



---Cód Iompair---

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1. Réamhrá:

Dréachtadh an polasaí seo ar dtús nuair a buaníodh an scoil i 2006 agus rinneadh athbhreiniú air i rith 2018 agus 2019, tar éis dul i gcomhairle le múinteoirí, tuismitheoirí, scoláirí agus an Bord Bainistíochta agus arís i rith 2026. Tá sé bunaithe ar na moltaí atá leagtha amach ag an mBord Náisiúnta Leasa Oideachais maidir le alt 23 den *Acht Oideachais(Leas) 2000*.

Is mian linn polasaí iompair a chur i bhfeidhm a chinnteodh an deis dúinn ar fad saol slán agus saol sona a chaitheamh le linn ár dtréimhse i nGaelscoil na Lochanna.

Tá sé mar aidhm ag an bpolasaí féin-smacht a fhorbairt i ngach páiste trí dhea-iompar a spreagadh. Aithnítear sa chód an ceart atá ag an uile pháiste oideachas a fháil i dtimpeallacht atá réasúnta saor ó iompar toirmeascach. Is mó a leagann na múinteoirí béim ar luachanna saothair ná ar ghníomhartha smachta mar go gcreideann siad go mbainfidh an cur chuige seo na torthaí is fearr amach i ndeireadh báire.

Beidh an Cód Iompair múinte do na scoláirí sa rang.

Seasann na rialacha céanna do gach páiste sa scoil. Maidir le páistí le riachtanais speisialta oideachais beidh na rialacha céanna i bhfeidhm. Déanfaidh an múinteoir nó na speisialtóirí seiceáil go gcuirtear na rialacha in iúl ar bhealach gur féidir le mic léinn a bhfuil riachtanais speisialta oideachais acu iad a thuiscint.

Is cóir an polasaí a léamh agus a thuiscint taobh lena polasaithe eile seo atá sa scoil:

- Polasaí Iompar Dúshlánach ASD
- Polasaí um Chumhdach Leanaí
- Polasaí ar Riail na Gaeilge
- Polasaí Frithbhulaíochta
- Polasaí ar Shábháilteacht
- Polasaí Iontrála
- Straitéis Tinrimh na scoile
- Polasaí Éide scoile
- Polasaí Poncúlachta
- Polasaí ar Obair bhaile
- Polasaí Cumarsáide

2. Aidhmeanna:

Is mian leis an scoil na haidhmeanna a leanas a bhaint amach:

- Ligtear don scoil feidhmiú ar bhealach ordúil, socair ina mbíonn atmaisféar dearfach cairdiúil ann
- Cruthaítear atmaisféar ina mbíonn meas agus cineáltas i leith daoine eile, óg agus aosta agus ina bhfuil an curchuige aisiríochta lárnach chun coimhlintí a réiteach
- Spreagtar iompar dearfach agus féin-smacht i measc na bpáistí chun gur féidir aitheantas a thabhairt do dhifriochtaí sóisialta, fisiciúla, acadúla agus creidimh.
- Cinntítear sábháilteacht agus leas na mball go léir de phobal na scoile
- Cuidítear le tuismitheoirí agus daltaí na córais agus nósanna imeachta atá mar chuid den Chód Iompair a thuiscint agus iarrtar a gcomhoibriú agus na beartais sin á gcur i ngníomh
- Cinntítear go gcuirtear an córas rialacha, aisiríochta, gradam agus smachtbhannaí i bhfeidhm ar bhealach cothrom, leanúnach

3. Prionsabail:

1. Is féidir iompar a fhoghlaim. Ciallaíonn sé seo go bhféadann sé athrú.

2. Tarlaíonn iompar taobh istigh de chomhthéacs áirithe agus i ndáil le daoine eile. Is bunús do thuiscint a fháil ar an iompar, an chomhthéacs a thuiscint.
3. Tá dlúthbhaint ag teagasc agus foghlaim éifeachtach le dea-iompar. Is ionad foghlama agus teagasc í an scoil. Nuair a bhíonn an bhéim ar an bhfoghlaim agus an teagasc sa scoil is lú am a chaitear ar chursaí iompair.
4. Is don phobal scoile iomlán an cód-iompair. San áireamh, clúdaíonn sé an bhealach lena caithfimid ar fad lena chéile.(múinteoirí, tuismitheoirí, páistí, cuairteoirí).
5. Cuirfimid luach aird ar fhéin-mhuinín gach páiste a chothú i gcónaí.
6. Cuirimid luach aird freisin ar an gcur chuige aisiríocha chun coimhlintí a réitiú.
7. Aithníonn an polasaí seo, gur is éifeachtaí na hiarrachtaí chun dea-iompair a chur chun cinn, nuair a oibríonn an baile agus an scoil i dteannta a chéile.
8. Is mian linn a bheith i gcónaí cothrom agus seasta le gach páiste.
9. Cuirfimid sa scoil béim ar dhea-iompair a chothú/ a mhúineadh seachas drochiompair a stopadh.

I gcás “droch-iompair, aithníonn an scoil an bhealach is fearr chun tabhairt faoi ná:

- béim a chur ar an iompar is ceart a léiriú seachas síorchaint faoin drochiompair
- plé leis an bpáiste agus comhthéacs iomláin an pháiste a chur san áireamh
- bealaí a aimsiú chun cuidiú le mic léinn a niompar féin a thuiscint, na fáthanna is bun leis an iompair sin agus bealaí a bhféadfadh siad freagracht a ghlacadh as a n-iompair agus as a gcuidreamh.

4. Na Caighdeáin:

sé sin spriocanna le baint amach (Déanfar iad seo a mhúineadh dona páistí agus a chrochadh timpeall na scoile)

Is óna caighdeáin seo a fhaightear na rialacha scoile agus ranga

Na Caighdeáin



Beimid ag súil go mbeidh :

Beidh meas agam orm féin agus ar dhaoine eile

Taispeánfaidh mé cineáltas agus beidh mé toilteanach cuidiú le daoine eile

Beidh mé Cúirtéiseach agus dea-bhéasach le daoine eile

Beidh mé Cothrom

Beidh mé ullamh bealaí urramacha a úsáid chun deacrachtaí agus coimhlint a réiteach

Beidh mé réidh Maithiúnas a thabhairt

Beidh meas agam ar dhifriochtaí

Tuigim go bhfuil orm

Freastal ar scoil go rialta agus a bheith poncúil

Mo dhícheall a dhéanamh sa rang

Cloí leis na rialacha

Cabhrú le timpeallacht dhearfach shábháilte a chruthú

Meas a bheith agam ar an bhfoireann

Meas a bheith agam ar dhaltaí eile agus ar a gcuid foghlama

Páirt a ghlacadh i ngníomhaíochtaí scoile

Caighdeán an t-iompar do ghlactha

Tuigim nach nglacfar le:

- Iompar a ghortaíonn daoine eile (bulaíocht, ciapadh, leithcheal agus íospairt san áireamh)
- Iompar a chuireann isteach ar theagasc agus ar fhoghlaim
- Bagairtí nó duine eile a ghortú go fisiceach
- Damáiste do mhaoin
- Goid

5. Rólanna:

Bord

Caithfidh an bord bheith cinnte go sásaíonn an polasaí Treoireacha an NEWB “*Códiompair a Fhorbairt: Treoirlínte i gcomhair scoileanna, 2008.*” Tá Ról ag an mbord an polasaí seo a dhréachtú agus fhoilsiú agus a chinntiú go gcuirtear i bhfeidhm na cleachtais go cothrom tríd na scoile. Caithfidh an Bord bheith cinnte go ndéantar athbhreiniú rialta ar an bpolasaí san fhoirm atá molta sna treoirlíntí (iniúchadh) agus go gcoinneáítear taifead ar an iniúchadh sin.

Múinteoirí

Tá ról lárnach ag Múinteoirí sa scoil i gcur i bhfeidhm an pholasaí seo le tacaíocht ó na tuismitheoirí agus na mic léinn. Beidh ar Mhúinteoirí an Cur chuige Aisiríoch, an Córas Moladh agus Córas Smachtbhannaí a chur i bhfeidhm go cothrom le gach páiste. Déanfaidh an fhoireann a chinntiú gur áit oscailte, fáilteach í an scoil do thuismitheoirí ionas nach mbeadh aon drogall orthu teacht chun cainte le foireann na scoile. Tá cumarsáid an-oscailte ag foireann na scoile agus tuismitheoirí na scoile. Má bhíonn cúis inní maidir le h-iompar páistí déantar teagmháil le tuismitheoirí.

