

*Gaelscoil Bhrian Bóroimhe,  
Coill na n-Ull,  
Sord,  
Co. Átha Cliath  
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### CÓD IOMPAIR 2023

**Réamhrá:** Forbraíodh an cód seo le hionadaithe ó phobal na scoile. Tá sé bunaithe ar na dea-chleachtais atá bunaithe sa scoil cheana féin agus ar na treoirlínte ón mBord Leasa Náisiúnta Oideachais maidir le Cóid Iompair a Fhorbairt.

Is mian le pobal na scoile go mbeadh atmaisféar taitneamhach, sabháilte ar scoil inar féidir le daltaí a gcumas nadúrtha a thabhairt chun lánairbhe. Cabhraíonn *Cód Iompair* leis an atmaisféar sin a chruthú agus a chaomhnú. Séard atá sa doiciméad seo ná treoirlínte do chaighdeáin iompair agus na nósanna imeachta leis na caighdeáin seo a bhaint amach. Leagtar béim i gcónaí ar dhea-iompair ar scoil agus éilítear caighdeán ard ó na daltaí. Ní féidir leis an scoil ard chaighdeáin iompair a bhaint amach gan comhoibriú agus tacaíocht na ndaltaí, tuismitheoirí, múinteoirí, baill foirne eile, príomhoide, Bord Bainistíochta agus pátrún na scoile.

#### **Réasúnaíocht**

Tá an Cóid Iompair seo leagtha amach ag Bord Bainistíochta Gaelscoil Bhrian Bóroimhe chun a chinntiú go bhfuil na riachtanais dhlíthiúla agus na dea chleachtais atá leagtha amach sa leabhar 'Cód Iompair a Fhorbairt' (Treoirlínte i gcomhair scoileanna, foilsithe ag an mBord Náisiúnta Leasa Oideachais) á gcomhlíonadh againn. Leagann an tAcht Oideachais (Leas) 2000 amach na nithe ar leith a chaithfear a bheith san áireamh i gCód Iompair. De réir Alt 23(2) den Acht Oideachais (Leas) 2000 sonrúfar na nithe seo a leanas i gCód Iompair:

- na caighdeáin iompair a bheidh le hurráim ag gach mac léinn atá ag freastal ar an scoil
- na céimeanna a thógfar nuair a dhiúltaíonn páiste nó nuair a theipeann ar pháiste na caighdeáin iompair a chomhlíonadh
- na nósanna imeachta a bheidh le leanúint sula bhféadfar mac léinn a chuir ar fionraí nó a dhíbirt ón scoil
- na forais/cúinsí ina gcuirtear deireadh le fionraí ar pháiste, agus
- na nósanna imeachta a leanfar nuair atá páiste as láthair ón scoil (aischuir chuig an Ghníomhaireacht um Leanaí agus an Teaghlach (TUSLA).

Tá an Cóid Iompair ar fáil ar shuíomh idirlín na scoile agus tá cóip ar fáil do gach ball foirne ar Server na Scoile.

## **Ráiteas Misin na Scoile:**

'Is mian leis an scoil *oideachas lán-Ghaeilge den scoth* a sholáthar do dhaltaí na scoile, ina mbíonn an *páiste lárnach* agus á fhorbairt mar dhuine iomlán. Tugtar aitheantas faoi leith don *pháiste aonar* agus tabharfar *cothrom na Féinne* do gach páiste i gcónaí. Cothaítear féinmheas maraon le meas ar dhaoine is ar chultúr eile i gcónaí.'

Cabhraíonn comhoibriú bunaithe ar chomhmheas idir baill phobail uile na scoile le hatmaisféar sona a chruthú ar scoil. Braitheann an-chuid ar dhea-chaidrimh agus ar chaidreamh séimh idir gach éinne go bhfuil baint acu leis an dtimpeallacht foghlama. Tá gach múinteoir freagrach as ard-chaighdeán iompair a éileamh ina seomra ranga féin, ar mhaoirseacht chlóis, le linn imeachtaí scoile agus ó dhaltaí i gcoitinne i dtimpeallacht na scoile. Tá ról speisialta ag cúntóirí riachtanaí speisialta maidir le h-iompar na ndaltaí faoina gcúram ag treorú agus ag diriú de réir mar is cuí. Anuas ar na rialacha agus nósanna scoile atá leagtha amach sa gcód seo, tugann páistí na scoile ról lárnach, comhoibríoch i gcruthú rialacha lena múinteoir. Coinníotar na rialacha seo simplí, feiliúnach don aois ghrúpa agus dearfach.

## **Na Caighdeáin Iompair:**

Tá rialacha órga a chuireann an scoil chun cinn chun cabhrú linn ard chaighdeáin iompair a bhaint amach:

- Tabhair aire do rudaí
- Tabhair aire do dhaoine (seo riail nua)
- Déan do dhicheall in áit Bí ag obair...
- Léirigh meas ort féin agus ar dhaoine eile .. in ait Éist le daoine
- Bí Cineálta
- Bí ionraic
- Bí séimh
- Bí béasach
- Gaeilge le chéile (Bítear ag súil leis i nGaelscoil Bhrian Bóroimhe go labhraíonn gach páiste Gaeilge ar scoil, i gclós na scoile agus le linn imeachtaí scoile seachas i rith ceachtanna Béarla)

*\*comórtas le déanamh uair gach cúpla bliain chun na rialacha a mheabhruí agus a láidriú le páistí na scoile agus deis tugtha cur leo nó athruithe beaga a dhéanamh orthu.*

