support*
- *They may use calming strategies such as deep breathing, a quiet space, a movement break, use of An Seomra Scíth, use of the regulation toolkit resource box*
- *A member of staff stays with the child to provide co-regulation support*
- *The co-regulation space is a safe and supportive environment*

2. Understanding

- *Once the child is calm enough, staff seek to understand what happened*
- *They ask questions like: "What was happening for you?" "What did you need?" "How were you feeling?" The child may answer verbally, illustration or in writing.*
- *They help the child develop awareness of their emotions and needs*

- *Staff record observations to identify patterns or triggers*

3. Teaching and Problem-Solving

- *Staff help the child understand the impact of their behaviour on themselves and others*
- *Staff work with the child to identify alternative strategies for next time*
- *Staff teach specific skills the child may need (e.g., asking for help, using calming strategies, expressing emotions with words)*
- *They make a plan together for how to handle similar situations in the future*

4. Restoration

- *If the behaviour has caused harm, staff facilitate a restorative conversation*
- *The child has an opportunity to understand the impact and to repair the relationship*
- *This may involve an apology, making amends, or another form of restoration appropriate to the situation*
- *The focus is on learning and repairing*

5. Documentation and Support

- *Teachers document significant behavioural incidents, including what strategies were used and what seemed to help*
- *They look for patterns to understand triggers and needs*
- *They share relevant information with parents through a phone call or through the Restorative Practice worksheet that the child brings home*
- *The teacher develop individualised support plans with support staff when patterns of difficulty emerge*

Examples of Appropriate Sanctions (as suggested in *Developing a Code of Behaviour: Guidelines for Schools - NEWB*).

The following are examples of sanctions that may be used (not exhaustive):

- Verbal reminder/reprimand (delivered respectfully)
- Written reflection on behaviour and its impact (Restorative Practise worksheet)
- Loss of privilege directly related to the misbehaviour
- Requirement to make amends or restore harm done
- Temporary removal from the peer group (with supervision and support)
- Report to Principal
- Formal report to Board of Management
- Suspension (following procedures outlined)

When Additional Support is Needed

If a child is experiencing ongoing difficulty with behaviour:

Stage 1: Classroom-Based Support

- *The teacher documents the behaviour, including context, triggers, and what helps*
- *The teacher tries different strategies and approaches*
- *The teacher may consult with colleagues or support staff*

Stage 2: Parental Involvement

- *The teacher contacts the parent to share observations and concerns*
- *Together, they discuss what might be happening for the child*
- *They develop a shared understanding and consistent approach between home and school*
- *The teacher continues to document and try supportive strategies*

Stage 3: Additional School Support

- *The teacher, parent, and principal meet to discuss the situation*
- *They may involve support staff (SEN teacher, SNA if relevant)*
- *They develop a Behaviour Support Plan that identifies:*
 - *The child's strengths and interests*
 - *Triggers and early warning signs*
 - *Strategies that help the child regulate*
 - *How adults will respond to support the child*
 - *Goals and next steps*
- *Regular review meetings are scheduled*

Stage 4: External Support

- *If needed, the school may recommend assessment or support from external agencies such as NEPS, HSE, or other appropriate services*
- *Parents and the schoolwork together to access these supports*
- *Recommendations from external professionals are incorporated into the child's support plan*

When Immediate Safety is a Concern

If a child's behaviour poses an immediate safety risk to themselves or others:

- *Staff prioritise safety first - removing other children from harm or, if necessary, removing the child to a safe space*
- *Staff remain calm and use de-escalation techniques*
- *Other children are supported to understand (in age-appropriate ways) that everyone is kept safe at school*
- *Parents are contacted and may be asked to collect their child if the child cannot be safely supported in school that day*

- *A meeting is arranged promptly to develop a safety plan before the child returns to school*
- *External support is sought where appropriate*

Responding to Specific Situations

Riail na Gaeilge – Is Féidir Linn!

Gaeilge is the spoken language of the school. Every child must speak Gaeilge in the classroom, in the playground, in the school environment and at occasions related to school matters (i.e. trips, games, competitions, sacraments etc.). Attention must always be paid to Riail na Gaeilge.