Príomhoide

Déanfaidh an Príomhoide/L.P.O. comhordnú agus monatóireacht ar an gcód le tacaíocht ón bhfoireann. Déanfar cinnte de go bhfuil cóip den pholasaí ag gach múinteoir agus gur chuid den próiseas ionductú é an plé faoi seo le múinteoirí nua. Beidh ról ag an bPríomhoide/ L.P.O. aird a tharraingt ar ghnéithe den pholasaí ó am go céile ag cruinnithe foirne chun a chinntiú go bhfuil sé á chur i bhfeidhm go cothrom agus i gceart.

Tuismitheoirí

Beidh ar thuismitheoirí amháin cóip den chóras iompair a léamh agus foirm “Glacadh le Polasaithe” a shíniú roimh don pháiste áit a ghlacadh sa scoil. Má bhíonn aon athraithe cuirfear in iúl iad do na tuismitheoirí iad. Tá ról lárnach ag na tuismitheoirí/ caomhnóirí sa scoil maidir leis na caighdeáin iompair a spreagadh agus a thacú sa scoil. Tá tacaíocht agus comhoibriú tuismitheoirí riachtanach má tá an polasaí le bheith éifeachtach. Iarrtar orthu ról a ghlacadh in aon iniúchadh nó athbhreiniú a dhéantar ar an bpolasaí. Iarrtar orthu an dialann obair bhaile a shíniú gach oíche, chomh maith le haon chártaí iompair a fhaigheann an páiste agus tacú leis na páistí cloí lena rialacha maidir le poncúlacht, éide scoile, lóin sláintiúil, obairbhaile srl. Beifear ag súil le tuiscint agus tacaíocht ó na tuismitheoirí i gcur i bhfeidhm an chóid. Cabhraíonn dearcadh agus tacaíocht tuismitheoirí i leith na scoile agus i leith na múinteoirí go mór le hiompar na bpáistí.

Má bhíonn cúis inní le léiriú ag tuismitheoir faoi aon eachtra/iompair ní fólaír don tuismitheoir an teolas a thabhairt chuig an múinteoir ranga sa chéad dul síos agus má ghá ansin don Phríomhoide.

Páistí

Tá ról ag na páistí cloí le rialacha na scoile agus ligint do gach páiste saol sona a chaitheamh sa scoil. Tá ról faoi leith ag páistí sna hardranganna dea-shampla a thaispeáint do pháistí óga na scoile. Le páistí mar chroílár saol iomláin na scoile, tá freagracht orainn ar fad a chinntiú go mbíonn páistí sábháilte agus chomh fada agus is féidir linn, sona, ar scoil. Beifear ag súil le tuiscint agus tacaíocht ó na daltaí i gcur i bhfeidhm an chóid. Tá ról faoi leith ag Coiste na bPáistí le tacaíocht a thabhairt do pháistí eile cloí leis na rialacha.

6. Rialacha Scoile:

Tá na Rialacha scoile bunaithe ar na Caighdeáin Iompair atá leagtha síos.

1. Gaeilge a úsáid i gcónaí anseo

Is é seo bun riail na scoile,
Gaeilge a úsáid sa seomra,
sa chlós agus
nuair a bhailimid le chéile.

Chun an Ghaeilge a chur ar aghaidh sa scoil, usáidfidh foireann na scoile raon tactaicí msh.:

- an tumoideachas
- ceachtanna éifeachtach a dhéanamh chun an teanga a mhúineadh agus an foclóir a leathnú
- mealladh agus moladh i gcónaí
- duaiseanna a bhronnadh ar pháistí a dhéanann Gaeilge mhaith a úsáid
- cairt nó corás ranga a choiméad ar úsáid na Gaeilge agus duais/plaic srl a bhronnadh
- An Ghaeilge sa scoil a cheiliúradh (.i. Grianghraf a fhoilsiú de Ghaeilgeoirí is fearr gach mí, Teastas Gaeilgeoir na Seachtaine a bhronnadh gach seachtain agus Trofaí Gaeilgeoir an Lae a bhronnadh sna ranganna Naíonáin gach lá)
- cabhrú le páistí atá deacrachtaí acu dul i dtaithí ar Ghaeilge a úsáid
- an saol scoile a bhunú timpeall ar rudaí Ghaelach (ábhar cultúrtha, ceol, spórt, ealaín...)

Cuirtear ag leibhéal rang a haon, riail na Gaeilge i bhfeidhm sa scoil. Éilítear ar pháistí Naí Mhóra tar éis seachtain na Gaeilge ar aghaidh Gaeilge amháin a úsáid. Tá Céimeanna Riail na Gaeilge leagtha síos sa Pholasáí Ghaeilge (2018/19)

2. Meas a thaispeáint :

Ó thaobh iompair de, is é a bheith measúil ar a chéile an bunchloch dena hidircaidrimh ar fad a bhíonn eadrainn agus tá an léiriú measa ceangailte go láidir le héiteas Chríostaí na scoile. Cruthaíonn an meas timpeallacht dhearfach.

Bíonn ar pháistí meas a thaispeáint dóibh féin, do dhaltaí eile agus a gcuid foghlama. Iarrtar orthu a ndícheall féin a dhéanamh dul i mbun foghlama agus páirt iomláin a ghlacadh sna ceachtanna agus i ngníomhaíochtaí scoile.

Bíonn orthu meas a bheith acu ar na múinteoirí agus ar fhoireann na scoile.

Bíonn orthu treoireacha an mhúinteora/ foireann na scoile a leanúint.

Bíonn orthu meas a bheith acu ar pháistí atá difriúil leo agus a bheith dea-bhéasach agus cuirtéiseach le foireann na scoile, daltaí eile, cuairteoirí a thagann ag an scoil agus le daoine eile a bhuaileann

siad leo agus iad ag ócáid scoile taobh amuigh den scoil (.i. Cluiche spóirt, turas scoile, imeacht eagraithe ag Coiste na dTuistí).

Bíonn ar na páistí meas a thaispeáint do fhearas na scoile agus do ghiúrléidí gur le páistí eile. Iarrfar ar pháistí a bheith cineálta agus cothrom le gach duine timpeall orthu agus a bheith toilteanach cuidiú le daoine timpeall orthu. Má tharlaíonn sé go mbíonn titim amach nó coimhlint ann, spreagfar, ag baint úsáide as an gcur chuige aisiríocha, gach duine, meas a thaispeáint agus bheith réidh agus oscailte teacht ar bhealaí urramacha chun aon choimhlintí a réiteach, agus ansin a bheith réidh maithiúnas a lorg agus thabhairt.

3. Ciúnas/ iompair ordúil a choinneáil ag amannta cuí:

Bíonn ar na páistí a bheith sochair agus iompair ordúil a léiriú nuair a lorgáítear sin sa scoil (.i. sa seomra ranga, ag halla na gcotaí, sna leithris, sna líntí, sa tionóil). Tá sé riachtanach go mbeidh gach duine in ann foghlaim gan cur isteach agus go mbeidh gach duine in ann mothú slán agus sábháilte ar scoil.

4. Sa Chlós

Tá rialacha faoi leith a bhaineann leis an iompar sa chlós.

Siúlann na páistí go dtí agus ón gclós go hordúil (gan rith) agus déanann siad líne láithreach nuair a bhuaitear an cloigín.

Ní bhíonn cead acu an clós a fhágáil gan chead a fháil ar dtús (.i. Lorgaíonn siad cead dul ag an leithreas nó cota a bhailiú).

Imríonn siad go hordúil lean chéile agus cloíonn siad le treoireacha tugtha faoi imirt ar an bhféar/ fhearas spóirt a úsáid i gceart/ glanadh suas.

Níl cead acu bheith garbh lena chéile agus spreagfar na páistí, ag baint úsáide as an gCur Chuie Aisiríocha, leithscéal a ghabháil nuair a tharlaíonn timpist, cabhrú nuair a bhíonn duine gortaithe agus meas a thaispeáint ar a chéile i rith cluichí.

Do pháistí nach gclóíonn le rialacha sa chlós d'fhéadfaí go gcuirfear ag seasamh amach iad ag an mballa ar feadh 5/10/15 nóiméid nó go dtí an seomra foirne/ Príomhoide iad.

5. Rialacha eile

Tá rialacha leagtha síos agus mínithe i bpolasaithe eile maidir le éide scoile, obairbhaile, poncúlacht, iompar bulaíochta agus úsáid fóin/taibleidí de.

Bíonn ar pháistí meas a bheith acu ar na rialacha sin agus cloí leo.

Ní ghlactar sa scoil le haon iompar a chuireann isteach ar theagasc agus ar fhoghlaim nó a ghortaíonn daoine eile, nó aon iompair atá bagarthach nó a dhéanann damáiste nó goid. Ní cheadaítear droch theanga a úsáid nó ainmneacha maslacha a ghlaoch ar pháiste eile.