**Chomh maith leis na rialacha órga thuasluaite, bímid ag súil leis na luachanna seo a bhaint amach:**

- cúirtéis agus dea-bhéasaíocht
- cothroime
- a bheith ullamh bealaí urraime a úsáid chun deacrachtaí agus coimhiint a réiteach
- maithiúnas
- freastal ar scoil go rialta agus a bheith poncúil
- cloi leis na rialacha
- cabhrú le timpeallacht dhearfach shábháilte a chruthú
- meas a bheith acu ar dhaltaí eile agus a gcuid foghlama
- meas a bheith acu ar thimpeallacht, suíomh agus fearas scoile
- páirt iomlán a ghlacadh i ngníomhaíochtaí scoile

**Níl an t-iompar seo a leanas inghlactha ar scoil ná le linn imeachtaí scoile:**

- Bulaíocht agus bulaíocht ar líne
- Aisfhreagraí agus dánacht.
- Daoine eile a ardú den talamh/urlár nó a leagadh ar an talamh/urlár.
- Rudaí a chaitheamh ag daoine eile.
- Daoine eile a bhualadh.
- Súgradh garbh, iomrascáil.
- Caitheamh seile.
- Caint gháirsiúil.
- Ainmneacha a ghlaoch ar dhaoine eile.
- Lípéidí nó tagairtí maslacha a úsáid i leith daoine eile
- Cur isteach ar shealúchas dhaoine eile.
- Damáiste a dhéanamh do shealúchas na scoile tríd loitiméireacht nó damáiste déanta d'aon ghnó.
- Aon iompar eile nach dtacaíonn leis an bhfoghlaim sa rang.

(Spreagfar daltaí i gcónaí a insint don duine atá i gceannas orthu má chuirtear isteach orthu ag bealach ar bith thuasluaite.)

## Cód Smachta:

- Cuirfear an cód i bhfeidhm ar son an dalta féin, ar son na bpáistí eile is ar son leas na scoile.
- Díreofar ar an iompar agus déanfar an páiste a dheighilt ón iompar céanna. Is leis/léi an t-iompar go fóill. Ní cheart lipéidí diúltacha a úsáid.
- Labhrófar leis an bpáiste/páistí chomh príobháideach agus is féidir chun náire a sheachaint.
- Tabharfar deis don pháiste cuntas a thabhairt ar chéard a tharla. Cabhraigh leo teacht ar thuiscint ar an ngortú a bhí mar thoradh ar a gcuid iompair agus dea-iompar a mholadh ina ionaid.
- Ó am go chéile, ar mhaithe le féin-mhachnamh a chothú, iarrfar ar pháiste cuntas a scríobh, ina bhfocail fhéin ar eachtra a tharla. Beidh an cuntas sin le síniú ag an múinteoir/príomhoide agus ag tuismitheoir/ caomhnóir.
- Is ceart cabhrú leis an bpáiste déileáil leis na mothúcháin ba chúis leis an droch-iompar.
- Is ceart é/í a mholadh chomh luath is a thagann feabhas ar iompar an pháiste.
- \*\*Uaireanta bíonn gá rialacha a chur in oiriúnt nó athbhreithniú a dhéanamh ar rialacha do pháistí le riachtanais speisialta faoi leith. Cuireann múinteoirí ranga, MOS, CRS agus tuismitheoirí plean le chéile chun an cur chuige is fearr a chur i bhfeidhm.

**Cóimeádfar cuntas scríofa ar mhí-iompar leanúnach agus ar eachtraí mhí-iompar tromchúiseacha.**

### **Ag déanamh taifead ar droch iompar / An Leabhar Iompair**

Déanann gach múinteoir taifead ar mhion dhroch iompar rialta, droch-iompar dáiríre agus droch-iompar tromchúiseach. Má bhíonn taifead déanta ar dhroch-iompar pháiste faoi leith go rialta is fiú dea-iompar an pháiste sin a thaifead ina theannta sin.

Ag deireadh na bliana cuireann na múinteoirí an taifead d'iompair ar aghaidh go dtí an oifig má's i scríbhinn atá sé, nó bíonn sé ar fáil ar Aladdin faoi chód an pháiste.

*\*\*Athruithe de bharr Aladdin uaireanta in úsáid*

### **Dea-iompar a spreagadh**

Déanann foireann na scoile tagairt rialta do dhea-iompar agus tugtar aitheantas agus moladh rialta don dea-iompar. Déantar aird a dhíriú ar na rialacha órga go rialta ag an Tionól agus bronntar duaiseanna rialta ar ranganna as dea-iompar a léiriú don mhí sin.

Ina theannta sin, úsáidtear córais éagsula i ngach rang chun dea-iompar a spreagadh agus a mhealladh ó na páistí ar nós - am órga, class dojo, bord na seachtaine, dalta an lae, dalta na seachtaine srl.

## **Córas Iompair sa Chlós**

I gcásanna mí-iompar leanúnach, droch-iompar dáiríre agus droch-iompar tromchúiseach ní mór don mhúinteoir atá i mbun maoirseachta an cás a thuairsiciú don mhúinteoir ranga freisin. Ní mór don mhúinteoir ranga taifead a dhéanamh ar an gcás sa leabhar iompair. (glas = le baint toisc bealaí éagsúla le taifead, Aladdin srl.)

### **Bulaíocht**

Tá polasaí ag an scoil maidir le bulaíocht idir daltaí agus maidir le ciapadh/gnéaschiapadh idir dhaoine fásta.