- *In the case where a child from rang 1 to rang 6 is regularly speaking English and disregarding Riail na Gaeilge the teacher will:*
 - *Have a conversation with the child to understand any difficulties*
 - *Work with the child to set goals for using Irish*
 - *Involve parents if the pattern continues*

If a child continues to making little or no effort to speak Gaeilge, the principal will be informed and the principal will implement appropriate sanctions in accordance with the Code of Behaviour. The age of the child will be taken into account when implementing Riail na Gaeilge.

While we maintain Riail na Gaeilge throughout the school, in line with the positive ethos of our school, we ensure that Gaeilge is presented in a positive light and we regularly highlight the richness, benefits and positive aspects of our language and culture to the children.

- *Teachers on the yard distribute positive acknowledgment when they hear children making effort to communicate through Irish*
- *Efforts are recognised at assembly through "Gaeilgeoir na Míosa"*
- *Children may write their names on the "Gaeilgeoir na Míosa" poster and receive a certificate at assembly*
- *There will be regular review of strategies with Coiste na Gaeilge to ensure that the children have input into the strategies being used and efforts being made in the school*

Mobile Phones and Electronic Devices

The following terms abide fully by the Acceptable Use Policy.

The school permits mobile phones and electronic devices only within the following parameters:

1. *In emergency situations, the school office remains the first point of contact*

2. *Children may request to speak to their parents on the school phone if feeling unwell or anxious*
3. *As a medical aid (e.g., monitoring insulin levels), parents must apply in writing to the Board of Management. If approved, this permission will be kept on file*
4. *Any pupil with a mobile phone/electronic device without permission will have it confiscated immediately. Parents will be called to collect it from the Principal*
5. *If there is a further breach of this rule, the phone/device will be kept at school for one week and parents must collect it personally*
6. *If a phone is suspected to contain unsuitable material, pupils must hand it over to the Principal. This will be treated as a serious matter*
7. *The school holds no responsibility for phones or devices lost, stolen, or damaged on school grounds or trips*
8. *Any pupil who activates or uses their phone/device on school grounds, on a school tour, or at a school event will have it confiscated. Parents will be informed and must collect it from the Principal*
9. *Misuse of a phone/camera phone within school grounds will be treated as a serious matter*
10. *Smart watches with capacity to record images, audio, or video are not permitted for pupils in school at any time*

Social Media (Children Under 13)

Social media platforms should not be used unsupervised by children under 13 years of age. The responsibility lies with parents to monitor their child's access to these accounts.

If your child engages in any of the following on any online platform:

- *Setting up an account in the school's name*
- *Sharing photos of staff members without permission*
- *Creating defamatory information about staff members*
- *Liking or sharing defamatory information about staff members*

Your child will be suspended from school in the first instance and expelled from school for a repeat offense of the above.

If you are giving your child unsupervised access to online platforms, you as parents need to take full responsibility for the consequences of your child's online behaviour.

Suspension and Expulsion

While our relational approach aims to prevent the need for suspension or expulsion, schools must under Section 23 of the Education Act 2000 outline procedures for these serious steps.

Suspension

Before a child is suspended, the following are considered:

- *Type and context of the behaviour*

- *What the behaviour is communicating about the child's needs*
- *Impact of the behaviour on the child and others*
- *All interventions and supports tried to date*
- *Whether suspension is in the child's best interests*
- *Possible impact of the suspension on the child*

Suspension may be considered when:

- *Every effort has been made to support the child through relational approaches and additional interventions*
- *The child's behaviour is having significant harmful effects on the education of other children*
- *There is a health and safety issue with the student remaining in school*
- *The child has engaged in serious misconduct such as significant vandalism or theft*

Fair procedures in Suspension and Expulsion

The school is required by law to follow fair procedures based on principles of natural justice. These include:

- *The Right to Be heard*
- *The right to know that alleged misbehaviour is being investigated*
- *The right to know the details of allegations and evidence*
- *The right to know how the issue will be decided*
- *The right to respond to allegations before decisions are made*
- *Where sanctions are serious, the right to be heard by the decision-making body*
- *Where facts are disputed, the right to question witnesses*
- *The Right to Impartiality: Absence of bias in the decision-maker*
- *Where possible, separation of investigation from decision-making*
- *The Principal should arrange for another staff member to investigate and report findings*
- *Any Board member with a personal interest must absent themselves from deliberations*

Confidentiality:

- *All matters relating to investigation of alleged misbehaviour will be dealt with in confidence - Records will be maintained in accordance with Data Protection legislation*

Procedures for Immediate Suspension: *When the Principal makes a decision for immediate suspension based on the safety of students/staff/other persons:*

- *An investigation to support the suspension must be conducted*
- *Parents are notified immediately and asked to collect their child*

- *The Board of Management is made aware of the suspension without delay*
- *A meeting is arranged promptly to develop a support plan*

The school will ensure there are no undue delays:

- *Parents will be informed immediately when serious misbehaviour is being investigate*
- *A meeting with parents will be arranged within 2 school days where possible*
- *The Principal will make a decision within 5 school days of the meeting*
- *Written notification of suspension will be issued within 1 school day of the decision*
- *The Board of Management will be notified of all suspensions at its next meeting*

Length of Suspension:

- *Initial suspension will typically be up to 3 days*
- *A suspension of more than 3 days requires Board of Management review and approval*
- *The Board can authorise the Principal to extend a suspension up to 5 days (subject to Chairperson's approval) if a Board meeting cannot convene*
- *A suspension may not exceed 10 days*
- *If suspensions total more than 20 school days in a year, the Board must conduct a formal review*
- *Parents are informed of the appeal process if a child is suspended for more than 20 days total in the school year*

Expulsion

A child will be expelled from school only when the Board of Management decides that permanent removal is necessary, following Section 24 of the Education Act 2000. Only the Board of Management has authority to expel a student.

Before considering expulsion, the school must:

- *Meet with parents and student to explore all possible ways to support the child*
- *Ensure that the student and family understand the seriousness of the situation*
- *Document all interventions and supports that have been tried*
- *Seek advice from appropriate agencies: HSE, NEPS, NEWB, NCSE*

Expulsion may be considered when:

- *A child's behaviour is having serious harmful effects on the education of other children*
- *There is an extreme health and safety issue with the student remaining in school*
- *The child has engaged in serious misconduct such as significant vandalism or theft*

- *Every possible effort has been made to support the child and their family, and expulsion is the only remaining option*

Immediate Expulsion: *The Board of Management has authority to immediately expel a pupil in the following exceptional circumstances:*

- *A serious violent threat to student/staff*
- *Violent assault*
- *Drug-related activity involving students*
- *Sexual assault*

Appeals Procedure

Parents may appeal a decision to suspend or expel a child:

- *A Section 29 Appeal may be lodged to the Secretary General of the Department of Education and Skills*
- *Appeals are lodged through the National Education Welfare Board*

Attendance and Punctuality

In accordance with Section 18 of the Education Act 2000, parents are obliged to ensure their child attends school from the day they are registered onwards.

Notification of Absences

Parents are asked to:

- *Inform the school on the Aladdin app in advance if they know their child will be absent, explaining the reason, length, and dates of absence*
- *Send a written note when the child returns to school if the absence was unexpected (e.g., due to illness), giving the reason and dates*

Teachers keep all notes and doctor's certificates on file.

Partnership with TUSLA Educational Welfare Services

The school works in partnership with TUSLA Educational Welfare Services:

- The Educational Welfare Officer (EWO) is consulted about legal responsibilities and good practice

- The EWO may be involved in supporting students with persistent attendance or behaviour difficulties

- The school consults with the EWO before considering expulsion

- The Principal reports suspensions to NEWB/TUSLA as required under Section 21(4)(a) of the Education (Welfare) Act 2000

- According to the Education Act, TUSLA must be notified if a child misses more than 20 days of school.