7. Rialacha Ranga:

Tá na rialacha ranga bunaithe ar na Caighdeáin Scoile agus na Rialacha Scoile. Mar sin, beidh “an Ghaeilge” agus an “meas” mar bhunclocha de rialacha an tseomra ranga. Beidh an cur chuige aisiríocha lárnach sa chúig a phléimid rialacha an tseomra ranga agus sa chaoi a chaithimid lena chéile sa rang.

Pléifear tábhacht na Gaeilge sa rang ag tús na scoilbliana agus go minic i rith na scoilbliana le gach rang. Spreagfar na Naíonáin Gaeilge a úsáid timpeall na scoile ón gcéad lá ar scoil. Beimid ag súil le Gaeilge amháin (.i. gan aon Bhéarla) óna páistí sna Naíonáin Mhóra tar éis Seachtain na Gaeilge agus tiocfaidh Riail na Gaeilge i bhfeidhm ag Rang 1. Féach an Polasaí ar Riail na Gaeilge.

Pléifear an focal “Meas” ag tús na bliana leis an rang agus as an gcómhrá tiocfaidh na rialacha ranga. .i. Chun meas a thaispeáint sa seomra seo-

- Cóimeádfaimid ár mboird agus ár seomra neata.
- Éisteóimid lena chéile.
- Éisteóimid leis an múinteoir agus leanaimid treoireacha an mhúinteora.
- Má bhíonn titim amach beimid in ann é a réiteach le chéile.

Beidh an teanga aisiríocha lárnach sa chaint seo, sa chur chuige a bhíonn sna seomraí ranga agus sna rialacha iad féin. Tabharfaidh an curchuige seo úinéireacht dona páistí ar na rialacha ranga.

Nósanna eile sa seomra ranga

Tá roinnt nósanna againn a chuirfear i bhfeidhm i ngach seomra ranga.

- Crochann na páistí cótaí ina airde taobh amuigh den seomra.
- Nuair a fhágann páistí á suíocháin, cuireann siad an cathaoir isteach agus suas ag deireadh an lae.
- Siúlann na páistí isteach agus amach ón rang agus timpeall na scoile go dtí an clós i gcónaí (Ní bhíonn aon rith ann).
- Bíonn lóin sláintiúil ag páistí sa rang agus molaimid sin.
- Tógann páistí a mbruscar féin abhaile leo ach sa chás nach féidir cuireann siad sa bhosca bruscar cuí é.

Cuirfear na rialacha i bhfeidhm ag tagairt don Chóras Moladh, don Chur Chuige Aisiríocha agus don Chóras Smachtbhanna mar atá mínithe sa pholasaí seo.

8. Córas Moladh:

Cuireann an scoil agus na múinteoirí béim ar atmaisféar dearfach a chothú sa scoil. Chun béim a chur ar an dea-iompar tá na rudaí seo a leanas ar siúl sa scoil chun aitheantas a thabhairt do dheaiompar:

- Teastas Dalta na Seachtaine: Don iarracht is fearr ar scoil i rith na seachtaine.
- Duaiseanna agus Teastas don Ghaeilge: Don iarracht is fearr sa Ghaeilge i rith na seachtaine/na míosa.
- Moladh agus spreagadh ó bhéal/ ó scríobh ón Múinteoir/ bPríomhoide
- Jabanna agus freagrachtaí tugtha do pháistí mar dhuais
- Pribhléidí tugtha do pháistí (.i. suíochán deas, áit chun tosaigh ag ócáidí)
- Pasanna Obairbhaile
- Teastais molta
- Nótaí moladh go tuistí
- Greamóga molta
- Duaiseanna beaga

Feidhmníonn an nósanna imeachta seo sa scoil mar straitéisí coiscithe don drochiompair, chomh maith le féinmhúinín na bpáistí a spreagadh agus a fhorbairt.

Rudaí eile atá i bhfeidhm chun comhoibriú, talúin na bpáistí agus dea-iompar a spreagadh:

- Cultúr láidir ionchuimsitheach tríd na scoile
- Coiste na bPáistí (ó 2017/18)
- Spóirt: Foirne Peile, Iománaíochta agus Camógaíochta, Lúthchleasaíochta
- Gníomhaíochtaí eagraithe ag am spraoi sa chlós agus Cluichí chlóis múinte dona páistí

- Seomra Ciúin

9. Curchuige Aisiríocha:

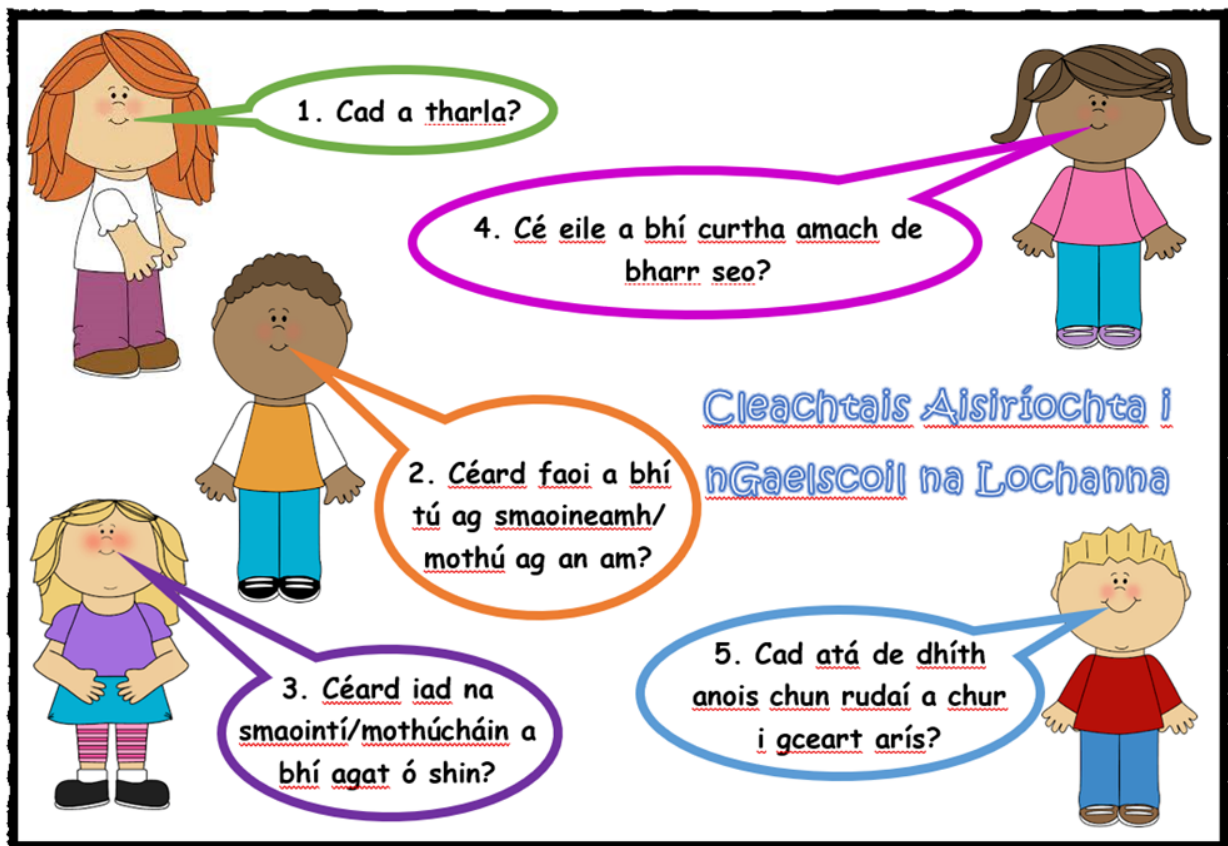
Chun deileáil le ceisteanna smachta, glacfaidh an scoil cur chuige aisiríocha. An aidhm atá ag pobal na scoile ag deileáil le hargóintí, easaontais agus troideanna ná an gaol idir daltaí, baill foirne agus tuistí a athbhunú. Beidh curchuige “gan milleán” againn ag iarraidh comhbhá a fhorbairt i measc na foirne agus i measc na bpáistí tríd:

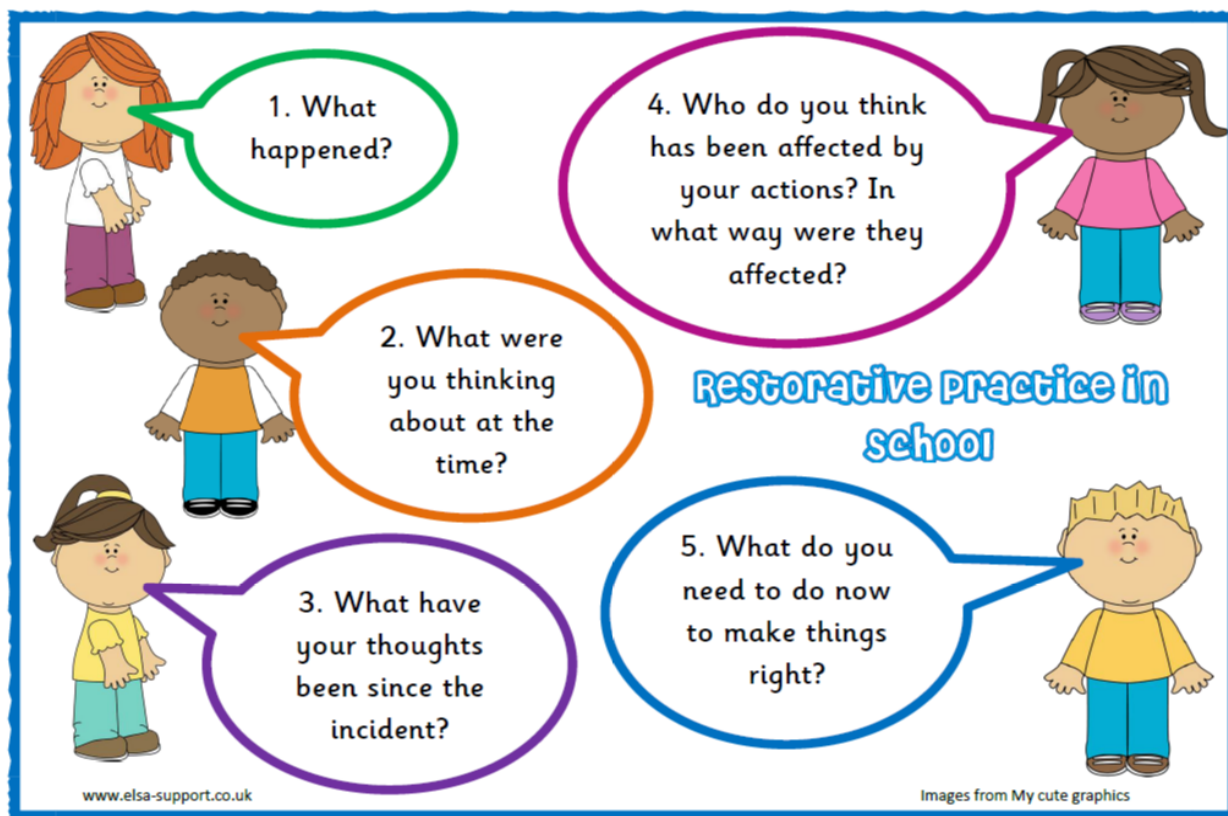
- ❖ am ciorcail
- ❖ teanga mothúcháinach a úsáid
- ❖ Na ceisteanna seo a leanas a úsáid chun deileáil le heachtraí sa rang nó sa chlós

1. Cad a tharla?
2. Cad faoi a bhí tú ag smaoineamh ag an am?
3. Cad iad na smaointí a bhí agat ó shin?
4. Cé eile atá curtha amach de bharr seo?
5. Cad atá de dhíth anois chun rudaí a chur i gceart arís?

Aithnítear nach noireann an curchuige seo do gach eachtra nó gach duine indibhidiúil. Má shíltear nach noireann an curchuige thuas nó nach bhfuil ag éirí leis an gcur chuige seo cuirfean an cuid eile den chód iompair seo thíos i bhfeidhm.

Beidh baill den fhoireann scoile ag fáil traenáil ar an gCur Chuige seo i rith 2019-2020 agus táimid ag súil leis an gcurchuige a fhorbairt sa scoil de réir a chéile.





10. Córas Smachtbhanna:

I gcásanna nach noireann an gcurchuige thuas dóibh nó nuair nach bhfuil ag éirí leis an gcurchuige nó uaireannta taobh leis an gcurchuige thuas, caithfear smachtbhannaí a bheith ann a chuirfear i bhfeidhm go cothrom, go cóir agus go leanúnach. Má tá smachtbhanna le cur i bhfeidhm cuirtear an scoláire ar an eolas faoi chúis an smachtbhanna agus tugtar deis dó/di freagra a thabhairt. Bíonn an teanga agus an gcurchuige aisiríocha fós lárnach sa phróiseas seo.

Tá na smachtbhannaí céimnithe seo ag rith go caighdeánach tríd na scoile. Tá 7 gcéim ann. Ag céim 3 tugtar Cárta Bán do pháiste, ag céim 5 tugtar Cárta Buí agus ag céim 6 tugtar Cárta Dearg. Nuair a thugtar cárta is slí é le tuismitheoirí a chur ar an eolas faoin iompair agus iarrtar orthu an cárta a shíniú agus a chur ar ais ar scoil an lá dár gcionn. Coimeádfaidh an scoil taifead ar na cártaí. Tá míniú ar gcóras na gCártaí thíos.

| Céim | Sa rang / Sa chlós |
|------|---|
| 1 | Ceartú agus Réasúnú leis an dalta |
| 2 | Páiste a chur go Bord ciúin sa seomra más chúí nóam amach sa chlós |
| 3 | Cárta Bán a thabhairt don pháiste a bheidh le síniú sa bhaile ** Ní bhíonn córas na gcártaí i gceist sna ranganna Naíonáin ach déanfar drochiomair a thairfead. |
| 4 | Má leanann an dalta ag fáil cártaí, féadfaidh an scoil Plean Iompraíochta a chuir i bhfeidhm chun páistí a spreagadh chun díriú ar iompraíochtaí dearfacha (agus ar an gcaoi sin na Cártaí Bána a scriosadh). |
| 5 | Má fhaigheann páiste Cárta Buí, ba chóir do na tuismitheoirí agus don mhúinteoir ranga bualadh le chéile agus teacht ar chomhaontú maidir |

| | |
|---|---|
| | le bealach chun dul i ngleic leis an iompar, (an Plean Iompair a thosú nó a mhodhnú mar shampla). |
| 6 | Cárta Dearg -Ciallaíonn Cárta Dearg go bhfuil an páiste curtha ar fionraí/ le cailliúnt amach ar Thuras deireadh na Bliana. |
| 7 | Díbirt ón scoil |

I gcás mór eachtraí rachaidh an múinteoir ranga i dteagmháil leis an bPríomhoide láithreach agus/nó tuismitheoirí nuair is gá.

Míniú ar na Na Cártaí Bána, Buí agus Dearga

Glantar na céimeanna ag deireadh an lae agus tosaíonn gach scoláire as an nua gach maidin.

Cárta Bán. (Ag céim 3)

Chun Cárta Bán a fháil caithfidh páiste trí chéim a fháil i rith an lae .i. múinteoir ag ceartú iompar an pháiste trí huair.

Nó Freisin is féidir Cárta Bán a fháil láithreach le haghaidh:

- Iompar mí ordúil halla na gcótaí/ sa leithreas/ ag an tionóil/ sna lintí
- Ainmneacha a ghlaoch ar pháiste eile.
- Sárú rialacha an chlóis
- Easpa aird ar threoiracha an mhúinteora

Cárta Buí

- 6 Chárta Bána sa bhliain
- Drochmheas ar mhúinteoir a léiriú
- Drochtheanga a úsáid
- Foréigean/ Buille
- Briseadh Riail fóin/ípad na scoile
- Iompar Bulaíochta tar éis gealltanas iompraíochta a bhriseadh
- Damáiste/ Gadaíocht (nach timpist é):
 - a. don scoil.
 - b. fearas scoile .
 - c. aon rud a bhaineann le páiste eile.

I measc na nósanna eile a mbainfear úsáid astu nuair is gá, áirítear iad seo a leanas:

- An dalta a cheartú chomh maith le comhairle a thabhairt faoi bhealach feabhsaithe
- An dalta a chur chuig an bPríomhoide / Leas Príomhoide ar a bhfuil cúram cúrsaí smachta
- Obair bhaile scríofa bhreise a thabhairt
- Seans go niarrfar ar pháiste obair nach bhfuil sásúil a athdhéanamh
- Seans go niarrfar ar pháiste suíochán sa seomra ranga a mhalartú/ a bhogadh
- Seans go niarrfar ar pháiste an rang-ghrúpa a fhágáil agus dul faoi stiúr múinteoir eile
- Teagmháil le tuismitheoirí (glaoch fóin/ litir abhaile/ cruinniú a lorg)
- Coigistiú fóin phóca (féach Polasaí na bhFón Póca)
- Pribhléidí a bhaint (m.sh. Am Órga?)
- Cásanna eisceachtúla a chur faoi bhráid an Bhoird Bhainistíochta

11. Fionraí (Cárta Dearg):

Ciallaíonn Cárta Dearg go bhfuil an páiste curtha ar fionraí/ le cailliúnt amach ar Thuras deireadh na Bliana. Tugtar Cárta Dearg má bhíonn:

1. Tionchar dochrach tromchúiseach ag iompar an mhic léinn ar oideachas na mac léinn eile nó
2. Bagairt ann do shábháilteacht agus an mic léinn ag fanacht sa scoil I láthair na huaire nó
3. An mac léinn freagrach as damáiste tromchúiseach do mhaoin.