### **Droch-Iompar – Rangú**

Tá trí rannóg dhroch-iompar i gceist: mion dhroch-iompar; droch-iompar dáiríre agus droch-iompar tromchúiseach. Déanfaidh an múinteoir nó an Príomhoide cinneadh réasúnta, ciallmhar faoin saghas droch-iompar atá i gceist, ag cur san áireamh aois agus leochaileacht an pháiste, minicíocht an dhroch-iompar agus cé chomh dáiríre is atá an droch-iompar. Sa chás go bhfuil riachtanais speisialta ag páiste a bhaineann le hiompar, tabharfar sin san áireamh agus an drochiompar á rangú.

### **Seo a leanas samplaí de mhion dhroch-iompar:**

Ag cur isteach ar an obair ranga; ag teacht ar scoil déanach ar bhonn rialta; ag rith nó a bheith glórach sa scoil; gan an obair bhaile a dhéanamh agus gan nóta a bheith agat; ag caitheamh bruscair; a bheith drochbhéasach/mí-mhúinte; ag déanamh neamhaird ar rialacha na scoile; geistear nó/ agus iompar mí-oiriúnach; aisfhreagairt; ag labhairt gan cead; ag glaoch airgneacha; ag siúl timpeall gan cead.

### **I gcás mion dhroch-iompar leanfar na céimeanna seo a leanas:**

- ceartúchán ó bhéal/comhairle ón mhúinteoir;
- réasúnaíocht leis an bpáiste;
- am ciúin (time out);
- glaoch ar thuismitheoirí nó nóta sa dialann le síniú ag thuismitheoir/cuireann múinteoirí na Naíonáin na thuismitheoirí ar an eolas;
- droch-iompar sa chlós a insint don mhúinteoir ranga agus a thaifead.

### **I gcás mion dhroch-iompar a tharlaíonn go rialta leanfar na céimeanna seo a leanas:**

- clárú i bhfillteán an pháiste ar Aladdin;
- scaradh sealadach óna c(h)omhscoláirí sa rang;
- roinnt ama a chaitheamh i rang eile;
- pribhléidí a bhaint den pháiste;

- obair scríofa bhreise le déanamh sa bhaile;
- cur-síos scríofa ag an mhúinteoir nó ag an pháiste, sínithe ag tuismitheoir agus curtha i dtaisce ag an múinteoir.

**Nuair a theipeann ar na straitéisí thuas luaite leanfar na céimeanna seo:**

- An Príomhoide agus na tuismitheoirí a chur ar an eolas;
- Cruinniú a eagrú leis na tuismitheoirí.

### **Droch-iompar sa Chlós**

I gcás droch-iompar sa chlós leanfar na céimeanna seo a leanas.

Labhróidh an múinteoir atá ar dualgas leis an bpáiste/na páistí a bhfuil droch-iompar ar siúl acu. Ag brath ar an droch-iompar is féidir na céimeanna seo a leanas a chur i bhfeidhm:

- An páiste a cheartú
- Iarraidh ar an bpáiste/na páistí siúl timpeall an chlóis i dteannta an mhúinteora atá ar dualgas
- An páiste/na páistí a scaradh óna gcomhscoláirí in áit faoi leith ar feadh tréimhse 5-15 nóiméad
- Cuirfear an múinteoir ranga ar an eolas nuair atá am lóin thart. Déanfaidh an múinteoir ranga clárú ar an droch-iompar
- Déanfaidh an múinteoir ranga i gcomhairle leis an múinteoir atá ar dualgas clóis déileáil leis an mí-iompar de réir mar atá leagtha síos do mhion dhroch-iompar/droch-iompar dáiríre.
- Má tharlaíonn droch-iompar atá dáiríre agus tromchúiseach cuirfidh an múinteoir atá ar dualgas fios ar an bPríomhoide nó ar an múinteoir ranga.

**Seo a leanas samplaí de dhroch-iompar dáiríre:**

I gcónaí ag cur isteach ar an rang; ag insint bréaga; ag goid; aisfhreagairt go rialta; droch-chaint; aon iompar a chuireann an páiste féin nó páiste eile i mbaol; bulaíocht; ag mílleadh rudaí a bhaineann le daoine eile nó leis an scoil; a bheith easumhal go leanúnach agus d'aon ghnó; gan aon iarracht a dhéanamh leis an obair scoile/obair bhaile go leanúnach agus d'aon ghnó; ag labhairt i mBéarla; ag glaoch ainmneacha ar dhaoine eile go rialta.

**I gcás droch-iompar dáiríre leanfar na céimeanna seo a leanas:**

- na céimeanna atá leagtha síos chun déileáil le mion dhroch-iompar (nuair atá sé oiriúnach)
- déanfar taifead
- eagróidh an múinteoir ranga cruinniú leis na tuismitheoirí

- obair bhreise a thabhairt don pháiste
- príobléidí a bhaint den pháiste
- má leanann an droch-iompar dáiríre ar aghaidh eagróidh an múinteoir ranga agus an Príomhoide cruinniú foirmiúil leis na tuismitheoirí chun teacht ar réiteach
- cuirfear Cathaoirleach an Bhoird Bainistíochta ar an eolas agus iarrfar ar na tuismitheoirí freastal ar chruinniú leis an bPríomhoide agus leis an gCathaoirleach, (nó ionadaí ón mBord Bainistíochta) chun an droch-iompar dáiríre a phlé
- cuirfear an páiste ar fionraí ina dhiaidh sin nuair a theipeann ar gach iarracht eile chun déileáil leis an droch-iompar. Cuirfear tuismitheoirí an pháiste ar an eolas faoin bhfionraí i scríbhinn.