Promoting Good Attendance

- *Parents are informed at the beginning of the school year about Section 18 of the Education Act 2000 and the importance of regular attendance*
- *Reminders are sent home in September and January reinforcing the importance of attendance*
- *Parents are strongly encouraged not to take children out of school for holidays during term time*
- *Creating a positive, stimulating, and welcoming atmosphere in the school supports good attendance*
- *We recognise and celebrate engagement, effort, and personal growth rather than perfect attendance alone*
- *We understand that some children may need to miss school for important reasons such as therapy appointments, medical needs, or regulation time at home, and we do not penalise children for these necessary absences*
- *Recognition of attendance takes into account individual circumstances and focuses on the child's overall engagement and progress*

School Dress Code

We have two school uniforms: formal uniform and sports uniform. These are worn on designated days as communicated by the school at the beginning of each year.

Formal Uniform:

- *Navy trousers/school shorts when weather is suitable/skirt/pinafore*
- *Blue jumper/cardigan with school crest*
- *School tie with blue polo shirt*

Sports Uniform:

- *Blue tracksuit with runners*

In the interest of equality, girls may wear trousers, skirt, or pinafore as part of their formal uniform.

Supporting Sensory Needs and Inclusion:

We recognise that some children may have sensory sensitivities or other needs that make aspects of the uniform uncomfortable or challenging. We are committed to being truly inclusive and making reasonable accommodations.

Parents are encouraged to contact the school if their child:

- *Has sensory sensitivities related to certain fabrics, textures, or clothing items*
- *Has medical needs that require adaptation to the uniform*
- *Experiences significant distress related to any aspect of the dress code*

We will work collaboratively with families to:

- *Find solutions that maintain the spirit of the uniform while accommodating the child's needs*
- *Allow for sensory comfort and reasonable self-expression*
- *Ensure that no child is disadvantaged or excluded due to sensory or other needs related to uniform requirements*
- *Approach each situation with understanding and flexibility*

The wellbeing and inclusion of every child is always our priority, and we will work with families to ensure uniform requirements do not create barriers to full participation in school life.

Complaints Procedures

These procedures are outlined in detail in our Complaints Procedures Policy which can be found on the school website: www.scoilnabhforbacha.ie.

Telephone Complaints

If a telephone complaint is received by someone other than the Principal or School Secretary, they will:

- *Ask for the name of the complainant*
- *Ask for their relationship to the school*
- *Note what the call is about*
- *Pass these details to the Principal*

No further details will be sought, and the complainant will not be engaged over the phone except by the Principal. The Principal will decide whether to respond immediately or investigate first.

Parental Complaints Procedure

Informal Resolution

The school encourages early, informal resolution of concerns:

- *Parents are welcome to speak with the class teacher as a first step*
- *The Principal is available for consultation*
- *Concerns will be listened to and addressed promptly*
- *The school seeks resolution as close as possible to the origin of the problem*

Formal Complaints

If informal resolution is not achieved, the formal procedure (detailed in our Complaints Policy) will be followed.

Protection from Victimisation

The school ensures that anyone who complains about discrimination, harassment, or bullying is not victimised for speaking out.

Appeal Rights

Parents and students are advised of:

- School-level appeal to Board of Management*
- Section 29 appeal rights under Education Act 1998*
- Ombudsman for Children (when school procedures exhausted)*

The Board of Management has adopted the official Complaints Procedures of the Irish National Teachers Organisation (I.N.T.O.). There are five stages:

Stage 1

- 1. A parent/guardian who wishes to make a complaint should first approach the class teacher to resolve it*
- 2. If unresolved, approach the Principal Teacher*
- 3. If still unresolved, approach the Chairperson of the Board of Management*

Stage 2

- 1. If the complaint remains unresolved, the parent/guardian should lodge it in writing with the Chairperson of the Board of Management*
- 2. The Chairperson brings the complaint to the teacher's attention and seeks to resolve it within 5 days*

Stage 3 *If not resolved informally, the Chairperson (subject to Board authorisation):*