Bíonn Cárta Dearg ann don iompar seo:

- 3 Chárta Buí sa bhliain.
- Ciníochas
- Bagairt/ foréigeann tromchúiseach le scoláire eile nó múinteoir.
- Drochtheanga a úsáid le múinteoir
- Leanúint le hiompar Bulaíochta (tar éis Cárta Buí faoin iompar bulaíochta a fháil)
- Tabac/Alcól/Drugaí ar scoil.
- Má fhágann scoláire an scoil gan cead.
- Damáiste tromchúiseach a dhéanamh don scoil, ghuirleídí an fhoireann scoile nó ghuirleídí scoláirí eile.

Fionraí: Is gá do scoileanna, faoi Alt 23 (2) den Acht Oideachais (Leas), 2000 a shonrú ina gcód iompair, na nósanna imeachta le leanúint má chuirtear mac léinn ar fionraí nó má dhíbrítear an mac léinn ón scoil.

Cuirfear páiste ar fhionraí má bhíonn:

- Tionchar dochrach tromchúiseach ag iompar an mhic léinn ar oideachas na mac léinn eile.
- Bagairt ann do shábháilteacht agus an mic léinn ag fanacht sa scoil I láthair na huaire.
- An mac léinn freagrach as damáiste tromchúiseach do mhaoin.

Sula gcuirtear páiste ar fionraí tógfar san áireamh:

- Cinéal & tromchúis an iompair
- Comhthéacs an iompair
- Tionchar an iompair
- Iarrachtaí idirghabhála go dtí seo
- An é an rogha is feiliúnaí don mhac léinn é a chur ar fionraí nó nach é.
- Tionchar féideartha na fionraí de ghnáth, déanfar iarracht tabhairt faoi idirghabháil eile roimh fhionraí agus míneoidh foireann na scoile na fáthanna nach raibh ag éirí leis an idirghabháil sin.

Má chuirtear páiste ar fionraí leanfaidh an scoil na céimeanna seo a leanas:

- Déanfaidh an Scoil a ndícheall cothrom na féinne a thabhairt chuig gach ball sa phróiseas seo.
- Beidh na céimeanna seo sa phróiseas:
 - Déanfar fiosrúchán neamhchlaonta chun na sonraí a bhailiú.
 - Cuirfear na tuismitheoirí ar an eolas i bhfoirm scríbhinn, go pearsanta nó le glaoch faoin eachtra.
 - Beidh deis ag na tuismitheoirí an fionraí a phlé leis an bPríomhoide. (Ach amháin i gcásanna fionraí láithreach)
- Má sheasann an fionraí tabharfaidh an Príomhoide fógra na fionraí i scríbhinn chuig tuismitheoirí an Mhic Léinn.
- Sa litir beidh na rudaí seo a leanas:
 - Tréimhse na fionraí
 - 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 tuismitheoirí a thabhairt.
 - Foráil achomhairc don Bhord Bainistíochta, don CG más iomchuí, ceart achomhairc d' Ard Rúnaí na Roinne Oideachais agus Eolaíochta.
 - Nó le cásanna níos lú ná trí lá má bhíonn achomharc i gceist caithfidh an scoláire an fionraí a dhéanamh. Má faightear i bhfabhar an scoláire beidh an fionraí glanta ó thaifid an scoláire.
- Is féidir páiste a chur ar fionraí ar feadh suas le trí lá scoile an chéad uair agus suas le deich lá scoile ina dhiaidh sin.

12. Díbirt:

Díbrítear mac léinn ón scoil nuair a dhéanann Bord Bainistíochta cinneadh an mac léinn sin a eisiáimh go buan ón scoil, tar éis don Bhord forálacha alt 24 den Acht Oideachais (Leas), 2000 a chomhlíonadh.

Is ag an mBord Bainistíochta amháin atá an tÚdarás páiste a dhíbirt ón scoil. Is céim olltromchúiseach é díbirt agus ceann a chaithfidh an Bord Bainistíochta a ghlacadh i gcásanna tromchúiseacha iompair.

Na Forais le h-aghaidh Díbeartha:

- Ba chóir don scoil gach iarracht a dhéanamh a chinntiú go bhfuil próisis soiléire in áit le díbirt a sheachaint, lena n-áirítear, de réir mar is cúí:
 - Cruinniú le tuismitheoirí agus leis an mac léinn le hiarrachtaí a éascú le hiompar doghlactha an pháiste a fheabhsú.
 - A chinntiú go dtuigeann an mac léinn céard a tharlóidh má leanann a (h)iompar ar aghaidh.
 - A chinntiú go bhfuil iarracht déanta gach rogha eile a chíoradh
 - Comhairle a lorg ó na háisíneachtaí seo a leanas: (An tSeirbhís Náisiúnta Síceolaíochta Oideachais, TUSLA, An tSeirbhís Náisiúnta Um Thacaíocht Iompair, Seirbhísí Meabhairghalair Leanáí agus Ógánach, An Chomhairle Náisiúnta Um Oideachais Speisialta

Ba cheart mac léinn a dhíbirt sna cúinsí seo a leanas, m.sh:

- Go mbíonn tionchar tromchúiseach díobhálach ag iompar an mhic léinn ar oideachas na mac léinn eile.
- Go bhfuil fíorbhagairt shuntasach ann do shláinte agus 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 nó as ábhar a ghoid arís agus arís eile.

Is ionann na cúiseanna le haghaidh díbeartha agus na cúiseanna le haghaidh fionraí. An difríocht is mó atá eatarthu ná go bhfuil na húdaráis scoile tar éis triail a bhaint as raon idirghabhálacha, agus go bhfuil siad den tuairim go bhfuil na féidearthachtaí go léir cíortha acu le athrú ar iompar an mhic léinn a bhaint amach.

Díbirt láithreach: Tá an t-údarás ag an mBord Bainistíochta páiste a dhíbirt ón scoil láithreach i gcásanna eisceachtúla m.sh na cásanna seo leanas:

- Bagairt thromchúiseach foréigin in aghaidh mic léinn eile nó baill fóirne
- Foréigean nó ionsaí iarbhír
- Ag soláthar drugaí do dhaltaí eile sa scoil.

- Ionsaí gnéasach.

Cur i bhfeidhm agus foilsíú

Cuireadh an leagan den pholasaí seo i bhfeidhm i 2019 agus rinneadh athbhreithniú air go rialta - ba é 2026 an t-athbhreithniú is déanaí.

Athbhreiniú

Déanfar athbhreiniú ar an bpolasaí de reir sceideal athbhreinithe an bhoird bainistíochta.



---Behaviour Code---

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1. Introduction:

This policy was originally drafted when the school was founded in 2006 and was revised during 2018 and 2019, following consultation with teachers, parents, students and the Board of Management and again during 2025/2026. It is based on the recommendations set out by the National Educational Welfare Board in relation to section 23 of the Education (Welfare) Act 2000.

We want to implement a behaviour policy that will allow us the opportunity to spend a safe and happy life during our period in Gaelscoil na Lochanna.

The aim of the policy is to develop self-esteem in every child by encouraging good behaviour. The code recognises the right of every child to be educated in an environment that is relatively free from prohibitive behaviour. The teachers focus more on praise than on disciplinary actions because they believe that this approach will ultimately achieve the best results.

The Code of Behaviour will be taught to the class students.

The same rules stand for every child in the school. For children with special educational needs the same rules will apply. The teacher or specialists will check that the rules are expressed and explained in a way that students with special educational needs can understand them.

The policy should be read and understood alongside other policies in the school:

- Challenging Behaviour Policy ASD
- Child Protection Policy
- Riail na Gaeilge
- Anti-Bullying Policy
- Safety Policy
- Admissions Policy
- School Attendance Strategy
- School uniform Policy
- Punctuality Policy
- Homework Policy
- Communications Policy

2. Aims:

The school wishes to achieve the following aims: That

- The school is allowed to function in an orderly, calm way in which there is a positive friendly atmosphere
- An atmosphere that creates respect and kindness to other people, young and old and where the restorative approach is central to solving conflicts
- Positive behaviour and self-discipline are encouraged among the children so that social, physical, academic and religious differences can be recognised
- Ensures the safety and welfare of all members of the school community
- Parents and students are helped to understand the systems and procedures that are part of the Code of Conduct and we seek their cooperation in implementing these procedures.
- Ensures that the systems of rules, restoration, awards and sanctions are applied in a fair, consistent manner.