#### **Seo a leanas samplaí de dhroch-iompar tromchúiseach:**

- ag glacadh páirte go leanúnach i ngníomhaíochtaí atá contúirteach nó mí oiriúnach
- ag fágáil na scoile/clós na scoile gan cead
- ag gortú aon bhall de phobal na scoile d'aon ghnó
- foirgneamh nó maoin na scoile a loit nó a chur trí thine d'aon ghnó
- sconnaí nó píobán uisce a fhágáil ar síúl d'aon ghnó
- iompar ionsaitheach, bagrach, foréigineach a úsáid i gcoinne páiste nó aon bhall d'fhoireann na scoile: ag bualadh, ag ciceáil, ag baint plaic as duine, ag caitheamh seile ar pháiste. Má leanann an páiste le droch-iompar dáiríre glactar leis gur droch-iompar tromchúiseach é
- airm nó substaintí contúirteacha a thabhairt chun na scoile

#### **I gcás droch-iompar tromchúiseach leanfar na céimeanna seo a leanas:**

- cuirfear gloch ar thuismitheoir chun an páiste a bhaint den suíomh
- eagrófar cruinniú foirmiúil leis na tuismitheoirí (agus leis an páiste más gá). Beidh an múinteoir ranga agus an Príomhoide i láthair
- ag an gcruinniú déanfar an droch-iompar tromchúiseach a phlé agus déanfar iarracht déileáil leis an eachtra droch-iompar le comhoibriú na dtuismitheoirí agus an pháiste
- cuirfear Cathaoirleach an Bhoird Bainistíochta ar an eolas agus iarrfar ar na tuismitheoirí freastal ar chruinniú leis an mhúinteoir ranga, an Príomhoide agus leis an gCathaoirleach (nó ionadaí ón mBord Bainistíochta)
- cuirfear an páiste ar fionraí nó déanfar an páiste a dhíbirt ón scoil nuair a theipeann ar gach iarracht eile chun déileáil leis an droch-iompar. Cuirfear tuismitheoirí an pháiste ar an eolas faoin bhfionraí i scríbhinn.

## **Fionraí Láithreach**

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

## **Fionraí**

Déanfaidh an scoil gach iarracht de réir an Chóid Iompair sula gcuirfear páiste ar fionraí/sula ndéanfar é a dhíbirt ón scoil. Déanfar an páiste a chur ar fionraí de réir théarmaí Rialacha 130(5) le haghaidh Scoileanna Náisiúnta agus de réir An Acht Leasa Oideachais. Cuirfear an droch-iompar in iúl láithreach don Phríomhoide agus don Chathaoirleach agus ceadófar fionraíocht. Caithfear cead an Bhord Bainistíochta a fháil le fionraíocht sa bhreis ar an trí lá a chur i bhfeidhm. Is féidir an cead seo a fháil ag gnáth chruinniú Boird nó ag cruinniú práinneach ina gcuireann an Cathaoirleach agus an Príomhoide in iúl na fáthanna a gceapann siad go bhfuil sé riachtanach tuilleadh fionraíochta a chur i bhfeidhm. Mar atá leagtha síos i gcoinníollacha an Acht um Leasa Oideachais (2000), cuirfidh an Bord Bainistíochta in iúl don Ghníomhaireacht um Leanaí agus an Teaghlach (TUSLA) má chuirtear páiste ar fionraí ar feadh sé lá nó níos mó.

Nuair a chuirtear páiste ar fionraí, iarrfar ar thuismitheoirí an páiste a thógáil abhaile ón scoil. Buailfidh an Príomhoide le thuismitheoirí an pháiste chun fionraíocht an pháiste a shoiléiriú dóibh agus tabharfaidh an Príomhoide ráiteas scríofa dóibh de choinníollacha, de thréimhse agus dáta deiridh na fionraíochta.

## **Deireadh a chur le Fionraí**

Le linn tréimhse fionraithe ón scoil tá sé de cheart ag na thuismitheoirí iarratas a dhéanamh go nglacfar a bpáiste ar ais sa scoil. Caithfidh na thuismitheoirí glacadh orthu féin go gcloífidh an páiste a bhí ar fionraí go hiomlán le Cód Iompair na scoile. Chomh maith leis sin caithfidh an Príomhoide a bheith sásta nach mbeadh baol ann ó thaobh slándáil de do na páistí eile, don fhoireann nó don pháiste féin agus an páiste seo a bheith ar ais ag freastal ar an scoil. Más gá rachaidh an Príomhoide i gcomhairle leis an múinteoir ranga, leis na thuismitheoirí agus leis an bpáiste chun plean iompair a ullmhú don pháiste agus tabharfaidh sé cead oifigiúil don pháiste dul ar ais sa rang. Sa chás go bhfuil riachtanais speisialta ag páiste a bhaineann le cúrsaí iompar, cinnteofar ag an bpointe seo go bhfuil plean iompar aonair i bhfeidhm muna bhfuil cheana féin. Chuigfe sin, lorgófar comhairle ó NEPS.

Má thagtar ar réiteach sásúil ar an bhfadhb le linn an tréimhse fionraithe is féidir leis an Chathaoirleach nó an Príomhoide cead a thabhairt don pháiste filleadh ar ais ar scoil.