- 1. Supplies the teacher with a copy of the written complaint*
- 2. Arranges a meeting with the teacher and (where applicable) the Principal within 10 days of receiving the written complaint*

Stage 4

- 1. If still unresolved, the Chairperson makes a formal report to the Board within 10 days of the Stage 3 meeting*
- 2. If the Board considers the complaint unsubstantiated, both parties are informed within 3 days*
- 3. If the Board considers the complaint substantiated or requiring further investigation:*
 - o The teacher is informed*
 - o The teacher receives copies of written evidence*
 - o The teacher is requested to provide a written statement*

- *The teacher is afforded an opportunity to present their case to the Board (with a person of their choosing present)*
- *This meeting occurs within 10 days of the Stage 3 meeting*

Stage 5

1. *When the investigation is complete, the Chairperson conveys the Board's decision in writing to the teacher and complainant within 5 days*
2. *The Board's decision is final*

Criteria for Success

The effectiveness of this policy will be determined by:

- *Evidence of positive, respectful relationships throughout the school*
- *Evidence of children developing emotional regulation and social skills*
- *Feedback from students, teachers, and parents*
- *Reduction in challenging behaviour incidents*
- *Full implementation of the relational approaches outlined in this policy by all staff members*
- *Children feeling safe, happy, and connected at school*

Reference to Other Policies

This policy aligns with the following school policies:

- *SPHE Plan*
- *Anti-Bullying (Bí Cineálta)*
- *Complaints Procedure*
- *Health & Safety*
- *Special Needs Education*
- *Acceptable Internet Usage Policy*
- *Smartphone Free Policy*
- *Wellbeing Policy*

Roles & Responsibilities

- *The Board of Management ensures the policy is implemented throughout the school*
- *The school staff implement the policy with support from students and parents*
- *The Principal and Vice Principal monitor implementation with staff support*
- *Understanding and support from students and parents are essential for successful implementation*

Conclusion

At Scoil na bhForbacha, we have all the children's best interests at heart. We are committed to creating an environment where each child feels happy, safe, and content in school. The wellbeing of all our pupils is at the centre of everything we do,

and we work continuously to ensure that every child can thrive and flourish in our school community.

This Code of Behaviour reflects our belief that strong, trusting relationships, emotional attunement, and understanding are the foundation of positive behaviour. When children feel connected, understood, and supported, they are best able to learn, grow, and develop into confident, caring, and responsible individuals.

Guided by our motto 'Is Féidir Linn!', we believe that every child has the capacity to thrive when given the right support, encouragement, and opportunities to learn and grow.

This Policy will be reviewed in 2028.

Glactha thar cheann an Bhord Bainistíochta leis an gCód Iompar athbhreithnithe seo ar

Dáta: 26ú Samhain, 2025



Sínte: Murt Ó Cualáin

Cathaoirleach an Bhoird Bhainistíochta
Bainistíochta

Dáta: 26ú Samhain, 2025



Sínte: Áine Ní Thuathail

Príomhoide/Rúnaí ag an mBord

Dáta: 26ú Samhain 2025

DEA-IOMPAR AN TSEOMRA RANGA

LERIGH MEAS

Tabhair aird ar an duine atá ag caint.
Bí béasach, bí ionraic, bíodh meas agat ar
mhaoin daoine eile

LABHAIR GAELIGE

Tá muid bródúil gur scoil Ghaeltachta
muid - "Ligimis don Ghaeilge bláthú."

BÍ SABHAILTE

Siúl go ciúin, cúramach go
háirithe ar an staighre.

DÉAN DO DHICHEALL

Bí bródúil as an obair a dhéanann tú agus
an bealach a iompraíonn tú tú féin ar scoil.

BÍ CINEALTA

Bí tuisceanach ar riachtanais dhaoine eile.
Caith go deas, lách le chuile dhuine.

Comhairle na nÓg 2025

Dea-iompar na Scoile



labhair Gaeilge

léirigh meas



bí cineálta

déan do dhícheall



bí sábháilte

bí dearfach



Comhairle na n-óg 2025