3. Principles:

1. Behaviour can be learned. This means that it can change.

2. Behaviour takes place within a particular context and in relation to others. Understanding the context of the behaviour is the basis of understanding the behaviour.
3. Effective teaching and learning are closely related to good behaviour. The school is a learning and teaching centre. When the emphasis is on learning and teaching in the school, less time is spent on behavioural issues.
4. The code of behaviour is for the whole school community and it includes the way we all relate each other (teachers, parents, children, visitors).
5. We put a high value on promoting the self-confidence of each child.
6. We put a high value on a restorative approach to resolving conflicts.
7. This policy recognises that efforts to promote good behaviour are most effective when the home and the school work together.
8. We want to always be fair and consistent with each child.
9. In the school we will emphasise fostering / teaching good behaviour rather than stopping bad behaviour.

In the case of "bad behaviour", the school recognises that the best way to address this, is:

- ● To give emphasis to the behaviour that should be displayed rather than focussing on the bad behaviour.
- ● To discuss issues with the child and take into account the whole context of the child.
- ● To find ways to help students understand their own behaviour, the reasons behind that behaviour and to find ways in which they can take responsibility for their behaviour and their relationships.

4. Standards of Behaviour:

These are the targets to be reached (The school will teach these to the children and display them around the school)

It is from these standards that we get our school rules and classroom rules.

Na Caighdeáin

Beidh mé réidh maithiúnas a thabhairt

Beidh meas agam orm féin agus ar dhaoine eile

Taispeánfaidh mé cineáltas agus beidh mé toilteanach cuidiú le daoine eile

Beidh meas agam ar dhifriochtaí

Beidh mé ullamh bealaí urramacha a úsáid chun deacrachtaí agus coimhlint a réiteach

Beidh mé cúirtéiseach agus dea-bhéasach le daoine eile

Beidh mé cothrom

Tuigim go bhfuil orm:

| | | | |
|--------------------------------|---|---|---|
| Gaeilge a úsáid i gcónaí anseo | Mo dhícheall a dhéanamh sa rang | Meas a bheith agam ar dhaltaí eile agus ar a gcuid foghlama | Meas a bheith agam ar an bhfoireann |
| A bheith poncúil | Cabhrú le timpeallacht dhearfach shábháilte a chruthú | Cloí leis na rialacha | Páirt a ghlacadh i ngníomhaíochtaí scoile |

We hope that:

I will show respect to myself and others.

I will show kindness and I will be willing to help others.

I will be courteous and well-mannered with others.

I will be fair

I will be ready to use respectful ways to solve difficulties and conflicts.

I will be ready to forgive.

I will show respect for differences.

I understand that I have to:

Use Irish always

Attend school punctually

Do my best in class

Adhere to the rules

Help create a positive environment

Respect the staff

Respect other students and their learning

Participate in school activities.

Standards of Behaviour that is not accepted:

I understand that the following behaviours are not accepted:

- Behaviour that hurts others (bullying, harassment, discrimination, victimisation included)
- Behaviour that interferes with teaching and learning
- Threats of or actual behaviour that hurts another physically
- Damaging property
- Stealing

5. Roles:

Board

The board must be sure that the policy satisfies the requirements of the NEWB's guidelines "Developing a Code of Conduct: Guidelines for schools, 2008". The Board has a role to draft and publish this policy and to ensure that practices are applied fairly through school. The Board must be assured that the policy is reviewed regularly according to the formulas recommended in the NEWB's guidelines (i.e. audit) and that a record is maintained of the audit.

Teachers

Teachers in the school play a key role in the implementation of this policy with the support of parents and students. Teachers will have to implement a Restorative Approach, a Praise System and Sanctions System equally with all children. The staff will ensure that the school is an open, welcoming place for parents so that they are not reluctant to speak to the school staff. The school staff and parents of the school have very open communication. Parents are contacted if there are concerns about the behaviour of children.

Principal

The Principal / L.P.O will coordinate and monitor the implementation of the code supported by staff. It will be ensured that every teacher has a copy of the policy and that discussion about this is a part of the induction process with new teachers. The Principal / L.P.O will play a role in highlighting aspects of the policy from time to time at staff meetings to ensure that it is implemented equally and correctly.

Parents

One parent will be required to read a copy of the behaviour policy and sign an "Acceptance of Policies" form before the child can take up a place at the school. If there are any changes, the parents will be informed. The parents/guardians play a central role in the school in encouraging and supporting the standards of behaviour in the school. The support and cooperation of parents is essential if the policy is to be effective. They are asked to play a role in any review or revision of the policy. They are asked to sign the homework diary every night, as well as any behaviour cards the child receives and to support the children in adhering to the rules regarding punctuality, school uniform, healthy lunches, homework etc. Parents will be expected to be understanding and supportive in implementing the code. Parents' attitudes and support towards the school and teachers contribute greatly to the children's behaviour.

If a parent has cause for concern about any incident/behaviour, the parent should bring the information to the class teacher in the first instance and if necessary then to the Principal.

Children

The children have a role to adhere to school rules and to let every child spend a happy life in school. Children in senior classes have a particular role to show a good example for the young children of the school. With children as the centre of the whole school life, we have all responsibility to ensure

that children are safe and as happy as possible at school. Pupils' understanding and support will be expected in the implementation of the code. The children's committee will have a particular role in supporting children in adhering to school rules.

6. School Rules:

The School Rules are based on the agreed Standards of Behaviour (that are hung at entrance to school and in every classroom).

1. Always use Irish here

This is the basic rule of the school,
to use Irish in the room,
in the yard and
when we gather together.

In order to promote Irish in the school, the school staff will use a range of tactics e.g.:

- immersion education in Irish language from day 1
- effective lessons to teach the language and extend the vocabulary
- continuous encouragement and praise award and prizes for children who use good Irish
- Class charts or systems to record the good use of Irish and award prizes
- celebrating Irish in the school (i.e. Publishing a photo of best Irish speakers every month, certificates awarded each week at assembly and a trophy for Irish speaker of the day in the Infant classes each day)
- Helping children who are experiencing difficulties using Irish
- Establishing school life around Irish things (cultural material, music, sport, art ...)

At R.1 class level, the rule of Irish is implemented in the school. The children of Senior Infants after Seachtain na Gaeilge in March, are required to use Irish only. The steps of the Irish Language Rule are set out in the Irish Language Policy (2018/19)

2. Respect In terms of behaviour

respect for each other is the cornerstone of all our interactions and the respect we show each other is strongly linked to the Christian ethos of the school. This respect creates a positive environment.

Children need to show respect for themselves, others and their learning. They are asked to do their best to learn and to participate fully in lessons and school activities. They need to respect the teachers and the staff of the school. They have to follow the teachers' instructions / instructions of school staff.

They need to respect children that are different than themselves and be polite and courteous to the staff of the school, other pupils, visitors to the school and to other people they meet at school events that take place outside the school (i.e. when attending Sports games, on school trips, events organized by the Parents' Committee). The children need to show respect for the school equipment and for property that belong to other children. Children will be asked to be kind and fair to everyone around them and to be willing to help people around them. If there is a breakdown or conflict, the Restorative Approach will be used to encourage everyone to show respect and to be ready and open to find respectful ways to resolve any conflicts, and then to be prepared to seek and give forgiveness.

3. To maintain orderly silence

behaviour at appropriate times Children are required to demonstrate orderly behaviour when requested in the school (i.e. in the classroom, in the hall, in the toilets, in the line, at the assembly).

It is essential that everyone is able to learn without hindrance and that everyone can feel safe and secure in school.

4. In the Yard

There are specific rules relating to the behaviour in the yard. The children walk to and from the yard in an orderly manner (without running) and line up immediately when the bell is struck. They are not allowed to leave the yard without first seeking permission. (i.e. they seek permission to go to the toilet or collect a coat). They play in an orderly manner and adhere to instructions about playing correctly on the grass / sport's equipment / cleaning up.

They are not allowed to be rough with each other and are encouraged, using the Restorative Approach, to apologise when an accident occurs, help when a person is injured and show respect for each other during games. For children who do not comply with rules in the playground they may be asked to stand out at the wall for 5/10/15 minutes or to go to the staff room / Principal.

5. Other rules

Other policies have been set out and explained in relation to school uniform, homework, punctuality, bullying behaviour and the use of phones / tablets. Children need to respect and adhere to these rules.

The school does not accept any behaviour that adversely affects teaching and learning or hurts others, or any behaviour that is threatening or damaging. It is not permitted to use bad language or to call abusive names to another child.

7. Classroom Rules:

Class rules are based on the School Standards and School Rules. Therefore, "Irish" and "respect" will be the cornerstones of classroom rules. The restorative approach in the classroom will be central to how we discuss classroom rules and how we treat each other in class.