## **Díbirt**

Tá údarás ag an mBord Bainistíochta páiste a dhíbirt ón scoil más cás tromchúiseach é nó i gcás dhroch-iompair leanúnach a chuireann isteach ar oideachas pháistí eile nó san áit a bhfuil bagairt ar shláinte agus ar shábháilteacht pháistí agus lucht foirne na scoile. Déanfar an smachtbhanna seo a chur i bhfeidhm de réir théarmaí an Acht Leasa Oideachais (2000).



Sula ndéanfar páiste a dhíbirt ón scoil déanfaidh an Bord Bainistíochta é seo a chur iúl don Oifigeach Áitiúil Leasa Oideachais (Local Education Welfare Officer) de réir Roinn 24 den Acht Leasa Oideachais. Má cheapann an Bord Bainistíochta go bhfuil gá leis is féidir leo teagmháil a dhéanamh leis na Gardaí.

### **Rule 130(5) of the Rules for National Schools**

*Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorizing the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorize a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorize a further period of exclusion in order to enable the matter to be reviewed. (Dept. of Education' Rules for National Schools' 1965.)*

### **Rannpháirtíocht Tuismitheoirí/Caomhnóirí i mBainistiú Fadhbanna Iompar**

Tá ról tábhachtach ag tuismitheoirí/caomhnóirí i saol na scoile agus iarrfar orthu a bheith rannpháirteach i gcur chun cinn an dea-iompar sa scoil agus tacaíocht a thabhairt don Chód Iompair. Déanfaidh an múinteoir ranga tagairt d'eachtraí de mhion droch-iompar a tharlaíonn go minic i ndialann scoile an pháiste nó tríd ríomhphost. Beidh ar na tuismitheoirí/caomhnóirí an nóta seo a fhreagairt. Nuair a thugtar obair bhreise don pháiste mar phionós, beidh ar na tuismitheoirí/caomhnóirí an obair seo a shíniú chomh maith. Ó am go chéile cuirfidh múinteoirí fios ar thuismitheoirí/ar chaomhnóirí teacht chun na scoile chun gné éigin d'iompar a bpáiste a phlé. Más gá cuirfear an Príomhoide ar an eolas faoin gcruinniú agus d'fhéadfadh go mbeadh sé/sí i láthair. Moltar do thuismitheoirí/chaomhnóirí coinne a dhéanamh leis an mhúinteoir ranga/nó leis an Príomhoide chomh luath agus is féidir chun iarracht a dhéanamh droch-iompar a bpáistí a stopadh ó dhul in olcas. Cuirfidh an scoil i gcuimhne do thuismitheoirí/chaomhnóirí chomh minic agus is féidir an bealach le dul i dteagmháil leis an scoil agus coinne a dhéanamh leis na múinteoirí. I gcásanna ina dtuigtear go bhfuil baint ag páiste le droch-iompar atá níos dáiríre is féidir leis an bPríomhoide iarraidh ar thuismitheoirí/caomhnóirí freastal ar chruinniú neamhfhoirmiúil/foirmiúil sa scoil. Is féidir an coinne seo a dhéanamh leis na tuismitheoirí/caomhnóirí ar an bhfón nó i bhfoirm scríofa. D'fhéadfadh go mbeadh an múinteoir ranga nó na múinteoirí a chonaic an droch-iompar le linn dualgas clóis, an Príomhoide agus Cathaoirleach an Bhord Bainistíochta i láthair ag an gcruinniú seo. D'fhéadfadh an páiste freastal ar an gcruinniú nó ar chuid den chruinniú má cheaptar go bhfuil sin oiriúnach.

### **Ag Bainistiú Iompar Foréigneach/Ionsaitheach**

Tuigeann an scoil nach i gcónaí a fhreagraíonn páistí go dearfach don ghnáth idirghabháil, mar atá leagtha síos sa Chód Iompair. Bíonn tacaíocht bhreise ag teastáil ó na páistí seo chun iarracht a dhéanamh cabhrú leo bainistiú a dhéanamh ar a n-iompar foréigneach nó ionsaitheach. Uaireanta léiríonn mionlach beag páistí iompar dúshlánach de bharr a gcuid riachtanais foghlama nó ar chúiseanna eile. Tá sé rí thábhachtach go mbeadh comhoibriú idir na múinteoirí agus na tuismitheoirí chun déileáil leis an droch-iompar seo. Tá sé

tábhachtach go leanfadh na daoine fásta ina saol, sa bhaile agus ar scoil, an córas céanna nuair atá siad ag déileáil leis an droch-iompar. Tabharfar riachtanaisí dá leithéad seo san áireamh agus an scoil ag socrú ar smachtbhannaí do dhroch-iompar. Ach déanfaidh an scoil gach iarracht i gcónaí cinntiú go bhfuil pobal na scoile sábháilte. Ní féidir glacadh le hiompar thromchúiseach a chuireann pobal na scoile i mbaol in ainneoin deacrachtaí iompar an pháiste.

## Achomharc

De réir Alt 29 den Acht Oideachais 1998, is féidir le tuismitheoir nó scoláire atá ocht mbliana déag d'aois nó níos mó achomharc a dhéanamh le Rúnaí Ginearálta na Roinne Oideachais agus Scileanna in aghaidh cuid de chinntí an Bhoird Bainistíochta, ina measc (1) díbirt buan ón scoil agus (2) fionraí ar feadh tréimhse a thabharfadh tréimhse fionraí iomlán go dtí 20 lá scoile nó níos faide in aon scoil bhliain. Caithfear an t-achomharc a thaisceadh laistigh de 42 lá ón lá a cuireadh na tuismitheoirí ar an eolas faoi chinneadh na scoile. (Féach Ciorclán 22/02).