The importance of Irish in the class will be discussed at the beginning of the school year and often during the school year with each class. Infants will be encouraged to use Irish around the school from day one in school. We will be looking for Irish only (i.e. without any English) from the children in Senior Infants after Seachtain na Gaeilge and the Irish speaking rule will come into effect at Rang 1. See the Policy on Irish Speaking Rule

The word "Respect" will be discussed at the beginning of the year with the class from this conversation will emerge the rules around respect. i.e. To show respect in this room- We will keep our tables and room tidy.

- We will listen to each other.
- We will listen to the teacher and follow the teacher's instructions.
- If there is a fall-out we will be able to solve it together.
- The restorative language will be central to this talk, in the classroom and in the rules themselves. This approach is designed give the children ownership of the class rules.

Other classroom routines

- We have a number of routines that will be implemented in each classroom.
- The children hang up coats outside the room.
- When children leave their seats, they put the chair in and up at the end of the day.
- The children always walk in and out of the classroom and around the school to the yard (No running).
- Children have a healthy lunch in class and we encourage that

Children take their own rubbish home but if it is not possible, they place it in the appropriate bin.

The rules will be applied with reference to the Praise System, Restorative Approach and Sanctions System as explained in the Behaviour Policy.

8. Praise System:

The school and the teachers emphasise fostering a positive atmosphere in the school. In order to emphasise good behaviour, the following things take place in the school to recognize good behaviour:

- Weekly Student Certificates: For the best effort to school during the week.
- Prizes and Certificates for Irish: For the best effort in Irish during the week / month.
- Oral praise and motivation / a note from the Teacher / Principal
- Jobs and responsibilities given to children as a reward
- Privileges given to children (e.g. special seats, front row seats at events)
- Homework passes
- Certificates of Praise
- Notes of praise to parents
- Praise stickers
- Small prizes

These procedures operate in the school as prevention strategies for misbehaviour, as well as encouraging and developing children's self-esteem.

Other things in place to encourage co-operation, children's talents and good behaviour:

- Strong inclusive culture throughout the school
- Children's Committee (from 2017/18)
- Sports: Football, Hurling and Camogie, Athletics
- Activities organised at playtime in the yard and games yard for children
- Quiet Room

9. Restorative Approach:

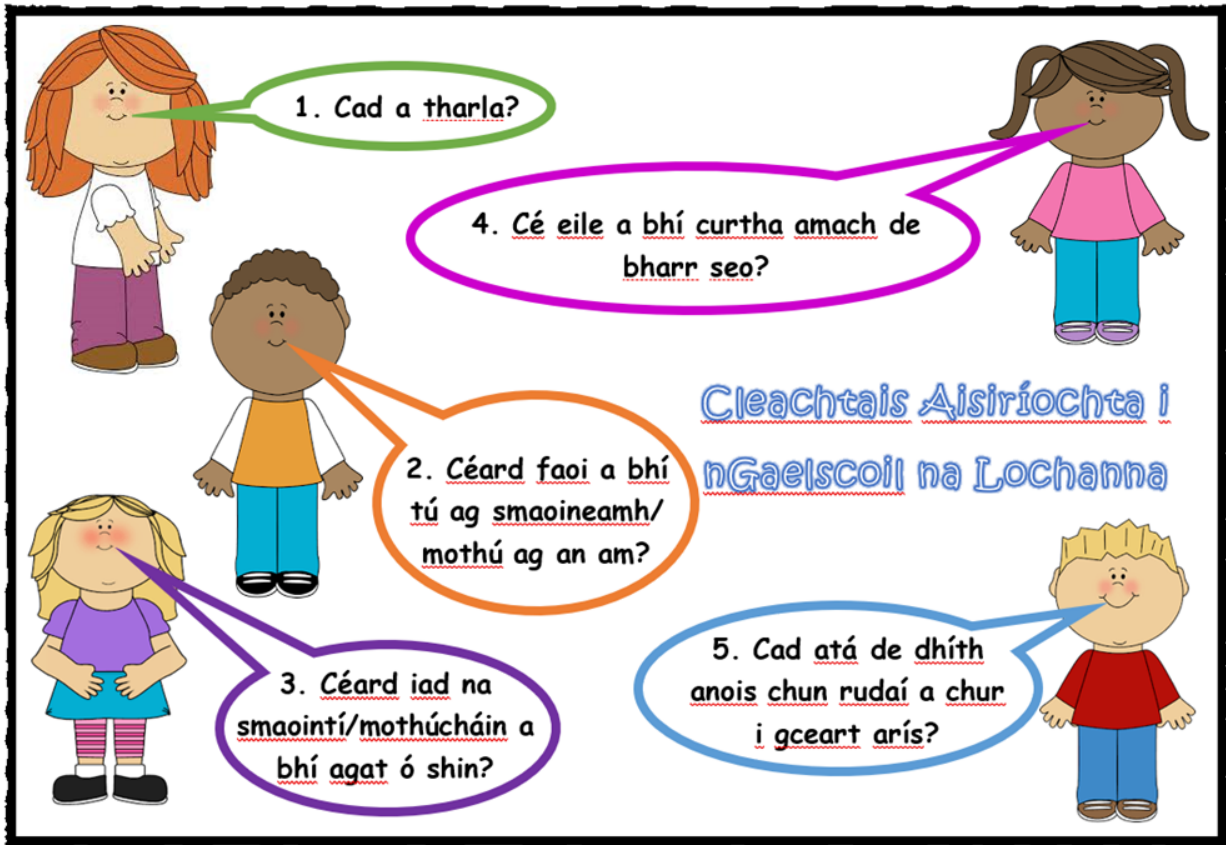
To deal with disciplinary issues, the school will adopt a restorative approach. The aim of the school community to deal with arguments, disagreements and fights is to restore the relationship between students, staff and parents. We will adopt a "blame free" approach in order to develop empathy among the staff and the children through

- ❖ circle time
- ❖ use of emotional language
- ❖ Use of the following questions to deal with incidents in the class or in the yard

1. What happened?
2. What about your thinking at the time?
3. What are your thoughts since then?
4. What else has been affected by this?
5. What's now needed to get things right again?

It is recognised that this approach does not work for every incident or individual. If it is considered that if the above approach is not suitable or is proving unsuccessful, the next section of this code of behaviour will apply.

The school staff members will be getting more training on this approach during 2019-2020 and we hope to gradually develop this throughout the school.



This infographic illustrates five restorative questions in Irish. It features five cartoon children, each with a speech bubble containing a question. The questions are: 1. Cad a tharla? (What happened?), 2. Céard faoi a bhí tú ag smaoineamh/mothú ag an am? (What were you thinking about at the time?), 3. Céard iad na smaointí/mothúcháin a bhí agat ó shin? (What have your thoughts been since the incident?), 4. Cé eile a bhí curtha amach de bharr seo? (Who do you think has been affected by your actions? In what way were they affected?), and 5. Cad atá de dhíth anois chun rudaí a chur i gceart arís? (What do you need to do now to make things right?). The title 'Cleachtais Aisiríochta i nGaeilscoil na Lochanna' is written in blue, stylized text.

1. Cad a tharla?

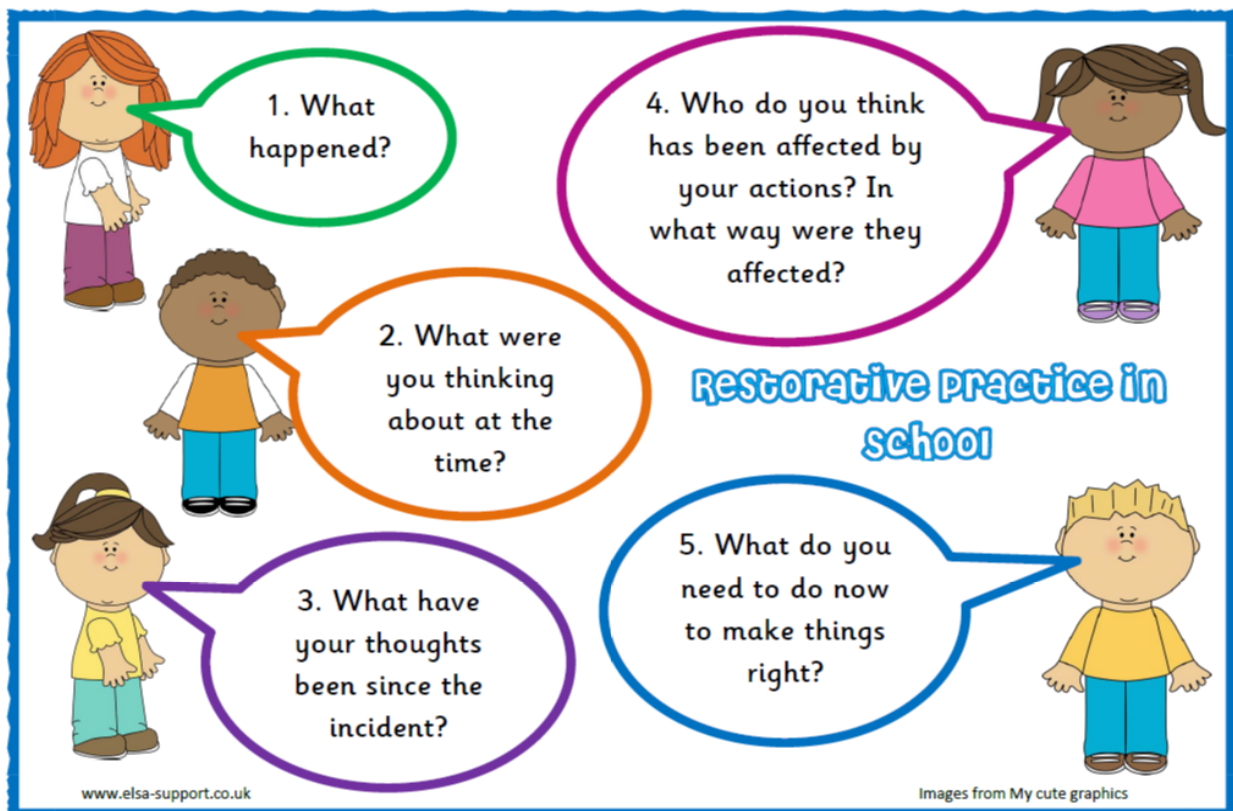
2. Céard faoi a bhí tú ag smaoineamh/mothú ag an am?

3. Céard iad na smaointí/mothúcháin a bhí agat ó shin?

4. Cé eile a bhí curtha amach de bharr seo?

5. Cad atá de dhíth anois chun rudaí a chur i gceart arís?

Cleachtais Aisiríochta i nGaeilscoil na Lochanna



This infographic illustrates five restorative questions in English. It features five cartoon children, each with a speech bubble containing a question. The questions are: 1. What happened?, 2. What were you thinking about at the time?, 3. What have your thoughts been since the incident?, 4. Who do you think has been affected by your actions? In what way were they affected?, and 5. What do you need to do now to make things right?. The title 'Restorative Practice in School' is written in blue, stylized text.

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

Restorative Practice in School

www.elsa-support.co.uk

Images from My cute graphics

10. Sanction System:

Where the above approach does not apply or where the approach is not successful, sanctions will have to be applied fairly and consistently. If a sanction is to be imposed the student is informed of the reason for the sanction and is given an opportunity to respond.

These phased sanctions are standardised throughout the school. There are 7 steps. At stage 3 the child is given a White Card, at step 5 a Yellow Card is given and at step 6 a Red Card is given. When a card is given it is a way of informing parents about the behaviour and they are asked to sign and return the card to school the next day. The school will keep a record of the cards. The Cards system is explained below.

| Steps | In class / In the yard |
|-------|---|
| 1 | Correction and Reasoning with the student |
| 2 | Place a child at a quiet table in the classroom or space away from the yard (if appropriate) |
| 3 | Give the child a White Card to be signed at home **The card system is not in place for the Junior classes, but bad behaviour is recorded. |
| 4 | If the student continues to get cards, the school may initiate a Behaviour Plan to get children to focus on positive behaviours (and thereby wiping out White Cards). |
| 5 | If a child gets a Yellow Card, the parents and class teacher should meet and agree on a way forward to address the behaviour, (starting or modifying the Behaviour Plan for example). |
| 6 | A Red Card indicates suspension/ child losing out on end of year school trip |
| 7 | Expulsion |

In the event of a major incident the class teacher will contact the Principal immediately and / or parents where necessary.

Explanation of the White, Yellow and Red Cards

The steps are cleared at the end of the day and each student starts afresh every morning.

White Card. (At stage 3)

To get a White Card a child must have been corrected for behaviour three times in one day.

Alternatively, a White Card can be given immediately for:

- Messing in the cloakroom / toilet / assembly / in lines
- Disorderly disorder in the lines / going from room to room
- Calling another child a name.
- Lack of attention to teacher guidance
- Rough Play in the classroom / yard / garden.

Yellow Card

- 6 White Card per year
- Demonstrate disrespect to teacher

- Use of a bad language
- Violence / Hitting
- The school phone / iPad rule was broken
- Bullying behaviour following a breach of behaviour commitment
- Damage / Theft (not an accident):
 - a. to the school, equipment,
 - b. anything belonging
 - c. to another child.

Other sanctions that may be used include:

- Correction of the student as well as advising on an improved way to behave
- Sending the pupil to the Principal / Deputy Principal with responsibility for discipline
- Giving additional written homework
- A child may be asked to repeat unsatisfactory work
- A child may be asked to swap / move a classroom seat
- A child may be asked to leave the class group and be put under supervision of another teacher
- Contact with parents (phone call / letter home / request a meeting)
- Mobile phone confiscation (see Mobile Phone Policy)
- Remove privileges (eg Golden Time?)
- Submit exceptional cases to the Board of Management

11. Suspension (Red Card):

Red Card means that the child is suspended / loses out on the End of Year Trip. A Red Card is given if:

1. Serious adverse impact of student behaviour on the education of other students or
2. A safety threat if the student stays in the school
3. The student is responsible for serious damage to property.

There is a Red Card for this behaviour:

- 3 Yellow Cards per year.
- Racism
- Serious threat / violence to another student or teacher.
- Use of bad language with a teacher
- Continuing bullying behaviour (after receiving a yellow behaviour card for bullying)
- Tobacco / Alcohol / Drugs in school.
- If a student leaves school without permission.
- Serious damage to school, school staff or other students' belongings.

Schools must under section 23 of the education act 2000 state the practices to follow if a child is suspended or expelled from the school.

The following are examples of serious misconduct which would warrant suspension:

- If a child's behaviour is having damaging effects on the education of other children
- If there is a health and safety issue with the child remaining in school
- If a child is responsible for vandalism or theft.

Before a child is suspended the following are taken into account, the

- Type and severity of the behaviour
- Context of the behaviour
- Impact of the behaviour

- Mediation efforts to date
- Is the suspension the most suitable option for the child.
- Possible impact of the suspension. Usually every effort is made to mediate before suspension and the school staff will outline why this mediation process did not work.

If a child is suspended the school will follow this procedure:

- The school will endeavour to treat each party fairly and equally in this process.
- The following are the procedural steps:
 - An impartial investigation will begin to collect the facts.
 - Parents will be notified in written form or by telephone call or in person about the incident.
 - The Parent(s)/ Guardian(s) shall have an opportunity to discuss the suspension with the principal.
- If the suspension stands the Principal will notify the parents of the suspension in writing.
- The letter shall contain the following information
 - The length of the suspension.
 - The reasons for the suspension.
 - A study plan, if requested, to follow.
 - Arrangements for returning to school, and any assurances that the child or parents have to fulfil.
 - Notice of right of appeal to the Board of Management, and if applicable, the right of appeal to the Chief Secretary of the Department of Education and Science.
 - In cases of three days suspension or less the suspension must be served immediately. If the appeal is found in favour of the suspended student the suspension shall be expunged from his/her record.
- A child may be suspended for up to three days on first offence and up to ten days from the next offence onwards.

12. Expulsion:

A child will be expelled from the school when the board of management decides that a child should be permanently removed from the school after following Section 24 of the education act 2000.

The Board of management alone has the authority to expel a child from the school. Expulsion is a very serious step that the Board of Management must take in the case of very serious behaviour.

Factors relating to expulsion:

- Every effort must be made by the school to make sure procedures are put in place to avoid expulsion, including, where appropriate:
 - Meet with parents and child to facilitate ways in improving the child's unacceptable behaviour
 - Ensure that the child understands the impact and consequences of continuing with his/her behaviour.
 - Make sure that every possible effort has been made to avoid expulsion
 - Advice should be sought from the following agencies: TUSLA, NEPS, NEWB, CAMHS and NCSE.

Expulsion should be made in the following circumstances:

- If a child's behaviour is having serious damaging effects on the education of other children
- If there is an extreme health and safety issue with the child remaining in school
- If a child is responsible for extreme vandalism or repeated theft. The reasons for expulsion are like the reasons for suspension.

The main difference between them are that for expulsion the school authorities have made every possible effort to negotiate and mediate with the child and family and are certain that this is the only option left available to them.

Immediate expulsion: The Board of management have the authority to immediately expel a child in the following exceptional circumstances:

- A serious violent threat to child/ staff.
- Violent assault.
- Selling drugs to children.
- Sexual assault.

Implementation and publication

This policy version was put together by the school community in 2019 and reviewed regularly. The version of the policy was 2026.

Review

This policy will be reviewed according to the review schedule of the Board of Management.