## Tuairiscí Asláthaireachta

### Asláithreachtaí

Iarrtar ar gach scoil eolas a sheoladh isteach maidir le hasláithreachtaí daltaí ar leith, ar bhonn rialta i rith na scoilbhliana ar spriocdhátaí ainmnithe.

Caithfidh tuistí/caomhnóirí glaoch, ríomhphost nó teagmháil tríd Aladdin a sheoladh ar scoil chun a chur in iúl go mbeidh dalta as láthair.

Tá sé de dhualgas orainn mar scoil tuairisc a chur ar fáil do Thusla i gcás ceann amháin nó níos mó de na critéir seo a leanas:

- nuair a dhíbrítear dalta ón scoil
- nuair a bhíonn dalta 6 lá ar fionraí ón soil, ar bhonn carnach
- nuair a bhíonn dalta 20 lá as láthair ón scoil, ar bhonn carnach
- má tá imní ar an bPríomhoide faoi thinreamh dalta
- nuair atáthar chun ainm dalta a bhaint de rolla na scoile, ar cibé cúis

Ainm teagmhála maidir le cúrsaí iompair: Pádraig Ó Conchubhair (Príomhoide)

Síníú Chathaoirleach an Bhoird Bhainistíochta:

Dáta:

8/21/23

Príomhoide: Pádraig Ó Conchubhair

Príomhoide Tánaisteach: Sharon Ní Fhinneadhá

*Gaelscoil Bhrian Bóirimhe,  
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### CODE OF BEHAVIOUR 2023

**Introduction:** The code of behaviour was developed by the school community. It is based on the established good practices and on the guidelines from the NEWB in relation to developing a Code of Behaviour.

The school community wishes to provide a safe enjoyable environment where pupils can develop their natural potential. The Code of Behaviour helps develop and protect that atmosphere. This document provides the guidelines for standards of behaviour and the measures used to bring about those standards.

#### **Rationale:**

The Board of Gaelscoil Bhrian Bóirimhe sets out the Code of Behaviour to ensure that it is in compliance with the legal requirements and good practice as set out in the book 'Developing a Code of Behaviour' (Guidelines for Schools, published by the National Educational Welfare Board). The Education (Welfare) Act 2000 sets out certain matters that must be included in a Code of Behaviour. According to Section 23(2) of the Education (Welfare) Act 2000, a Code of Behaviour shall specify the following:

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

Welfare Service, Child and Family Agency, TUSLA).

The Code of Behaviour is available on the school website and a copy is available to all teachers on the school server.

### **School's Mission Statement:**

*'The school wishes to provide first-class education through the medium of Irish to its pupils, where the child is central and developing as a whole person. Each child is recognised as an individual in his/her own right and is treated justly. Self-respect and respect for others and for other cultures is always nurtured.'*

A co-operative spirit based on mutual respect between all the members of the school community helps develop and maintain a happy atmosphere in the school. A lot depends on good relations and a gentle approach with all involved in the learning environment. Each teacher is responsible for expecting a high standard of behaviour in his/her own classroom, on yard supervision, during school activities and from all pupils in the school environment. Special Needs Assistants have a special role in guiding pupils' behaviour under their care. Along with the following rules and procedures, children also take an active role in establishing classroom rules with their teachers. Rules are kept simple and age appropriate and with a focus on positive behaviour.

### **Standards of Behaviour**

Gaelscoil Bhrian Bóroimhe promotes the following Golden Rules to help ensure good behaviour:

- Take care of possessions
- Take care of people
- Try your best
- Respect yourself and others
- Be kind / Show kindness
- Be honest
- Be gentle
- Be mannerly
- Speak in Irish (We expect the children to speak in Irish in school, on the yard and during school organised activities except during English lessons)

*\*Competition to take place every second year between classes to re-inforce awareness of the rules and to enable new rules to be created or current rules adjusted.*

**As well as the golden rules we strongly encourage the following values and behaviours:**

- Respect yourself and others
- Kindness and a willingness to help others
- Courtesy and good manners
- Equality
- To resolve difficulties and conflict in a respectful way
- Forgiveness

- Attend school regularly and in time
- Comply with rules
- Help to create and maintain a safe and positive school environment
- Respect others students and their learning
- Respect school property and belongings
- Take part fully in school activities

**The following behaviour is not tolerated in the school or in school related activities:**

- bullying and cyber-bullying of other children
- answering back cheekily
- lifting others or pushing others to ground
- throwing objects at others
- hitting others
- fighting, rough play
- spitting
- foul language
- name-calling
- using insulting labels or references to other people
- interfering with another's property
- damaging of school property intentionally or through vandalism
- any other behaviour inappropriate to the learning environment.

(Children will be encouraged to inform the person in charge if interfered with in any of the above ways.)

#### **Discipline procedures:**

- Children who break the rules will be disciplined for their own sake, as well as for the benefit of the other children and the school as a whole.
- Emphasis will be placed on the behaviour. The child while retaining ownership of his/her behaviour must be separated from it. Labels are to be avoided at all times.
- Children will be spoken to as privately as possible to avoid embarrassment.
- Children will be encouraged to give an account of what happened. A genuine effort will be made to help them understand the hurt they have caused and they will encouraged to suggest more appropriate behaviour.

- At times, in order to foster self-reflection, the child may be asked to write a written report, in their own words, as to what happened, have it signed by class teacher/principal and sent home to be signed by parent/guardian.
- Children will be helped to deal with the emotions which caused the inappropriate behaviour.
- Improvements in behaviour will be acknowledged and due praise given.
- \*\*Some children may have additional needs that necessitate either or both reinforcement and/or exceptions to rules. We will endeavour to work out the best way forward with these children, teachers, SETs, SNAs and their parents/guardians.

**A written account will be kept of continuous misbehaviour and of incidences of serious misbehaviour.**

### **Recording of misbehaviour / The Behaviour Book**

Every teacher keeps a record of regular minor misbehaviours, serious misbehaviours gross misbehaviours. If a particular child's misbehaviour is frequently recorded it is recommended to also record their good behaviour.

At the end of the year each teacher returns written records of misbehaviours to the office, behaviours recorded on Aladdin remain available on that platform.

### **Promoting good behaviour**

The school staff makes regular references to good behaviour and good behaviour is recognised and praised. The Golden Rules are referred to regularly at assembly and classes with the best behaviour are often rewarded with prizes.

Alongside these measures, different strategies are used throughout the school to encourage good behaviour – Golden Time, Class Dojo, Table of the Week, pupil of the day/week etc.

### **Behaviour Management System in the Yard**

In the case of continuous misbehaviour, serious misbehaviour and gross misbehaviour the supervising teacher needs to inform the class teacher. The class teacher then needs to record the incident.

### **Bullying**

The school has an anti-bullying policy for pupils as well as a policy relating to harassment among adults in the building.

## **Misbehaviour - Classification**

Misbehaviour falls into one of three categories: minor misbehaviour, serious misbehaviour and gross misbehaviour. The teacher or the Principal will make a judgement on the kind of misbehaviour in question based on a common sense approach having regard to the age and vulnerability of the child and the frequency and gravity of the misbehaviour. In the case that a child has special needs related to behaviour that will be taken into consideration when categorising the behaviour.

### **The following are examples of minor misbehaviour:**

Interrupting class work; regularly arriving late to school; running or being loud in the school; not doing homework and not having a note; throwing rubbish; being discourteous/unmannerly; disregarding school rules; inappropriate gestures and/or behaviour; back-answering; talking without permission; name-calling; walking about without permission.

### **The following measures will be taken when dealing with minor misbehaviour:**

- verbal correction/advice from the teacher;
- reasoning with the child;
- time out;
- note in journal to be signed by parent / infant class teachers inform parents;
- class teacher informed of misbehaviour in the yard and records the incident kept if appropriate.

### **The following measures will be taken when dealing with regular occurrences of minor misbehaviour:**

- recorded on Aladdin
- temporary separation from peers in classroom;
- spend some time in another classroom;
- withdraw privileges from the child;
- additional written work;
- written account (by child or teacher), signed by parent and kept by teacher.

### **When the above mentioned strategies fail the following measures will be taken:**

- Inform the Principal and parents;
- Organise a meeting with parents.

## **Misbehaviour in the Yard**

The following measures will be taken when dealing with misbehaviour in the yard.

The teacher on yard duty will speak to the child/children misbehaving. Depending on the nature of the misbehaviour the following measures can be taken:

- Correct the child
- Ask child/children to accompany the teacher on duty around school yard
- Separate child/children from peers and place in a designated area for a period of 5-15 minutes
- Class teacher will be notified once lunch time is over. Class teacher will record the misbehaviour.
- Class teacher along with teacher on yard duty will deal with the misbehaviour as outlined for minor misbehaviour/serious misbehaviour.
- In the event of serious and gross misbehaviour, the teacher on duty will call for the Principal or class teacher.

### **The following are examples of serious misbehaviour:**

Constantly disruptive in class; telling lies; stealing; regular back-answering; bad language; any behaviour that endangers self or fellow child; bullying; damaging others' or school's property; continual and deliberate disobedience; continuously and deliberately not making any effort with school work/homework; speaking in English; regular name-calling.

### **The following measures will be taken when dealing with serious misbehaviour:**

- the measures set out to deal with minor misbehaviour (where appropriate)
- record incident on Aladdin
- class teacher will organise a meeting with parents
- additional work to be given to child
- withdraw privileges from the child
- if the serious misbehaviour continues the class teacher and the Principal will organise a formal meeting with the parents to find a solution
- the Chairperson of the Board of Management will be notified and the parents will be asked to attend a meeting with the Principal and the Chairperson (or a representative of the Board of Management) to discuss the serious misbehaviour
- the child will be suspended thereafter when all other efforts to deal with the misbehaviour have failed. The child's parents will be notified of the suspension in writing.



**The following are examples of gross misbehaviour:**

- continuously taking part in dangerous or unsuitable activities
- leaving the school/school yard without permission
- causing deliberate harm to any member of the school community
- deliberately vandalising or setting fire to the school building or school property
- deliberately leaving taps or water pipes turned on
- the use of aggressive, threatening or violent behaviour towards a child or any member of the school staff: striking, kicking, biting, or spitting. If a child continues with serious misbehaviour it will be classified as gross misbehaviour.
- bringing dangerous weapons or substances to school

**The following measures will be taken when dealing with gross misbehaviour:**

- a parent/guardian will be contacted to remove the child from the premises
- a formal meeting will be organised with the parents (and with the child if required). The class teacher and the Principal will be present
- the gross misbehaviour will be discussed at the meeting and with the co-operation of the parents and child, an effort will be made to deal with the incident of misbehaviour
- the Chairperson of the Board of Management will be notified and the parents will be asked to attend a meeting with the class teacher, the Principal and the Chairperson (or a representative of the Board of Management)
- the child will be suspended or expelled from the school when all other efforts to deal with the misbehaviour have failed. The child's parents will be notified of the suspension in writing.

**Immediate Suspension**

In exceptional circumstances the Principal may decide that an immediate suspension is appropriate where it could be demonstrated that the student's continuing presence at that time would be a threat to the safety of school students or staff, or to anyone else. Fair procedures must always be implemented.

**Suspension**

The school will endeavour to make every effort in accordance with the Code of Behaviour before it will suspend or expel a child from the school. The child will be suspended in accordance with Rule 130(5) of the Rules for National Schools and the Education (Welfare) Act 2000. The Principal and Chairperson will be informed immediately of the misbehaviour and suspension will be sanctioned. Permission to impose a period of suspension in excess of the three days requires Board of Management approval. This approval may be obtained at a

regular meeting of the Board or at an emergency meeting at which the Chairperson and the Principal outline the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education (Welfare) Act 2000, the Board of Management will inform the Educational Welfare Services, Child and Family Agency, (TUSLA) when a child's period of suspension equals or exceeds six days.

When a child is suspended, parents will be requested to take the child home from the school. The Principal will meet with the child's parents to outline to them the child's suspension and the Principal will present them with a written statement of the terms, duration and date of termination of the suspension.

### **Removal of Suspension**

During a period of suspension from the school, parents have the right to apply to have their child reinstated to the school. The parents must give an undertaking that the suspended child will fully comply with the school's Code of Behaviour. In addition the Principal must be satisfied that the child's reinstatement to the school does not constitute a risk to the safety of the other children, the staff or him/herself. If required, the Principal in consultation with the class teacher, the parents and the child will prepare a plan of behaviour for the child and will re-admit the child formally to the class. In the case that a child has special needs related to behaviour an individual behaviour plan will be put in place at this point if it has not already been done.

If a satisfactory resolution to the problem is achieved within the period of suspension, the Chairperson or the Principal may re-admit the child to school.

### **Expulsion**

The Board of Management has the authority to expel a child from the school in the case of gross misbehaviour or in the case of repeated incidents of misbehaviour that interfere with the education of other children or where there is a threat to the health and safety of children and school staff. This sanction will be imposed under the terms of the Education (Welfare) Act 2000. Before expelling a child from the school, the Board of Management will inform the Local Welfare Education Officer in accordance with Section 24 of the Education (Welfare) Act. If the Board of Management deems it necessary, they may contact the Garda Síochána.

### **Rule 130(5) of the Rules for National Schools**

*Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorizing the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorize a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorize a further period of exclusion in order to enable the matter to be reviewed. (Dept. of Education 'Rules for National Schools' 1965.)*

## **Participation of Parents/Guardians in Managing Problem Behaviour**

Parents/Guardians play a vital role in the school community and as such will be invited to participate in promoting good behaviour in the school and to support the Code of Behaviour. The class teacher will note regular incidents of minor misbehaviour in the child's on Aladdin and parents will be notified. Parents/Guardians are requested to reply this note. When additional work is given to the child as a sanction, parents/guardians are requested to also sign this work. From time to time, teachers will call on parents/guardians to come to the school to discuss some aspect of their child's behaviour. If required the Principal will be informed of this meeting and may attend. Parents/Guardians are encouraged to make an appointment with the class teacher or with the Principal as soon as possible in an effort to prevent any escalation in their child's misbehaviour. The school will remind parents/guardians at every opportunity of the procedures for contacting the school and for arranging a meeting with teachers. Where a child is found to be involved in more serious behaviour the Principal may request parents/guardians to attend an informal/formal meeting at the school. This meeting may be arranged with parents/guardians by telephone or in writing. The class teacher or the teachers who witnessed the misbehaviour while supervising on yard duty, the Principal and the Chairperson of the Board of Management may be present at this meeting. The child may attend all or part of the meeting if deemed appropriate.

## **Managing Violent/Aggressive Behaviour**

The school recognizes that a child may not always respond positively to the usual intervention, as outlined in the Code of Behaviour. These children require extra support in an effort to manage their violent or aggressive behaviour. Occasionally a small minority of children show particular challenging behaviour, due to their educational needs or to other reasons. It is vitally important for teachers and parents to co-operate in order to deal with this misbehaviour. It is important that the adults in their lives, at home and at school, follow the same system when dealing with the misbehaviour. Additional needs related to behaviour will be taken into consideration when deciding on appropriate disciplinary action. The school will endeavour, however, to ensure the safety of all members of the school community. Gross misbehaviour that puts the safety of the child and/or other members of the school community cannot be accepted, regardless of the child's behavioural difficulties.

## **Appeal**

Under Section 29 of the Education Act 1998, a parent or children who have reached the age of 18 years are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management, including (1) permanent expulsion from the school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. The appeal must be lodged within 42 days from the date the decision of the school was notified to the parents. (See Circular 22/02).

## Absence Reports

All schools are asked to submit information about individual student absences at regular intervals throughout the year on designated dates.

Parents are asked to communicate their child's absence and the reason for the absence, through a phone call, email or on Aladdin.

As a school we are obliged to report to TUSLA when one or more of the following criteria apply:

- a student is expelled
- a student has been suspended for 6 days or more cumulatively
- a student has reached 20 days absence cumulatively
- a principal is concerned about a student's attendance
- a student's name is to be removed from the school register for whatever reason

The contact person in relation to the Code of Behaviour is Pádraig Ó Conchubhair (School Principal).

Signature (Chairperson of the Board of Management):

*Lore O'Connell*  
*at Keshmohand*

Date:

*8/2/2023*